Babson College

Graduate Catalog 2025-2026

Volume: I

Date of Publication: August 19, 2025

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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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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.

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Corey N. O'Neill '22

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Somia Farid Silber '15

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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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Vaibhav Vohra '08

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.

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 2025-2026

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

Fall 2025

Day	Date	Event
R	8/21	Residence Halls Open for First years , Exchange, and Transfer Students
R-Su	8/21-8/24	Undergraduate Orientation for First Years, Transfer, and Exchange Students
Sat	8/23	Residence Halls Open for Returning Students
M	8/25	Undergraduate Classes begin
M	8/25	Graduate Programs - New Student Orientations Begin
M	8/25	Graduate Blended MBA - Miami begins
F	8/29	Undergraduate Add/Drop Ends 4:30 p.m. Eastern Time
M	9/1	Labor Day: no classes
T	9/2	Graduate Classes begin
F	9/12	Graduate First "A" and Full Session Add/Drop Ends 4:30 p.m. Eastern Time
Th	9/18	Undergraduate Pass/Fail Selection Deadline for Designated First Session "A" Half Semester Courses 4:30 PM Eastern Time
Tu	9/30	Last Day to withdraw from a Graduate First Session "A" Course 4:30 p.m. Eastern Time
M	10/13	Indigenous Peoples' Day; No day or Evening classes (See makeup day for Grad on 10/14)
Tu	10/14	Undergraduate Fall Break Day: no UG classes
Tu	10/14	Babson Monday for Grad Classes Only. No Tuesday class meeting.
F	10/17	Undergraduate Mid-Semester Warnings due from faculty
Tu	10/21	Undergraduate Mid-Semester Warnings sent to students
Tu	10/21	Graduate Elective "A" Session courses end
W	10/22	Graduate Elective "B" Session courses begin
Tu	10/28	Undergraduate Pass/Fail Selection Deadline for Designated Second Session "B" Half Semester Courses 4:30 PM Eastern Time
Tu	10/28	Undergraduate Pass/Fail Selection Deadline for Designated Full Session Courses 4:30 PM Eastern Time
Tu	10/28	Last day to withdraw from an Undergraduate course 4:30 p.m. Eastern Time
Th	10/30	Last Day to withdraw from a Graduate Full Session course 4:30 p.m. Eastern Time
Tu	11/4	Graduate Second Session "B" Add/Drop ends 4:30 p.m. Eastern Time
R	11/20	Last Day to Withdraw from a Graduate Second Session "B" course 4:30 p.m. Eastern Time
M-F	11/24-11/28	Undergraduate Thanksgiving Break
W-F	11/26-11/28	Graduate Thanksgiving Break
W	12/3	Last Undergraduate class (24 Hour Quiet Time begins on campus at 8 p.m.)
Th	12/4	Undergraduate Reading Day
F-F	12/5-12/12	Undergraduate Exams (no exams on Saturday or Sunday, Reading days)
F	12/12	End of Semester for Undergraduate Students
Sa	12/13	Last meeting for Graduate classes including Final Exams if Applicable and End of the Semester for Graduate Students
Sa	12/13	Residence Halls close for Winter Break

Spring 2026

Day	Date	Event
F	1/16	Residence Halls open for Transfer, Exchange, January Admits, and Babson Begin students. Undergraduate Orientation begins.
F-Su	1/16-1/18	Undergraduate Orientation for Transfer, Exchange, January Admits, and Babson Begin students
Su	1/18	Residence Halls open for Returning Undergraduate Students
M	1/19	Martin Luther King Holiday - no day or evening classes
Tu	1/20	Graduate and Undergraduate classes begin
Sa	1/24	Graduate Blended MBA - Miami begins
M	1/26	Undergraduate Add/Drop ends 4:30 p.m. Eastern Time
F	1/30	Graduate First "A" and Full Session Add/Drop ends 4:30 p.m. Eastern Time
Th	2/12	Undergraduate Pass/Fail Selection Deadline for Designated First Session "A" Half Semester Courses 4:30 PM Eastern Time
M	2/16	Presidents Day Holiday: No day or evening classes (See makeup day on 2/17)
Tu	2/17	Babson Monday: follow Monday class schedule, no Tuesday classes
Th	2/19	Last Day to withdraw from a Graduate First Session "A" Course 4:30 p.m. Eastern Time
Sat	3/14	Graduate "A" Session courses end
M-F	3/16-3/20	Spring Break Graduate and Undergraduate (5 days)
F	3/20	Undergraduate Mid-Semester Warnings due from faculty
Su	3/22	Graduate "B" Session Begins
Tu	3/24	Undergraduate Mid-Semester Warnings sent to students
M	3/30	Last Day to withdraw from a Graduate Full Session course 4:30 p.m. Eastern Time
Tu	3/31	Last day to withdraw from an Undergraduate course 4:30 p.m. Eastern Time

Day	Date	Event
Tu	3/31	Undergraduate Pass/Fail Selection Deadline for Designated Full Session Courses 4:30 PM Eastern Time
Tu	3/31	Undergraduate Pass/Fail Selection Deadline for Designated Second Session "B" Half Semester Courses 4:30 PM Eastern Time
F	4/3	Graduate Second "B" Session Add/Drop ends 4:30 p.m. Eastern Time
M	4/20	Patriot's Day holiday: No day or evening classes (See make up days for UG on 4/23; and Grad on 4/26)
T	4/21	Last Day to Withdraw from a Graduate Second Session "B" Course 4:30 p.m. Eastern Time
W	4/22	Undergraduate School Babson Monday: follow Monday class schedule, no Wednesday classes – UG only
F	4/24	Graduate School: Babson Monday: follow Monday class schedule - Grad only
W	4/29	Last meeting for Undergraduate classes (24 Hour Quiet Time begins on campus at 8 p.m.)
Th	4/30	Reading Day
F	5/1	Undergraduate Final Exams
Sa-Su	5/2-5/3	Reading Days
M-F	5/4-5/8	Undergraduate Final Exams
F	5/8	End of the Semester for Undergraduate Students
Sa	5/9	Last meeting for Graduate classes including Final Exams if Applicable and End of the Semester for Graduate Students
Sa	5/9	Undergraduate Residence Halls Close (for students not scheduled to graduate)
Sa	5/16	Commencement: UG at 10 a.m.; Grad at 3 p.m.

Summer 2026

Day	Date	Event
Su	5/17	Residence Halls open
Su	5/17	Graduate Summer First Session begin
M	5/18	UG Full Summer classes begin
F	5/22	Undergraduate Add/Drop Ends 4:30 p.m. Eastern Time
M	5/25	Memorial Holiday: No day or evening classes (See makeup day for Grad only on Friday, 5/29)
F	5/29	Graduate First Session Add/Drop Deadline 4:30 p.m. Eastern Time
F	5/29	Babson Monday (Graduate) school follow Monday class schedule, make up for 5/25, regularly scheduled Friday classes will also be meeting
M	6/15	Last Day to withdraw from a Summer First Session Graduate course 4:30 p.m. Eastern Time
F	6/19	Juneteenth Holiday observed: no classes
F	6/26	Last day to withdraw from an Undergraduate course 4:30 p.m. Eastern Time
F	6/26	Undergraduate Pass/Fail selection deadline for designated Full session courses 4:30 p.m. Eastern Time
R	7/2	Last Summer First Session Graduate class including Final Exams if applicable
F	7/3	Independence Day Holiday: no classes

Day	Date	Event
Sa	7/4	Independence Day Holiday: no classes
Su	7/5	Graduate Summer Second Session courses begin
F	7/17	Graduate Second Session Add/Drop Deadline 4:30 p.m. Eastern Time
W	7/22	Last Undergraduate class
R-F	7/23-7/24	Undergraduate Finals
F	7/24	End of the Semester for Undergraduate Students
F	7/24	UG Residence Halls close
T	8/4	Last day to withdraw from a Summer Second Session Graduate course 4:30 p.m. Eastern Time
Sa	8/22	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
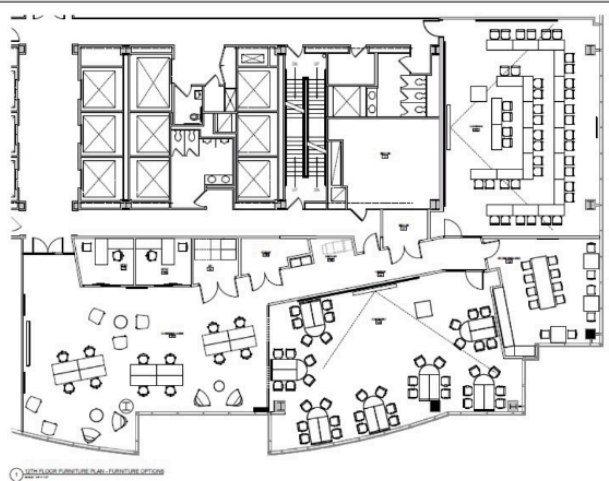
BABSON CAMPUS MAP

BUILDINGS
48 Arthur M. Blank Center for Entrepreneurship
33 Babson Executive Conference Center (BECC)
21 Babson Hall
68 Babson Skating Center
48 Bertarelli Institute for Family Entrepreneurship
19 Boston Sports Club
39 Bryant Hall
10 Canfield Hall
4 Central Services
15 Coleman Hall
59 Cruickshank Alumni Hall
2 Forest Hall
3 Forest Hall Annex
48 Frank & Eileen™ Center for Women's Entrepreneurial Leadership
46 Franklin W. Olin Graduate School of Business (Graduate Admission Center)
23 Gerber Hall
27 Glavin Family Chapel
33 Herring Family Entrepreneurial Leadership Village
9 Hollister Building
29 Horn Computer Center
28 Horn Library, Babson Commons, & Stephen D. Cutler Center for Investments and Finance

48 Institute for Social Innovation
11 Keith Hall
46 Kerry Murphy Healey Center for Health Innovation and Entrepreneurship (KMH Center)
16 Kerry Murphy Healey Park
44 Knight Auditorium
24 Kriebel Hall
30 Len Green Recreation and Athletics Complex / Webster Center
47 Luksic Hall
50 Lunder Undergraduate Admission Center at Mustard Hall
45 Malloy Hall
81 Mandell Family Hall
13 McCullough Hall
57 Milea 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 Pietz Hall
58 Post Office
6 Public Safety Building
56 Publishers Hall
12 Putney Hall
25 Reynolds Campus Center

26 Sorenson Center for the Arts
5 Sullivan Building
46 Tariq Farid Franchise Institute
51 Tomasso Hall
7 Trim 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 Woodside

PARKING LOTS
8 Parking Lot T - Trim
17 Parking Lot C - Coleman
32 Parking Deck
34 Parking Lot E - Herring Family ELV & BECC
43 Parking Lot K - Knight

61 Parking Lot N - Nichols
62 Parking Lot F - Forest
63 Parking Lot H - Hollister
64 Parking Lot P - Green/Webster Athletics
65 Parking Lot S - Sullivan
66 Parking Lot W - Woodland Hills
67 Parking Lot Y - Bryant
69 Parking Lot L - Lunder Admission

ATHLETIC FIELDS
A MacDowell Field
B Isbrandtsen Practice Field
C Hartwell-Rogers Field
D Alumni Softball Field
E Harrington Rugby Pitch
F Govoni Baseball Field
G Tennis Courts
H Barefoot Park
I Lorber Park

★ Entrances (Westgate and Main)
⚲ = Handicap Access

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, parking garage and a café on the lobby level. Not to mention the proximity with the metro mover (station within a block), hotels (discounted rate with the East Hotel at Brickell City Center), 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's administrative team is located at Babson Miami, occupying an office suite area that houses our Babson Miami Director, Admissions Specialist, and Administrative Assistant. 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

Graduate Admissions
At the F.W. Olin Graduate School of Business, we are dedicated to providing an unparalleled graduate management education.

Located in Olin Hall

Graduate Center for Career Development
The Center for Career Development offers you both career advising and company outreach, and our relationship managers work within assigned industries to ensure you get valuable insights to help you pursue your professional goals.

Located in Olin Hall

Health Services
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
ITSD 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 Graduate Academic Services

The Office of Graduate Academic Services is responsible for providing academic support and program management activities for all MBA, MS and certificate programs.

Located in Olin Hall

Office of Graduate Life & Leadership

Cocurricular and student life activities for the Graduate School.

Located in Olin Hall

Office of Belonging and Inclusion

The Office of Belonging & Inclusion seeks to enhance support, advocacy, education, and celebration of our intentionally diverse and increasingly intersectional student community.

Located in Glavin Chapel

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

Registrar

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

Located in Hollister Hall

Residence Education

The mission of Residence Education is to develop safe and inclusive undergraduate residential campus communities.

Located in Reynolds Campus Center

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

Academic Support Centers

Accessibility Services

The mission of Accessibility Services is to collaborate and empower students with disabilities to coordinate support services and programs that enable equal access to an education and college life.

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

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. Schedule an appointment to get started.

Located in Horn Computer Center

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's an organization for every passion at Babson: design thinking, marketing, analytics, soccer, mobility—the possibilities are as endless as your ideas.

Each MBA club is initiated and pitched by students to the Graduate Student Council. Successful ideas become officially recognized graduate clubs and are run by a graduate student leadership team that is fully invested in the mission.

Graduate clubs for students at Babson foster entrepreneurial leadership and always rise to meet the unique needs of Babson students. We have many, long-standing entrepreneurship clubs that have been a part of the Grad School for decades, such as the Grad Latin Club and Babson Women in Business. But the full list of Babson clubs is always changing as new clubs are initiated and older ones evolve in new ways. In truly entrepreneurial fashion, our clubs are continually proving sustainability and viability to the Grad School community. Learn more about what clubs are right for you while you earn your top rated MBA at Babson.

Want more? Create a new organization. One of the many leadership opportunities you have as a graduate student

at Babson is to imagine, pitch, and build a new graduate club. There's even a professional development training and support program to help you succeed in your new leadership role.

Fitness and Recreation

Be a part of the exciting culture of graduate club sports and recreation at Babson.

With state-of-the-art facilities that gather teams from across the country, you'll find everything you need for personal workouts, intramural sports, and student-led clubs. This sporting spirit extends to Boston proper, home to a host of professional sports teams and events.

Babson Recreation and Athletics Complex (BRAC) is home to Babson RecFit and offers programs for students, faculty, staff, alumni, and community members. All Babson graduate students can use BRAC for free.

Boasting a 5,000-square-foot strength training floor and 5,000-square-foot cardio area, BRAC provides lap swim, group fitness classes, access to a personal trainer, and full locker rooms with access to showers. You also can play intramural sports here.

You also have access to the Webster Center, which offers a similar range of activities and free exercise classes. On top of that, you can use Babson Tennis Courts, Babson Skating Center, MacDowell Field (lacrosse and field hockey), and Elizabeth Morse Swimming Center. Keep in mind some are available to use by permit only.

Babson houses a variety of intramural sports made up of graduate and undergraduate students, faculty, and staff. If you don't see a team that interests you, you can advocate for a new one, depending on the level of interest, facility space, and equipment needs.

There are a wide range of graduate clubs at Babson—including some sports clubs, like the Babson Graduate Golf Club and the Graduate Soccer Club. Check out graduate Clubs and Organizations, where you can join or start a club. Some Babson graduate Traditions even include sports, like the annual Ski Trip with the Graduate Student Council.

You also can welcome your significant other and family into the sports scene at Babson with the Babson Partners' Club. Some activities the club typically organizes are off-campus ice skating and attending professional sporting events.

Arts

The arts provide a space to explore the intersection of creative vision and entrepreneurial thought. As a

graduate student, you can attend art workshops; dance, musical, and theater performances; film screenings, and art exhibits; author and artist talks; and more.

Community

As an entrepreneurial leader, you can see the creative potential where others just see obstacles—no matter where your ambitions lie, from nonprofits to Fortune 500 firms, and everywhere in between. Through collaboration, inclusive excellence, and entrepreneurial leadership and thinking, the graduate student community creates value in more ways than one might think. Make connections and friends for life here.

Campus Life

Dining

Babson offers diverse and flexible options for your meals on campus. There are multiple meal plan options you can apply to the dining halls and 10 retail destinations, including Dunkin' Donuts, Starbucks, and Smoothie Lab. Babson dining services include:

- 24-hour dining solutions with smart markets
- Menu items inspired by regional cuisine, using local produce
- Allergen-free and vegan options at Trim Dining Hall
- Support for students with food allergies/Celiac Disease and other medical dietary restrictions
- On-demand nutritional counseling

Most graduate students download the Boost Mobile App to purchase food at Olin Café (in Olin Hall). The cafe offers stations with a variety of different food options and is where graduate students gather and eat most of their meals. If you want to purchase a Trim Dining Hall meal plan, you're welcome to, but it's not required.

Dining facilities include: Trim Dining Hall, Reynolds Campus Center, Roger's Pub & Grille, Centennial Café, and Olin Café.

Student Spaces

Reynolds Campus Center: 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 dining options.

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.

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. Get help with research or check out our in-depth career guides. Access academic papers, professional periodicals like The New York Times and Forbes, and books published in every subject area. Reserve a group study room, classroom, connect with other students on the first and second floors, or enjoy the peace and quiet of the "quiet study" space on the third floor.

Len Green Recreation and Athletics Complex: 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 is 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 is dedicated to empowering a diverse and inclusive campus community by nurturing a culture where each student experiences a deep sense of belonging and acceptance.

We aim to create a campus environment that prioritizes justice, well-being, diverse worldviews, and inclusive perspectives. Acknowledging the inherent dignity of everyone and the systemic obstacles to equitable learning and living spaces, we actively elevate and assist historically marginalized and underrepresented groups, ensuring everyone's success at Babson and beyond.

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

Application Requirements

Full-Time MBA (1-Year and 2-Year)
- Short answer questions
- One letter of professional recommendation (non-academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- Interview
- A $100 application fee

Part-Time MBA (Flex and Online)
- Short answer questions
- One letter of professional recommendation (non-academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- Interview upon request from the admissions committee
- A $100 application fee

Blended Learning MBA – Miami
- Short answer questions
- One letter of professional recommendation (non-academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- Interview
- A $50 application fee

Master of Science in Management in Entrepreneurial Leadership (MSEL)

- Short answer questions
- One letter of recommendation (professional or academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- A $100 application fee
- Video interview: an invitation to complete your video interview will be sent once your application is submitted. Videos are due within 7 days of your application submission.

Master of Science in Finance (MSF)

- Short answer questions
- One letter of recommendation (professional or academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- A $100 application fee
- Video interview: an invitation to complete your video interview will be sent once your application is submitted. Videos are due within 7 days of your application submission.

Master of Science in Business Analytics (MSBA)

- Short answer questions
- One recommendation letter (professional or academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- A $100 application fee
- Video interview: an invitation to complete your video interview will be sent once your application is submitted. Videos are due within 7 days of your application submission.

Doctor of Business Administration (DBA)

- Short answer questions
- Résumé
- Transcripts from all institutions, undergraduate and graduate

- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- Interview (by invitation)
- A $100 application fee
- Two letters of recommendation from professionals who can speak to your ability to thrive in an academically rigorous professional doctoral program and balance the time commitment required in the program.

Certificate in Advanced Management (CAM)

- Short answer questions
- One letter of professional recommendation (non-academic)
- Résumé
- Transcripts from all institutions, undergraduate and graduate
- Candidates may include an essay to provide additional pertinent information to the admissions committee (optional)
- A $100 application fee
- Interview upon request from the admissions committee

Babson Graduate Alumni

The following items are required for CAM, MBA, MSF, or MSBA graduates or current graduate students applying for CAM or a second graduate degree program:

- Résumé
- Babson transcripts
- Interview

All alumni with a bachelor's or a master's degree from Babson are eligible for the Lifelong Learner Grant when admitted into a graduate degree program or an open enrollment executive education program. Alumni also are eligible for an application fee waiver. Reach out to Graduate Admissions to have your application fee waived.

Application Dates and Deadlines

Full-Time MBA Programs

One-Year MBA - Summer (May 2026) Enrollment

Round	Application Deadline	Decision Available
1	September 10	End of September
2	October 22	Mid-December
3	January 14	End of February
4	March 23	Rolling as space available

Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Two-Year MBA - Fall (August 2026) Enrollment

Round	Application Deadline	Decision Available
1	October 22	Mid-December
2	January 14	Mid-March
3	March 23	End of April
4	April 28	End of May
5	May 27	Rolling as space available
Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Part-Time MBA Programs

Part-Time MBA - Flex and Online

Entry Term	Round	Application Deadline
Spring 2026	1	September 10
	2	November 12
	3	January 7
	4	Rolling as space is available
Summer 2026	1	February 11
	2	April 2
	3	May 4
	4	Rolling as space is available

Blended Learning MBA-Miami, FL

Round	Application Deadline	Decision Available
1	October 22	Mid-December
2	January 14	Mid-March
3	March 23	End of April
4	April 28	End of May
5	May 27	Rolling as space available
Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Specialized Masters Programs

Master of Science in Management in Entrepreneurial Leadership (MSEL)

Round	Application Deadline	Decision Available
1	October 22	Mid-December
2	January 14	Mid-March
3	March 23	End of April
4	April 28	End of May
5	May 27	Rolling as space available
Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Master of Science in Finance (MSF)

Round	Application Deadline	Decision Available
1	October 22	Mid-December
2	January 14	Mid-March
3	March 23	End of April
4	April 28	End of May
5	May 27	Rolling as space available
Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Master of Science in Business Analytics (MSBA)

Round	Application Deadline	Decision Available
1	October 22	Mid-December
2	January 14	Mid-March
3	March 23	End of April
4	April 28	End of May

5	May 27	Rolling as space available
Rolling Admissions	Rolling Admissions	Rolling as space available

International applicants who require a new student visa are strongly encouraged to apply by Round 3.

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Doctor of Business Administration Program
Doctor of Business Administration (DBA)

Round	Application Deadline	Decision Available
1	February 18	Early April
2	April 29	Early June
Rolling Admission	Rolling as space is available	Rolling as space is available

*Rolling admissions means that we continue to accept and review applications until the program is filled to capacity. Please contact Graduate Admissions if you are unsure about when to apply.

Certificate Program
Certificate of Advanced Management (CAM)

Entry Term	Round	Application Deadline
Spring 2026	1	September 10
	2	November 12
	3	January 7
	4	Rolling as space is available
Summer 2026	1	February 11
	2	April 2
	3	May 4
	4	Rolling as space is available

Test Policy

We will continue our test-optional policy for the GMAT/GRE for all graduate applicants with a 2026 program entry. That said, you are welcome to submit a test score, and we'll be happy to consider it as part of your application review.

International Applicants

We're pleased you're considering joining our global community of entrepreneurial leaders and are here to make your application journey as smooth as possible.

From TOEFL scores to transcripts, feel confident that you'll have guidance on everything you need throughout your application process. Our team of expert advisors in Admissions and International Student & Scholar Services (ISSS) can guide you through each step.

International English Language Test Scores

As an international student, you may need to provide your English language test scores as part of your application to Babson.

Exemptions

If any of the statements below apply to you, you may be eligible for an English language test waiver. If so, you will simply select your waiver reason on your application, and it will be verified by the Graduate Admissions team.

- Your native language is English
- Your previous degree was outside the U.S. but only taught in English
- The official language of your country of citizenship is English
- You've been working in the U.S. full-time for at least two consecutive years in the past ten years prior to submitting your application

Minimum Scores & School Codes

The table below provides clear information on recommended minimum scores and school codes to use when sending your scores to Babson.

Column 1	Recommended Minimum Score	Information and Registration Forms
TOEFL (iBT)	100	ETS – Babson's ETS reporting code: 3075
TOEFL Essentials	11	ETS – Babson's ETS reporting code: 3075
IELTS	7.5	IELTS
PTE	65	Pearson – Babson's Pearson program code: WFS-5T-20
Duolingo English Test	130	Duolingo

Transcript Details

When you apply to Babson, you'll submit transcripts from your previous programs. If your transcripts aren't in English, they'll need to be translated before submission. Note that you need the equivalent of a U.S. bachelor's degree.

If you are admitted and choose to enroll at Babson, official documents that include degree earned and date

conferred are required to complete your admissions file prior to starting your graduate program. Carefully review the requirements for each program below.

Full-Time MBA
Official transcript(s) are required. If your undergraduate degree was granted outside the U.S., U.K., or Canada, you'll need to provide an equivalency evaluation of your degree. Babson recommends you do this through World Education Services Inc., Educational Credential Evaluators Inc., or International Education Research Foundation.

Part-Time MBA, Blended Learning MBA-Miami and Certificate in Advanced Management
Official transcript(s) are required. If your transcripts are not in English, you'll need to provide an official translation of your transcripts.

Specialized Master's (MSBA, MSEL, MSF)
Official transcript(s) are required. If your transcripts are not in English, official translated copies of transcripts are required. If you recently graduated and your degree has not yet been conferred, we can accept an official provisional degree certificate AND a university issued final transcript to complete your admissions file.

F-1/J-1 Immigration Status

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

Most international students studying full time are eligible for F-1 immigration status. The International Student & Scholar Services (ISSS) team can help you decide which status is right for you. A variety of resources will assist you as you apply for your student visa and prepare to come to the U.S.

F-1 STATUS

F-1 is the most common and recommended visa status for international students in the U.S. in full-time degree programs. Students admitted to a program with a full-time courseload are eligible for F-1 status. Funding may come from personal and/or outside sources.

Note: The Blended Learning MBA – Miami meets the requirements of a F-1 visa eligible program.

Note: For Fall 2025, Babson is currently unable to issue a Form I-20 (certificate of eligibility for F-1 nonimmigrant student status) for participation in the Doctor of Business Administration (DBA) Program.

J-1 STATUS

Students admitted to a program with a full-time courseload are eligible for J-1 status only if they **meet one of the following five criteria** at any time during their educational program in the United States:

- You or your program are financed directly or indirectly by the U.S. Government, your home government, or an international organization of which the United States is a member
- The exchange program is carried out pursuant to an agreement between the U.S. and a foreign government
- The exchange program is carried out pursuant to a written agreement between:
  - An American and foreign educational institution
  - An American educational institution and a foreign government
  - A U.S. state or local government and a foreign government
- You are supported substantially (at least 51% of total program expenses) by source(s) other than personal or family funds

Continuing Your U.S. Education

Looking to continue your education in the U.S.? If you've been accepted to Babson and are coming directly from another U.S. institution (as a recent graduate or active OPT student), you will need your immigration record transferred to Babson.

Alternatively, if you are a recent Babson graduate or in an active period of OPT following your completion of a Babson degree program and wish to pursue another degree at Babson (for example, a Certificate in Advanced Management student beginning the MBA program, or an undergraduate student pursuing a specialized master's degree), you may qualify for a change of education level or program.

Either of these situations are intended to preserve an F-1 international student's immigration record, allowing them to keep using their F-1 visa and/or not have to depart the U.S. between programs. A new Babson Form I-20 is still required and ISSS will advise students further, based on individual situations.

Financial Policies and Information

Tuition and Fees

Below is our tuition rates for the 2025–2026 academic year. Graduate tuition rates are set annually by Babson College's Board of Trustees.

One-Year MBA

TUITION COSTS FOR THE FULL PROGRAM: MAY 2025–MAY 2026
$92,250

Two-Year MBA

TUITION COSTS FOR THE FULL PROGRAM: SEPTEMBER 2023–MAY 2025
First-year tuition (2025–2026): $73,710
Second-year tuition (2026–2027): $43,050†
Total tuition for program: $116,760†

†Tentative rate; assumes standard progression through the program.

Note: The first-year tuition is a flat rate for up to 12 credits each term, you will be charged $2,050 per credit for each additional credit. For the second year, it's based on the number of remaining credits needed to complete the program. Current second-year tuition (2025–2026) is $2,050 per credit.

Part-Time/Online MBA

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit) for students entering summer 2017 and later: $2,050

Blended Learning MBA – Miami

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit): $2,050

Master of Science in Management in Entrepreneurial Leadership (MSEL)

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit): $1,874
Global Experience Program fee: $5,000*

required mandatory fee for all MSEL students

Master of Science in Finance (MSF)

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit): $1,874

Master of Science in Business Analytics (MSBA)

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit): $1,874

Doctor of Business Administration

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition: The estimated cost of tuition for the three-year program is $123,000*. Students are responsible for the cost of travel, hotel, and meals associated with face to face meetings. Additional dissertation fees will be charged to students who extend beyond the three-year timeframe for completion.
Based on current 25-26 rates. Tuition rates are set annually in February by Babson's Board of Trustees and are subject to change in future years.

Certificate in Advanced Management (CAM)

TUITION COSTS: FALL 2025–SUMMER 2026
Tuition (per credit): $2,050

Policies

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

Graduate students may be charged on a per-credit or flat-rate basis, depending on the academic program.

Additional Charges

Health Insurance

CURRENT 2024–2025 RATES
Two-Year MBA, Part-Time/Online MBA, and MS Programs Health Insurance*: $2,722
One-Year MBA Health Insurance*: $3,336

Students registered full-time or three-quarter time 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 plans also are available. Students covered under another health plan that meets Massachusetts requirements 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.

International Education Abroad

Typical cost ranges are listed below. For additional information on specific Elective and Semester Abroad opportunities, visit the Glavin Office of International Education.

	Elective Abroad	Semester Abroad
Length of Program	1–2 weeks	12–15 weeks
Number of MBA credits	3	12–15 weeks
Program Fee	$1,800–$3,200	$0
Airfare	$800–$1,800	$1,000–$2,000
Housing	Included in program fee	$3,000–$5,000
Food	$500–$600	$1,600–$2,300
Local transportation	Included in program fee	$200–$600
Personal	$200–$400	$2,000–$2,900
Total (not including tuition)	$3,300–$6,000	$7,800–$12,800

Tuition for Electives and Semester Abroad is in addition to these cost estimates and is billed on a per-credit basis as with other electives.

Living Expenses

Estimated Costs: Fall 2024-Spring 2025

Item	Cost
Off-Campus Housing* (avg.)	$15,574
Food (avg.)	$7,426
Books and Supplies (avg.)	$80/credit
Personal (avg.)	$2,982
Federal Direct Loan Fees (avg.)	$218
Transportation (avg.)	$2,308
Total Living Expenses	$28,508 (plus books depending on anticipated credits)

*The only housing option available to graduate students is off campus. This housing average is representative of costs across all Babson locations.

2024–2025 Miscellaneous Expenses

Returned Payment Fee: $50
Late Payment Fee: $200
Babson OneCard Replacement: $20
Payment for miscellaneous expenses is due 10 days after notification unless otherwise indicated. These charges vary and can include vehicle registration, parking tickets, library fines, and pharmacy charges

Billing and Payments
Billing Procedures

Students are notified via email before each payment deadline. Student account information and balances due are available online through Workday. Although the F.W. Olin Graduate School of Business at Babson College recognizes that many graduate students receive financial aid or monetary assistance from third parties, the ultimate responsibility for satisfying all financial obligations rests with the student.

Please note that failure to receive notification of a payment deadline does not eliminate payment obligations or prevent late payment penalties.

Tuition charges are generated from information provided by the registrar. Contact the Registrar's Office (with any questions about the courses for which one is registered and being charged. Information about withdrawing from courses and the resultant tuition adjustments is available in the section titled Course Changes.

Admission enrollment deposits are non-refundable after 3 business days.

Payment for miscellaneous charges is typically due 10 days after the charges have been posted. Questions about any of the charges listed below should be directed to the appropriate office:

Charge	Office
Motor vehicle registration and parking violation charges:	Public Safety
One Card replacement:	Public Safety
Prescription and lab charges:	Health Services
Unreturned book/damage charges:	Horn Library
Webster Center equipment:	Athletics

Babson charges a $50 fee if a payment made from a checking or savings account cannot be processed because of insufficient funds or incorrect information.

Deadlines
One-Year MBA

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 9

Two-Year MBA

PAYMENT DEADLINES (INCOMING STUDENTS)
Summer 2025: May 1
Fall 2025: August 1
Spring 2026: January 6

PAYMENT (RETURNING STUDENTS)
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 6

Part Time/Online MBA

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 9

Blended Learning MBA—Miami

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 1
Spring 2026: January 6

Master of Science In Management In Entrepreneurial Leadership (MSEL)

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 6

Master of Science In Finance (MSF)

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 9

Master of Science In Business Analytics (MSBA)

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 9

Doctor of Business Administration

PAYMENT DEADLINES
Fall 2025: August 1
Spring 2026: January 5

Certificate in Advanced Management (CAM)

PAYMENT DEADLINES
Summer 2025: May 1
Fall 2025: August 8
Spring 2026: January 6

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:

Student Financial Services
Babson College
231 Forest Street
Babson Park, MA 02457-0310

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

A $200 late payment fee will be charged to any student who has not met the semester payment deadline. Also, the F.W. Olin Graduate School of Business will hold academic transcripts, hold diplomas, prohibit registration for a subsequent semester, and prohibit participation in Commencement exercises for any student who has an outstanding balance owed to the College. 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. Students who wish to appeal a late payment penalty must do so in writing to Student Financial Services 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

Refunds of Credit Balances

Students who wish to have credit balances refunded to them should submit refund requests online through Workday. Starting at the end of the add/drop period, requests for credit balance refunds received by Tuesday at noon generally will be refunded on Thursday by 2:00 p.m. Refunds are not issued during the add/drop period. Also, refunds are not issued based on financial aid which is pending but not yet disbursed. Refund checks are made payable to the student unless otherwise requested. Students who have federal Title IV student aid disbursements (from the Federal Direct or Grad PLUS Programs) 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.

Refund Advances

If an emergency arises for which students need assistance or an advance on forthcoming loan funds, they should contact Student Financial Services. Requests should be made only for unanticipated expenses and may not be used to pay for tuition or fees.

Financial Aid

Application Procedures

All U.S. citizens and permanent residents are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). Federal student loans are available to students enrolled half time* or more. Students must apply for financial aid each year.

*Note: CAM students enrolled in 4.5 or more credits are considered to be enrolled half time.

To apply, submit the Free Application for Federal Student Aid (FAFSA), available online on the FAFSA website. List Babson College, Babson Park, MA, in the school listing

section of the FAFSA. Babson's Title IV School Code is 002121. Babson recommends selecting the option to use the IRS Data Retrieval Process.

Additional documents may be requested to complete the verification of the financial aid application.

Deadlines

Incoming Students: Use your admission application deadline for the FAFSA and all scholarship materials.

Returning Students: We recommend that you complete these steps by April 15.

Awards

Babson College graduate students have the opportunity to apply for additional grants and need-based or special criteria scholarships.

Babson Alumni Lifelong Learner Grant

All alumni with a bachelor's or a master's degree from Babson are eligible for the 20% grant on tuition when admitted into a graduate degree program—no separate application is required.

Canadian Scholarship

The Canadian Scholarship is a need-based scholarship that is awarded to Canadian citizens, with preference to students who attended McGill University. Apply by completing a College Scholarship Service PROFILE form online.

FUNED Scholars (Mexican Nationals)
Scholarship Opportunities

Babson College, in partnership with the Fundación Mexicana Para La Educación (FUNED), offers up to two $10,000 scholarships annually to selected incoming MBA students who are Mexican nationals.

There is no separate application for the FUNED Scholarship at Babson; Mexican nationals will be considered based on their admission application materials. Scholarship recipients will be notified at the time of admission. Recipients in the Two-Year MBA program who continue in good academic standing will have the FUNED Scholarship renewed for their second academic year at Babson.

Loan Opportunities

The agreement also provides the opportunity for incoming MBA and MS students to apply for a loan from FUNED covering up to 40% of the total educational cost, not to exceed $20,000 for one year and $40,000 for two years.

Students interested in learning more about scholarship and loan options with FUNED can learn more at www.funedmx.org.

Wellesley and Needham Town Scholarships (Residents & Graduates)

This scholarship is for students who are residents of Wellesley or Needham, Massachusetts, or who are graduates of Wellesley or Needham high schools. An additional application to the respective town's Board of Selectmen is required. For the Needham Town Scholarship, you will need to complete the application found on the town website.

Yellow Ribbon Scholarships (U.S. Veterans)

Established by the Post-9/11 GI Bill®, the Yellow Ribbon Program provides veterans with supplemental education funding, beyond the basic benefits, by matching contributions made by a participating college or university. Qualifying students at Babson will receive an annual $20,000 Yellow Ribbon Scholarship, $10,000 of which is funded by Babson and matched by $10,000 from the Veterans Administration.

Candidates should send a copy of the VA Certificate of Eligibility to Babson's VA certifying official in Veteran Benefits at the Registrar's Office. The limited number of scholarships are awarded on a first-come, first-served basis.

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 website at https://www.benefits.va.gov/gibill.

MBA Need-Based Scholarships

MBA students with demonstrated financial need are eligible for several scholarships that are only open to students who are nearing completion of their program and will graduate in the year they apply. The application process takes place annually in September, with additional information provided to students from the Student Financial Services team. Below is a list of the awards typically available.

Consideration Criteria

Preference in selection will be given to students who will graduate this academic year and who have not previously received a merit award at the time of admission to Babson.

Other factors used to evaluate scholarship candidates will include: academic accomplishments, involvement in the graduate school community, financial need, and level of educational loan debt.

Nonprofit/Developing Country Work

MBA CLASS OF 2001 ENDOWED SCHOLARSHIP
This scholarship was made possible through the generosity of the MBA Class of 2001. The scholarship is awarded to a continuing student who has done work in a developing country or non-profit organization.

Second-Year Students in Two-Year MBA

MBA CLASS OF 2002 ENDOWED SCHOLARSHIP
This scholarship was made possible through the generosity of the Two-Year MBA Class of 2002. Their successful fundraising effort led to the creation of an endowed fund designed to assist second year students in the Two-Year program experiencing financial difficulty.

Students from the Southern U.S.

DONALD M. GALLY SCHOLARSHIP
This endowed scholarship fund was a gift from the estate of the late Donald M. Gally '27. The scholarship is awarded based on financial need with preference given to students from southern U.S. states.

Women in Mid-Career

ELIZABETH LITTLE BODMAN SCHOLARSHIP
This endowed scholarship fund was established in memory of Elizabeth L. Bodman MBA'76, former Babson trustee. The scholarship is designed to provide assistance to undergraduate and graduate women who are furthering their education in mid-career.

Students from Europe

EUROPEAN ENDOWED SCHOLARSHIP
One scholarship from this endowed fund is awarded each year to a European MBA student studying at Babson.

Women with Entrepreneurial Experience

THE KATHERINE SAYARE SCHOLARSHIP FOR WOMEN IN BUSINESS
This award provides need-based assistance for graduate women from the U.S. with preference given to female students with entrepreneurial experience.

Full-Time Student Leaders

STUDENT LEADERSHIP SCHOLARSHIP
This GSC-sponsored scholarship will be given to a full-time student who has demonstrated leadership in graduate school activities that strengthen community and enhance the lives of graduate students.

International Students

WERTHEIMER INTERNATIONAL SCHOLARSHIP
Named in memory of Robert G. Wertheimer, former Professor of Economics at Babson, this scholarship is awarded to an international MBA student with financial need.

Loans
Loan Programs
We strongly recommend that all U.S. citizens and permanent residents of the U.S. apply for federal student loans first before pursuing any other loan option. You must be enrolled at least half time* to qualify for federal student loans. Please read Babson Loan Policy Statement.

*Note: CAM students enrolled in 4.5 or more credits are considered to be enrolled half time.

Federal Student Loans (U.S. Citizens & Permanent Residents)
FEDERAL DIRECT LOAN PROGRAM FEDERAL

The Federal Direct Loan is the most widely available student loan for U.S. citizens and permanent residents of the U.S. Students are eligible to borrow up to $20,500 per year through this program.

DIRECT GRADUATE PLUS LOANS

Federal Direct Graduate PLUS Loans are student loans for U.S. citizens and permanent residents of the U.S. to cover educational expenses that are not covered by other loans or financial aid. The maximum loan amount is determined by your cost of attendance, less any other financial aid you receive from other sources.

How to Apply
To be considered for a federal student loan, you must complete the FAFSA. Based on your application, you will receive a financial aid offer that may include student loans.

To be eligible for a loan, students must remain enrolled at least half time,* in 6 or more credits

Interest Rates and Fees
You can find details about interest rates and federal loan fees on the Federal Student Aid website.

Loan Repayment
The Standard Repayment term extends up to 10 years, with deferments available during unemployment, economic hardship, or continued education.

Interest Accrual
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 they leave school.

Loan Disbursement
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 account

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

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 versus variable rate loans, for-profit versus nonprofit organizations, regional versus national lenders)

RECOMMENDED LOANS AND 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.

Loans for International Students
Student loans are available to international students with a credit-worthy U.S. citizen or Permanent Resident co-applicant.

Loan Options
We have a list of recommended loans and lenders. Additional financing options for international graduate students may be available from MPOWER Financing, or Prodigy Finance.

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

Satisfactory Academic Progress

After each semester and module, the Academic Standards Committee (ASC) reviews the standing of all students whose cumulative GPA is below 2.80, who receive a failing grade or an incomplete grade in a course, or who receive a deliverable and/or course grade adjustment due to ineffective teamwork or failure to demonstrate collaborative teamwork. The ASC may in its discretion dismiss or issue a warning to any student in these cases. The ASC in its discretion may also mandate that a student take additional course work during the elective portion of the program to prove proficiency in the areas where the faculty has determined the student has not mastered the core skills. The committee will determine the criteria and conditions for continued study in all instances and communicate these in writing to the student. In all cases, students are responsible for the additional costs associated with taking additional courses.

Dismissal Policy: The decision to dismiss a student can occur at any time in the course of their studies if it is the consensus of the ASC in its discretion that continued study is not advisable. Students have the right to pursue one appeal of the dismissal decision of the ASC to the Graduate School Associate Dean of Programs, whose decision is final. If a student is dismissed, the degree will not be awarded. Contact the Graduate School for details.

Attendance Policy
Class Attendance

Faculty may and often do include class participation as a significant component in calculating a student's course grade. Therefore, students should plan to attend all class sessions, whether in person or virtual, to avoid repercussions up to and including failing the course. It is the student's responsibility to notify the faculty before being absent unless the student is physically unable to do so (e.g. due to extreme illness or accident). Please note that the graduate school does not offer excused absences. Rather, notification of an absence fosters communication and respect between students and faculty. Students are still responsible for any consequences associated with missing class time. Students who may need to miss more than one class session, whether for illness or personal circumstances, are advised to meet with an academic

advisor to determine their options which may include taking a Leave of Absence. Please see the Examinations and Grades section for policies related to attendance for final exams.

The Doctor of Business Administration, Blended Learning Miami program, and Blended Learning format courses: Attendance at all Face-to-Face sessions in Blended Learning format courses is required. Students facing unexpected and/or extenuating circumstances may request to miss a Face-to-Face session by contacting the Faculty Director. Students should plan their schedules carefully as conflicts such as having an appointment during class time are not approved absences. Students are further advised that even when approved, absences will often result in significant make-up work as well as a reduced class participation grade as the Face-to-Face session is integral to successful completion of Blended Learning format courses. Students who find themselves needing to miss a Face-to-Face session are strongly advised to seek guidance from an academic advisor prior to requesting to miss a F2F. Not all situations will merit an approved absence and in some cases students may be better served by taking a Leave of Absence.

Religious Observance

Babson College welcomes and values people and their perspectives and respects the interests of all members of the 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 within two weeks of the course's start of potential conflicts between course requirements and religious observances. In such an event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

Massachusetts General Laws Chapter 151C, Section 2B: "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 that 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."

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

The F.W. Olin Graduate School of Business at Babson College uses one grading system for all programs. The official grades and their numerical values are:

- **A:** 4.00
- **A-:** 3.67

- **B+:** 3.33
- **B:** 3.00
- **B-:** 2.67
- **C+:** 2.33
- **C:** 2.00
- **C-:** 1.67
- **F:** 0.00
- **P:** 0.00

In specific courses pass/fail is the grading basis. The Grade value is 0.00. Students should contact Graduate Academic Services or the Office of Doctoral Studies with questions.

Incomplete Grades

A status of "Incomplete" ("I") may be given to a student only when there is documented evidence of a valid reason for failure to complete the work required in a course (e.g., sickness, death in family). Students who receive an "I" must consult with the instructor to determine the work required to remove the "I." Faculty may administer makeup examinations for this purpose. The instructor will submit the new grade to the Registrar's Office after the student has fulfilled all course requirements.

An "I" must be cleared (by taking a makeup exam or submitting missing work) before the last class of the next semester in which the student is registered. If the student is not registered in the semester after the "I" is recorded, the student will have either 12 calendar months or until the end of the next semester for which they are registered, whichever occurs first, to resolve the "I." Incomplete courses that fulfill prerequisites for the following semester must be completed 72 hours before the end of the add/drop period. This earlier deadline provides faculty time to grade the outstanding work or exam and submit the final grades to the Registrar's Office before the end of add/drop. Students who do not make up incomplete work within the specified time period will receive the instructor's final grade based on normal course requirements, with a numerical value of "0" calculated into the final grade for all items that remain incomplete.

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.

MBA students who complete all course requirements with a GPA below 2.80 may be permitted to take up to 6 additional credits to raise it at the discretion of the Academic Standards Committee. MS students maybe permitted to take MBA elective courses (up to 6 credits) to raise their GPA with the approval of the Academic Standards Committee. If the student fails to raise their GPA to 2.80, the degree will not be awarded. In all cases, students are responsible for the additional costs associated with taking these courses.

Certificates

In the CAM program, if a grade of "F" is earned in any course the student will be dismissed from the College and the certificate will not be awarded.

Makeup of Failed Course

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. MBA students who complete all course requirements with a GPA below 2.80 may be permitted to take up to 4.5 additional credits to raise it at the discretion of the Academic Standards Committee. MS students may be permitted to take MBA elective courses (up to 3 credits) to raise their GPA with the approval of the Academic Standards Committee. If the student fails to raise their GPA to 2.80, the degree will not be awarded. In all cases, students are responsible for the additional costs associated with taking these courses.

Grade Disputes

Requests for a review of a grade in any course, regardless, if a final exam was given or not, must be presented to the faculty member before the last day of classes of the fall or spring semester immediately following the semester in which the grade was earned. This policy applies to all students regardless of the student's status in the following semester. Please note a different policy applies to Incomplete grades.

The following procedure should be followed in a grade dispute:

1. The student should first contact the faculty member(s) involved to discuss the matter. The purpose of the meeting is to check the accuracy of the grading process (confirming how the final grade was determined and the percentage of each deliverable in the final grade; and catching errors, if

any, in the faculty grade sheets) and for the student to learn about their inadequacies and strong points. This procedure does not require the professor and student to agree on the final result. The obligation is simply to help the student understand the faculty's process in determining the grade.

2. If the issue is not resolved, the student should then contact the respective division chair and file a written appeal explaining the student's position. The division chair will consider the appeal and issue a decision with reasonable promptness.

3. If the issue remains unresolved, the student should then appeal to the Associate Dean of Programs, whose decision is final and not subject to appeal.

Semester and Module Grades

Course grades are available online on Workday under the Grades section, generally within two weeks of the examination period. Students may not repeat a course for which they earn a passing grade.

Concentrations

MBA Students may declare a concentration once they are registered for the first semester at Babson. If declaring a concentration it must be declared by the stated deadline in the student's final semester. MBA students may declare up to two concentrations but can only double count 3 credits across the two concentrations. Concentrations are not degree requirements and students will not be able to delay their graduation due to outstanding concentration requirements. Concentrations are not printed on diplomas. Concentrations may not be retroactively declared post-graduation. Additional details of the MBA concentrations, including declaration deadlines, can be found on the Student Hub.

Learning Goals

The F.W. Olin Graduate School of Business has established learning goals for each program.

MBA Learning Goals

Babson College prepares graduate students to be entrepreneurial leaders. Our curriculum builds **functional depth with integrative ability through classroom, experiential and project-based learning**. In the classroom, across campus, and in the wider world, our students experience this within our framework of entrepreneurial thought and action. Through increased self-awareness, expanded mindsets, and refined skillsets, graduates will apply what they have learned and developed to address the greatest challenges of business and society today including innovation, growth,

integrated sustainability, and globalization. They achieve this by starting new ventures or contributing to established organizations. The Babson student experience is guided by learning goals.

Graduates will be able to do the following:

- **Collaboration**: Collaborate with and learn from others to accomplish a common goal or create an original work.
- **Communication**: Develop and express ideas strategically, through written, oral, and visual formats, to a specific audience for a desired purpose.
- **Leadership**: Lead people to work towards shared goals with consideration of the ethical implications of their actions.
- **Problem-Solving**: Analyze and assess ideas and data to make decisions and recommendations appropriate to situations and stakeholders.

MSEL (MSM in Entrepreneurial Leadership) Learning Goals

- **Entrepreneurial Thinking and Acting**: Babson MSEL graduates create, identify, assess, shape, and act on opportunities in a variety of contexts and organizations.
- **Social, Environmental, and Economic Responsibility**: Babson MSEL graduates make decisions based on an awareness of relevant stakeholders, ethical considerations, and an attempt to create and sustain social, environmental, and economic value.
- **Self and Contextual Awareness**: Babson MSEL graduates understand their sense of purpose, identity, and context, and use this understanding to inform their decisions.
- **Managing in a Global Environment**: Babson MSEL graduates incorporate social, political and economic context and complexities when managing in a global environment.
- **Leadership and Teamwork**: Babson MSEL graduates exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing environment.
- **Innovative Problem Solving**: Babson MSEL graduates develop creative solutions to challenging problems, and generate economic and socially valuable outcomes.

MSAEL (MS in Advanced Entrepreneurial Leadership) Learning Goals

- **Creative Design Thinking**: Challenge assumptions and solve problems through an iterative, human-focused process.

- **Enhanced Emotional Intelligence**: Strengthen your ability to mobilize and enlist others to lead effectively.
- **Managing Disruption**: Navigate uncertainty by mastering an agile mindset and learning how and when to pivot.
- **Performance Measurement to Articulate Impact**: Illustrate ideas and tell stories using data to ensure sustainable, quantifiable financial performance.
- **Strategic Problem Formulation**: Pinpoint the problem and structure your analysis to lay the groundwork for entrepreneurial action.

MSF (MS in Finance) Learning Goals

- **Technical Skills in Finance**: Babson MSF graduates are proficient in applying quantitative methods and financial analysis techniques in a variety of contexts. These include statistical analysis of financial and economic data; valuing corporate investment decisions; valuing firms; and valuing a variety of financial instruments including equities, fixed income, and derivative securities.
- **Complex Financial Problem Solving:** Babson MSF graduates appreciate the ambiguity that surrounds the most interesting business and financial problems. They are adept at extracting salient issues from a complex problem, identifying appropriate analytical techniques, applying judgment, and proposing well-reasoned recommendations.
- **Ethical and Professional Standards:** Babson MSF graduates are prepared to recognize and respond to ethical issues that arise in the financial profession and financial practice. They also understand professional standards in financial fields, and how these may vary.

MSBA (MS in Business Analytics) Learning Goals

- **Enterprise Strategy**: Babson MS in Business Analytics graduates understand the role that advanced analytical techniques can play in the successful achievement of the goals and strategies of an organization. They understand the strengths and limitations of various analytical approaches as well as the social, ethical, environmental, and sustainability consequences of strategic decisions.
- **Tools and Methods**: Babson MS in Business Analytics graduates integrate tools and analytic methods to maximize the value of data in the organizational context. They can select appropriate tools and interpretive methods to ensure that each organizational challenge is addressed using the right approach at the right time.
- **Entrepreneurial Thinking and Acting**: Babson MS in Business Analytics graduates understand and appreciate the complexities of business and social

problems. With solid training in technical and communication skills, they are prepared to design and execute innovative and creative solutions based on data analytics in a variety of contexts and organizations.
- **Communication Skills**: Babson MS in Business Analytics graduates are proficient communicators of insights derived from data. They can understand the results from advanced analytical techniques and summarize them appropriately for a variety of different audiences. They can make a logical, clear, and persuasive case for or against the value of using analytics in a particular business situation.
- **Teamwork and Collaboration**: Babson MS in Business Analytics graduates value diverse perspectives and skills within a team and work collaboratively in analytics projects.

DBA (Doctor of Business Analytics) Learning Goals

- **Applied Research**: Develop ability to identify and articulate pertinent business challenges, design and execute practical research projects, and effectively communicate findings.
- **Entrepreneurial Leadership**: Cultivate an entrepreneurial mindset that enlists and inspires others to co-create innovative solutions to complex problems.
- **Learning Facilitation**: Gain expertise in understanding how people learn, designing impactful learning experiences, and measuring learning outcomes.

Babson assesses these desired student learning goals as part of its commitment to continual program improvement. The assessment of these learning goals will take place periodically within identified courses in each program. The data collected will be completely anonymous and will have no impact on student grades. Aggregated results will be used for program planning and accreditation purposes within the F.W. Olin Graduate School of Business and Babson College, and may be included in institutional research analyses and reports. Further information about the learning goals and assessments may be obtained from the Assistant Dean of the graduate school or the director of Institutional Assessment.

Examinations
Attendance, Absence, or Conflicts

Instructors will choose if they would like to give a final exam, final project, or other final deliverable. If a final exam is given, it will take place during the last class meeting. Please refer to the course syllabus for more information about the final exam or deliverable. Permission to miss a final exam must be obtained before

the exam from the Office of Graduate Academic Services or the Office of Doctoral Studies and the faculty member, in cases with extenuating circumstances.

Such extenuating circumstances include, but are not limited to:

- serious illness supported by a doctor's certification
- death in the immediate family
- observance of a religious holiday (see *Religious Observance* for more)

The following are **not** considered extenuating circumstances:

- oversleeping,
- travel
- disabled vehicles, or
- misunderstanding the schedule

A student who has two exams scheduled at the same time or more than six hours of exams scheduled for one day may arrange for a revision of their schedule by contacting the Registrar's Office. The Final Exam Conflict form is available in the Final Exams section at www.babson.edu/registrar and must be turned in to the Registrar's Office no later than one week before the final exam period begins.

Exam Accommodations

To ensure exam accommodations can be arranged in a timely manner, students must discuss exam arrangements with the faculty at the start of each course. If determined that the student will not take the exam with faculty, the student and faculty should work with DAS to make alternate exam arrangements. Accessibility Services will coordinate exam logistics with student, faculty, and Graduate Academic Services or the Office of Doctoral Studies.

The exam structure will vary depending on the Graduate program and the preference of the faculty.

- Online Exam: The faculty will provide students approved for exam accommodations the extra time online. If faculty have questions about how to set up the "extra time exam" on Canvas, faculty should call the Faculty Support line at 781-239-5400.
- On-campus Exam: The faculty may make exam arrangements privately with the student; or, the faculty and the student may ask Accessibility Services to coordinate exam accommodations. These requests must be submitted at the start of the course to ensure exam arrangements in a timely manner.

Transfer of Credit

Advanced Standing Credit

Advanced Standing Credit (ASC) is credit for courses taken at another institution prior to applying to and being accepted at Babson College. Not all courses will be accepted for ASC. ASC will be reviewed during the application process and students will be notified at the time of acceptance by Graduate Admissions of any course that has been approved for ASC. Students must resolve all questions about advanced standing credit with Graduate Admissions during their first semester at Babson. Should a student's request for advanced standing credit be denied or requested after their first semester, the student will be required to successfully complete the course at Babson. Students cannot take courses for which they have received advanced standing credit without first obtaining approval from the Office of Graduate Academic Services. In those rare cases in which approval is given, the advanced standing credit will be rescinded, whereby the previously granted credit hours are removed from the student's transcript.

Policies for specific programs are outlined below.

Policy for the Part-time MBA Program

The following information on advanced standing credit applies only to the Part-time MBA program. To receive advanced standing credit, the student must have earned a grade of "B" or better from a nationally or regionally accredited college or university in the United States, or in a comparable international program, within five years of entering the Part-time MBA program.

Policy for the Full-time MBA Programs

The following information on advanced standing credit applied only the Full-time MBA programs. In rare circumstances, students may request prior academic coursework be applied to the elective requirements of the One Year or Two Year MBA program pending approval from the faculty director and the Office of Graduate Admissions. To receive advanced standing credit, the student must have earned a grade of "B" or better from a nationally or regionally accredited college or university in the United States or in a comparable international program within five years of entering the Full-time MBA program. When approved, credit will only be awarded for electives; no credit will be awarded for core requirements which must be completed at Babson College with the entering cohort.

Policy for Masters of Science in Business Analytics (MSBA) Program

The following information on advanced standing credit applies only to the MSBA program. In rare circumstances, students may request prior academic coursework be applied to the MSBA program pending approval from the faculty director and Office of Graduate Admissions. The maximum amount of advanced standing credit that MSBA students may be granted is 6 credits. Advanced standing credit for MSBA elective courses is determined by equivalent graduate course work and based upon approval from Graduate Admissions and the MSBA faculty director. To receive advanced standing credit, the student must have earned a grade of "B" or better from a nationally or regionally accredited college or university in the United States or in a comparable international program within two years of entering the MSBA program.

Policy for Masters of Science in Finance (MSF) Program

The following information on advanced standing credit applies only to the MSF program.
In rare circumstances, students may request prior academic coursework be applied to the MSF program pending approval from the faculty director and the Office of Graduate Admissions. The maximum amount of advanced standing credit that MSF students may be granted is 6 credits. To receive advanced standing credit, the student must have earned a grade of "B" or better from a nationally or regionally accredited college or university in the United States or in a comparable international program within two years of entering the MSF program.

Policy for Certificate Program

The following information on advanced standing credit applies only to the Certificate program. Certificate students are not eligible to receive advanced standing credit. Students who have completed equivalent undergraduate or graduate coursework and earned a grade of "B" or better from a nationally or regionally accredited college or university within the last 5 years, and/or have passed the CPA, CFA, or CMA exam may be eligible to receive a waiver in order to meet prerequisite requirements. Students who have passed the CPA, CFA, or CMA will need to submit a copy of their exam results to Graduate Admissions.

Policy for Doctor of Business Administration (DBA) Program

The following information on advanced standing credit applies only to the DBA program. DBA students are not eligible to receive advanced standing credit.

Post-Matriculation Transfer Credit

Graduate students are expected to complete all degree requirements in residence at Babson. Transfer credit for courses taken elsewhere after matriculation will be granted only in cases in which a student relocates (making the commuting distance to Babson impossible), or in certain other rare situations deemed appropriate by the Office of Graduate Academic Services at its discretion. Students wishing to apply for PMTC should be sure they have not previously used up their maximum transfer credit via ASC, BEC, TIO, etc. Please note: **students enrolled in the Doctor of Business Administration and Certificate of Advanced Management Programs are not permitted to transfer in credit post-matriculation.**

Post-matriculation transfer credit for elective courses may be granted only for those offered in a graduate- level degree-granting program comparable to AACSB-accredited or EQUIS-accredited schools, where the courses are substantially dissimilar in content to Babson elective courses, when a grade of "B" or better has been earned, and the Office of Graduate Academic Services has received the official transcript. The Office of Graduate Academic Services will coordinate with the appropriate division to determine approval of post- matriculation transfer credit requests. Exceptions to this policy may be made in rare circumstances by appeal to the Associate Dean of Programs.

All requests for approval to undertake coursework for post-matriculation transfer credit must be submitted to the Office of Graduate Academic Services and approved in writing before registering at another institution. Note, the acceptance of credits or degrees earned at Babson for transfer credit to another institution is at the discretion of the transfer institution.

Policy for the Full-time MBA Programs

The maximum post-matriculation transfer credit that may be granted to students in the One-Year and Two-Year MBA programs is 12 elective credits, provided the student has completed the core.

Policy for the Part-time MBA Program

The maximum post-matriculation transfer credit that may be granted to Part-time MBA students is 12 credits, provided the student has met the minimum residency requirement of completing at least half of the total degree requirements of the Part-time MBA program at Babson.

Policy for the MSEL Program

Students in the MSEL Program are not allowed to apply for post-matriculation transfer credit unless approved in advance by the MSEL Faculty Director for courses required to demonstrate academic competency.

Policy for Masters of Science in Finance (MSF) Program

The maximum post-matriculation transfer credit that may be granted to MSF students is 6 credits, provided the student has met the minimum residency requirement (MSF Core) of the MSF program. The combination of advanced standing credit and post-matriculation transfer credit may not exceed 6 credits.

Policy for Masters of Science in Business Analytics (MSBA) Program

The maximum post-matriculation transfer credit that may be granted to MSBA students is 6 credits, provided the student has met the minimum residency requirement (MSBA Core) of the MSBA program. The combination of advanced standing credit and post-matriculation transfer credit may not exceed 6 credits.

Policy for Doctor of Business Administration (DBA) Program

Students in the DBA program are not eligible for post-matriculation transfer credit.

Waiver Exam Policies
Policy for the Part-time MBA Program

The following information on waiver exams applies only to the Part-time MBA program. Waiver examinations: Students may receive credit for certain core courses by passing a waiver examination. All waiver exams must be completed prior to enrolling in a course for which it is a prerequisite. Waiver exams are pass/fail. Grades are not awarded for passing waiver exams and will not appear on the students'

academic record. Students have one opportunity to sit for a waiver exam. If the student fails the exam they must subsequently complete the course. For more detailed information on the waiver examination process, please visit the Waiver Exams page on the Student Portal.

Waiver exams are offered for the following courses: ACC7800, MKT7800, QTM7800, OIM7800, and FIN7800.

Policy for the Certificate of Advanced Management Program

The following information on waiver exams applies only to the Certificate of Advanced Management program.

Students may prove content competency for certain core courses by passing a waiver exam. By passing a waiver exam, students become eligible to register for upper level electives for which the waiver exam course is a prerequisite. Waiver exams are pass/fail. Credits and grades are not awarded for passing waiver exams and will not appear on the students' academic record for the CAM program. All waiver exams must be completed in the student's first semester of the program. If a student has missed the waiver exam deadline but would like their situation to be considered for approval, they must contact the Office of Graduate Academic Services to review the request with an academic advisor. Waiver exams are not available for elective courses.

If a CAM student passes a waiver exam and later decides to enroll in the Part-time MBA program, the waiver exam credit will be applied towards the Part-time MBA degree. Waiver exam credit is valid for up to 5 years. Waiver exams may be offered for the following courses: ACC7800, MKT7800, QTM7800, OIM7800, and FIN7800.

Second Degree Policy And Babson Earned Credit

Neither enrollment in, nor completion of, a previous Babson credential guarantees admission into a future Babson graduate certificate or degree program. Students who have successfully completed a prior Babson graduate-level credential and are accepted into a second graduate degree program may be granted Babson Earned Credit (BEC) according to the below guidelines. No credit will be given for core requirements in the One Year MBA, Two Year MBA, or Blended Learning Miami MBA programs. Students may not transfer MBA or MS credits to the CAM, however CAM credits may be applied to MBA or MS degrees (see details below).

Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA. The DBA program credits are not eligible to be transferred to a second degree.

In no circumstance may a student apply more than the total credit limit. The credit limits listed below are inclusive of ASC, BEC, TIO, PMTC, and waiver exams as applicable to the specific program.

Credits earned at Babson College may be applied to up to two Babson credentials. For example, a student who completes the Certificate of Advanced Management and earns 9 credits may subsequently apply the credits to the MBA. The student may not then apply those same credits a third time to one of the MS degrees. Students considering a second or third credential are strongly encouraged to discuss their academic plans with the Office of Graduate Academic Services prior to enrollment.

Applying CAM credits to the MSF or MSBA

Students who earn the Certificate of Advanced Management and are accepted into either the MSF or MSBA program may bring in up to 12 Babson Earned Credits to the selected MS degree provided the specific courses apply to the selected degree and the credits have been earned within five years of starting the new degree program. Neither enrollment in nor completion of the Babson graduate certificate guarantees admission into a future Babson graduate degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying CAM credits to the MBA

Students who earn the Certificate of Advanced Management and are accepted into either the One Year, Two Year, or Part-time MBA program may bring in up to 18 Babson Earned Credits to the MBA provided the specific courses apply to the selected degree and the credits have been earned within five years of starting the new degree program. Neither enrollment in nor completion of the Babson graduate certificate guarantees admission into a future Babson graduate degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying MBA credits to the MSF or MSBA

Students who earn a degree in either the One Year, Two Year, or Part-time MBA program and are accepted into either the MSF or MSBA program may bring in up to 15 Babson Earned Credits to the MS degree provided the specific courses apply to the selected degree and that the credits have been earned within seven years of starting the new degree program. Neither enrollment in nor completion of the MBA guarantees admission into a future Babson graduate degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying MSF or MSBA credits to the MBA

Students who earn a degree in either the MSF or MSBA program and are accepted into either the One Year, Two Year, or Part-time MBA program may bring in up to 22.5 Babson Earned Credits to the MBA as elective credit provided that the credits have been earned within seven years of starting the new degree program. Neither enrollment in nor completion of the MSF or MSBA program guarantees admission into a future Babson graduate degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying Non-Degree credits toward a future degree

Graduate credits completed with a grade of "B" or better in a Babson non-degree course (such as Test It Out/TIO) may be applied as elective credit toward the Part-time MBA, MSBA, MSAEL, or CAM as long as the credits have been earned within the next two program start terms for the new certificate, MS, or MBA program and the course is approved for the specific program. Non-degree credits may not exceed 3 elective credits. Neither enrollment in nor completion of a non-degree course guarantees admission into a future Babson graduate certificate or degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying MSAEL Credits toward a future degree

Graduate credits completed with a passing grade in the Babson MSAEL degree may be applied as elective credit towards a future Babson MBA degree as long as the credits have been earned within seven years of starting the new degree program and the course is approved for the specific program. Neither enrollment in nor completion of the MSAEL program guarantees admission to a future Babson graduate degree program. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Applying graduate credits earned while enrolled as a Babson undergraduate student toward a future credential

Graduate credits completed with a passing grade while the student is enrolled as a Babson undergraduate student may be applied toward a future Babson credential as long as the credits have been earned within seven years of starting the new degree program. Neither enrollment in nor completion of Babson graduate courses guarantees admission into a future Babson credential. Credits will be denoted on the student's transcript with an asterisk and grades from previous credentials will not be calculated into the GPA.

Course Selection and Registration
Course Listing

Students can view all information about course offerings by accessing the Course Listing found under the Academic section on the Workday. Clicking on a course title displays the course description. The Course Listing automatically updates whenever a change is made. Students can check the availability of courses at any time to see the number of students enrolled in a particular course and the maximum allowed.

Registration

Students, with the exception of DBA, MSEL, MSAEL, and Blended Learning Miami students, register for courses through Workday. All active graduate students receive, via Babson email, registration information and dates to access Workday registration. DBA, MSEL, MSAEL, and Blended Learning Miami students will be enrolled by the Registrar's Office.

- Entering One-Year and Two-Year students will be enrolled in their assigned module sections by the Registrar's Office before the start of their first semester.
- MSBA and MSF students will be enrolled by the Registrar's office for all their core courses
- Elective registration for all programs will be available online via Workday.

For tuition payment information, refer to the Tuition, Fees, Payment Policies, and Financial Aid section of this handbook.

Course Changes

Course changes to electives and Part-time MBA core may be made during registration and through the add/drop period. Students may not make course or schedule changes in the DBA, MSEL, MSAEL, the Blended Learning Miami MBA program, the One Year and Two Year MBA core, MSBA, or MSF core. Students in these programs should contact the Office of Graduate Academic Services or Office of Doctoral Studies for additional information on the impacts of schedule changes to their course of study.

Deadlines for Adding or Dropping from Courses

Students may add or drop courses from their schedule without a financial or academic penalty up to the end of the add/drop period with the exception of students in cohort-based programs as noted above. The add/drop period runs for approximately ten days at the start of each semester unless otherwise noted. The specific dates are posted on the Academic Calendar for each semester and session. Students are strongly advised to review the add/drop deadline carefully and are advised to make all schedule changes prior to this deadline. After the end of add/drop students may only withdraw from courses and be subject to academic and/or financial consequences. There are no exceptions to this policy or the deadline.

Deadlines for Withdrawing from Courses

After the end of the add/drop period students may withdraw from a course. Withdrawing from a course will result in a W on the student's transcript. Additionally, some or all tuition will be forfeit. Ceasing to attend class does not constitute an official withdrawal. Students ceasing class attendance after the last date to withdraw

will receive a final grade based on the normal course requirements, with a numerical value of "0" calculated into the final grade for all course requirements not completed. Students must officially withdraw from a course before the withdrawal date in order to avoid consequences up to and including failing the course. The Academic Calendar lists the withdrawal dates for all first, second, and full session courses.

Students who withdraw from a course can no longer attend or participate in that course and will be removed from the Canvas site. In the event the College suspends or dismisses a student, tuition and other charges will be calculated in the same manner as for students withdrawing.

Students with any questions about their status in the F.W. Olin Graduate School of Business should contact the Office of Graduate Academic Services or the Office of Doctoral Studies.

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.

Online Electives

With the exception of residents of the State of Florida, domestic students in the part-time MBA program may choose to complete 100% of their electives online.

International students enrolled in full-time programs are eligible to enroll in up to 3 credits (or 1 course) per semester in an online course. For specific modality allowances review information at https://www.babson.edu/glavin-office/isss/maintaining-student-status/.

Semester Course Load

Effective spring 2017, full-time enrollment in the Certificate of Advanced Management program consists of at least 9 credits per semester.

Part-time students may take 1 to 12 credits per semester. The average is 6 credits.

Full-Time students in the One-Year and Two-Year MBA programs take at least 12 credits per semester, with the exception of their final semester when they may take fewer depending upon the total remaining to graduate.

Students who want to take more than a standard full-time course load must obtain written permission from the Office of Graduate Academic Services or Office of

Doctoral Studies before registering for the additional course(s). See chart below for program specific credit information:

Program	Number of credits to complete the program	Number of credits per semester to be considered full-time*
Certificate of Advanced Management	9 to 15	9
Part-time MBA	45	12
Blended Learning MBA - Miami	46	12
One Year MBA	45	12
Two Year MBA	45	12
MSF	30	9
MSEL	30	12
MSBA	30	9
MSAEL	30	N/A
DBA	60	9

Definition of Terms

Where noted, part-time or full-time status refers **only** to credit load in any given semester. For applicable programs, students must petition the Office of Graduate Academic Services to change their status. Students can submit a change of status request through the Babson Hub.

Audit Policy

Babson College does not permit auditing of graduate-level courses.

Program Transfer and Status Changes

All students requesting a change in program status must be in good academic standing. With permission from Graduate Academic Services and under certain conditions, students may transfer from a cohortbased MBA program (Two-Year, One-Year, and Blended Learning Miami MBA) to the Part-time MBA. Students may be subject to loss of earned credits due to the differences in curriculum across programs. Current students in any MBA program wishing to join a cohort-based program are required to apply and be accepted to that program. Additionally, if a current student seeks to transfer from the Part-time MBA into a cohort-based program the student may be required to complete their core courses in the Part-time format. MS students are not allowed to transfer to the MBA program; they must

apply. Similarly, students in the MBA must apply for admission to MS programs. Students in degree-granting programs may not transfer to certificate programs.

- One-Year and Two-Year MBA students who wish to change from full-time to part-time status may do so after completing the first semester of core.
- Blended Learning Miami students should contact the Office of Graduate Academic Services for appropriate guidelines on program changes.
- MSEL students are not eligible to change from full-time to part-time status.
- MSF and MSBA students may transfer from full-time to part-time status after completing the core and with the permission of the Office of Graduate Academic Services.
- DBA students should contact the Office of Doctoral Studies for appropriate guidelines on program changes.
- Part-time MBA students who wish to change from part-time to full-time status may do so at any time (when applicable), provided they are in good academic standing and meet all conditions for doing so, including conforming to state immunization requirements and carrying health insurance.

Students can access the electronic form to change their status through the Babson Hub. Subject to policies regarding the time in which degree requirements must be satisfied, students changing their status will have the same degree requirements as when they entered the F.W. Olin Graduate School of Business and will remain in the program in which they were accepted. Students should contact the Office of Graduate Academic Services or Office of Doctoral Studies for more information.

Separations from the College
Leave of Absence

Students are eligible to take a leave of absence for a period of up to two consecutive years. The application for a leave must be submitted to the Office of Graduate Academic Services or Office of Doctoral Studies at least two weeks before the start of the semester in which the leave would begin, except in the event of an emergency that would preclude the giving of such advanced notice. All leaves will carry a specific expiration date. Students who wish to return early must inform the Office of Graduate Academic Services or Office of Doctoral Studies in writing at least four weeks before the desired date of return. Please note: degree time limits remain in effect during a leave.

- One-Year and Two-Year MBA students must complete the first semester of core to be eligible for a leave of absence.

- Blended Learning Miami students should contact the Office of Graduate Academic Services for appropriate guidelines for obtaining permission to take a leave of absence.
- Requests for Leave of Absence for students in the MS programs are considered in rare circumstances on a case-by-case basis by the Office of Graduate Academic Services and, if approved, may require students to extend their program graduation date in order to meet degree requirements.
- DBA students should contact the Office of Doctoral Studies for appropriate guidelines for obtaining permission to take a leave of absence.
- Requests for Leave of absence in the Certificate in Advanced Management (CAM) are considered in rare circumstances on a case-by-case basis by the Office of Graduate Academic Services and may require students to extend their certificate completion date in order to meet program requirements.

To be "reactivated," the student must notify the Office of Graduate Academic Services or Office of Doctoral Studies in writing at least four weeks before the desired date of return. When a student wishes to return from leave, the Office of Graduate Academic Services or Office of Doctoral Studies will review the student's record and notify the student of any changes to course requirements. For example, if a student fails to return after the maximum two-year time limit the Graduate School may rescind advanced-standing credit previously granted and/or any credit earned at Babson toward the MBA or MS degree. Students may be subject to any new policies instituted during their leave.

Any student on leave who does not return on the specified date or is not registered for courses and is not on an approved leave of absence will be transferred to inactive status and administratively withdrawn.

International Students

International students in F-1/J-1 immigration status who withdraw, are suspended, or take a leave of absence will lose their permission to remain in the United States in F-1/J-1 immigration status (exceptions exist for documented medical conditions pre-approved by the Glavin Office). Any international student in F-1/J-1 immigration status who expects to separate from the College because of one of the above-mentioned events or who is considering taking less than a full course load must speak with an international student advisor in the Glavin Office about immigration implications and possible options **before any action is taken**. More information can be found at https://www.babson.edu/glavin-office/isss/maintaining-student-status/.

Administrative Withdrawal

Any student who has not enrolled in courses in a period of 12 months from the date of last enrollment (i.e. one calendar year from last completed course), is not on an approved Leave of Absence, or is not actively working with their dissertation advising committee (DBA students only) will be administratively withdrawn from the F.W. Olin Graduate School of Business and must petition the Office of Graduate Academic Services or Office of Doctoral Studies in writing for readmission.

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

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 leaves in accordance with applicable College policies and procedures, a voluntary medical withdrawal may carry certain advantages, including more flexible withdrawal timelines, less disruption to scholarships and funding, and tuition/housing refunds as determined by appropriate College officials.

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 Community Standards 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.

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 they need.

Students wishing to initiate a VMW should contact the Director of Health Services and/or the Director of Counseling and Psychological Services (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 if it determines 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 will 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 Associate Vice President for Student Success ("AVP") or designee 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 length the VMW will be granted, and will 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 VMW.

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

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 convene a medical withdrawal committee ("Committee"). The Committee will be composed 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, such as representatives from the Department of Accessibility Services, Office of Graduate Academic Services, Office of Doctoral Studies and/or various departments within the division of Learner Success and Campus Life.

The Committee will conduct an individualized assessment of the student's present ability to safely participate in its programs and activities based on objective evidence 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. The Committee will exercise reasonable judgments that rely on current medical information and documentation.

If the Committee determines that the student is unable to safely participate in the College's programs and activities or presents a high probability of substantial harm to health or safety, it will submit a recommendation for a College-Initiated Medical Withdrawal ("CIMW"). The recommendation and any relevant supporting documentation will be submitted to the Vice President for Learner Success and Dean of Campus Life ("Vice President") or designee ("AVP") for review. As appropriate, the Appropriate Health Service will 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.

Upon receipt of a recommendation for a CIMW, the Vice President will carefully review the recommendation and any relevant supporting documentation. The Vice President may consult with the Appropriate Health Service and others as appropriate in evaluating the recommendation and any relevant supporting documentation. If, based on an individualized review of the facts and circumstances, the Vice President conditionally determines that a CIMW should be granted, the Vice President will 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 Vice President. If warranted under the circumstances, the Vice President 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 Vice President will make a final determination as to whether and for what length the CIMW will be implemented and will 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.

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

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 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 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 will convene 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 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.

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

may wish to periodically check in with the Associate Dean 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 re-enrollment process:

A. Contact the Appropriate Health Service and provide all required documentation. 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 re-enrollment as appropriate. 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 may also include any conditions or recommendations for ongoing treatment, or other suggestions to support the student's academic and personal well-being upon returning to the College. The Appropriate Health Service relies heavily on information received from the student's treatment provider. Students will be asked to provide Release of Information Forms so that representatives of the Appropriate Health Service may communicate with treatment providers 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 disconnect 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 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 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: https://intranet.babson.edu/student/welcome-department-accessibility-services-das.

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.

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.

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 basis 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.

Graduation Requirements

Requirements

Please note that the degree will be granted in the semester in which the student has met all academic course requirements and where the student is in good standing in all respects.

To be eligible for a Babson graduate degree or certificate students must attain a minimum 2.80 cumulative grade point average (GPA), based on a 4.00 scale, on all credits earned in the F.W. Olin Graduate School of Business. The minimum required number of credits earned by each program is as follows:

PROGRAM	CORE	ELECTIVES	TOTAL
Two-Year MBA	15 credits	30 credits	45 credits
One-Year MBA	15 credits	30 credits	45 credits
Part-time MBA	18 credits	27 credits	45 credits
Blended Learning MBA - Miami	46 credits		46 credits
Doctor of Business Administration (DBA)	60 credits		60 credits
Master of Science in Management in Entrepreneurial Leadership (MSEL)	30 credits	0 credits	30 credits
Master of Science in Advanced Entrepreneurial Leadership (MSAEL)	27 credits	3 credits	30 credits
Master of Science in Business Analytics (MSBA)*	18 credits	12 credits	30 credits
Master of Science in Finance (MSF)*	15 credits	15 credits	30 credits
Certificate of Advanced Management (CAM)	0-15 credits		9-15 credits

Students in the MSBA and MSF Programs must complete their elective credits from a list of approved course options.

Degree Time Limit

Program	Maximum Number of years allowed to complete program
MBA	8 Years from entry date
DBA	5 Years from entry date
MSAEL	4 Years from entry date
MSEL	4 Years from entry date
MSF	4 Years from entry date
MSBA	4 Years from entry date
CAM	3 Years from entry date

Students eligible to take a leave of absence should keep in mind the program-specific time limit is still in effect.

An exception to the degree time limit requirement may be made at the sole discretion of the Graduate School in unusual circumstances where compelling cause is demonstrated.

Latin Honors

Honors at graduation are awarded to graduate students by program as follows:

- Summa Cum Laude: 3.80 to 4.00
- Magna Cum Laude: 3.70 to 3.79
- Cum Laude: 3.60 to 3.69

Honors are determined based on GPAs of all graduates from within the current academic year.

Commencement
Walker Policy

Graduate School students who have not yet completed their degree requirements may be eligible to participate ("walk") in the May Commencement ceremony. Students must meet the criteria outlined below. At the Commencement ceremony, walkers will wear the full academic regalia, sit with all graduates, have their name announced, and have their name printed in the Commencement program with the appropriate notations (honors will not be listed).

The 2024 Graduate School Commencement walker policy is outlined below.

To be eligible to participate as a Commencement ceremony walker, you must meet the following criteria:

1. Students currently enrolled in a Babson degree program who registered for their remaining degree requirements by March 31, 2024 and are expected to graduate in August 2024.
2. Maintain a minimum 2.80 cumulative GPA and be eligible in all other respects for graduation.
3. Complete an Application for Degree. Make sure you select August from the Anticipated Graduation Date field. **Please note—the May App for Degree deadline of March 31 applies to walkers**. If the Application for Degree is not completed by this deadline, the name printed in the Commencement program and the name read at the Commencement ceremony will be the name that appears on your academic record. Once you submit your App for Degree, you should expect to see "Your information has been saved." You will not receive a confirmation email.
4. Complete the Commencement Clearance Process (CCP). This site opens in April. The CCP is where you RSVP to the Commencement ceremony and complete additional tasks to be eligible to participate.

Certificate students are not eligible to participate in the Commencement ceremony.

International Student Requirements

Full time enrollment: International students in F-1 or J-1 immigration status are required to be enrolled full time as defined by the College in order to maintain their lawful immigration status. Fulltime enrollment at Babson consists of at least 12 credits per semester for the One Year MBA, Two Year MBA, Blended Learning Miami MBA, and MSEL programs; and 9 credits for the MSF, MSBA, and CAM programs. Students can be under the full-time enrollment during their final semester.

Change of address: International students in F-1/J-1 immigration status are required to update their U.S. residential address within 10 days of any change.

Employment Authorization: International students in F-1/J-1 immigration status must get authorization prior to engaging in employment in the U.S. Specific work authorization (typically in the form of **Curricular Practical Training [CPT] for F-1 status or Academic Training [AT] for J-1 status)** is required **before** engaging in most internships (even if the position is unpaid). More information can be found at https://www.babson.edu/glavin-office/isss/employment/ .

International Requirement

The International Requirement is required for fulltime MBA students who entered in Fall 2018 or earlier. Two-Year and One-Year MBA students are required to develop a global business perspective through first- hand international experience. Two-Year and One-Year students must fulfill the Foundation MBA International Requirement before graduation by participating in one of the following learning activities: Babson's project- based experiential learning courses or internships providing cross-cultural workplace immersion, the Babson Electives Abroad, the Semester Abroad Program, or by completing an international independent research project that has been approved by the Office of Graduate Academic Services. Two- Year and One-Year students with substantial international experience may be able to waive the International Requirement at the foundation level; such exemptions are determined on a case-by-case basis by the Office of Graduate Academic Services.

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, or by emailing the Accessibility office or by calling 781-239-4075.

Orientation

All students entering the MBA, DBA, MS, or CAM programs are required to attend and fully participate in all orientation and onboarding activities and tasks. Onboarding and orientation may require either or both online and in-person attendance. The purpose of orientation is to introduce students to Babson's approach to instruction and may also include required academic pre-work. Students who complete all required tasks are better prepared to begin Babson's rigorous graduate programs. Students who fail to attend orientation, or fail to complete required tasks by their deadline, may be withdrawn from the F.W. Olin Graduate School of Business at the discretion of Graduate Admissions.

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

Short-Term Programs

Immerse yourself in a new culture and broaden your international network through an intensive 8–10 day academic program. Designed to integrate with your MBA coursework, these programs offer hands-on learning in areas such as Entrepreneurship, Design Thinking, Start-Up and International Strategy, and Global Brand Management.

Move beyond the typical tourist experience with faculty-curated cultural excursions, in-depth discussions with global business leaders, collaborative projects with international university students, and meaningful engagement with Babson's global alumni network.

These 3-credit elective courses are offered during winter, spring, or summer breaks and are open to all MBA students who meet the following eligibility criteria:

- One-Year and Two-Year MBA students must have completed their first semester of core
- Part-time MBA students must have completed at least 12 credits of core

International Students: International students in F-1/J-1 immigration status should consult with an international student advisor in the Glavin Office before enrolling in a Babson Electives Abroad course to determine if there are any U.S. immigration implications (i.e. full-time status, program completion date, etc.).

Join your classmates for a transformative academic experience abroad—where learning extends far beyond the classroom.

Independent Research Projects

Independent research is an individual effort and may be undertaken for academic credit with the prior approval of the student's faculty advisor, the appropriate division chair, and the Office of Graduate Academic Services. The student is responsible for recruiting their own faculty advisor and obtaining the advisor's consent and commitment before applying for an independent research project. Students work closely with the faculty advisor throughout the project. Authorization for an independent research project requires writing and submitting a formal proposal in accordance with the standards set forth by the F.W. Olin Graduate School of Business. Each independent research project conducted as an elective can provide 1.5 or 3 course credits. If a student wishes to complete more than 3 credits of independent research, they may contract for more than one project and can receive a maximum of 6 elective credits toward the degree for all independent research project(s). **All students must have a cumulative GPA of at least 3.00 to qualify. Any student interested in registering for independent research should visit the student portal for more information.**

To pursue independent research:

- Part-time MBA students must have completed at least 12 credits of core

- One-Year and Two-Year MBA students must have completed their first semester of core
- DBA students are not eligible for independent research. For rules and regulations about DBA dissertations students should contact the Office of Doctoral Studies.

Intensity Tracks

Intensity tracks help students focus on specific business themes and issues, often specific to one or more industry verticals but independent of business functions or disciplines. While an Intensity Track does not appear on your transcript, it provides students with the opportunity to deepen knowledge of a topic and build your resume. Each Intensity Track is a series of for-credit courses, co-curricular activities and they each require a separate *application process*. Intensity tracks are not concentrations, and they are not referenced on your transcript, although the courses will be listed. Babson's Intensity Tracks are:

Babson College Fund (BCF)

The Babson College Fund is a two-semester academic program in which specially selected students from both the Undergraduate and Graduate schools manage a portion of the Babson College endowment. The program builds students' investment research and portfolio management skills, and offers practical experience.

Business and Social Innovation Intensity Track

The Business and Social Innovation Intensity Track focuses on developing the mindset, skills and competencies around creating economic and social value simultaneously. The role of business in society has significantly shifted. Business leaders increasingly have to meet the challenges and competing demands of "doing well" (economic value), while at the same time "doing good" (social value). The following list provides choices that provide a rich combination of course work and entrepreneurial experiences to practice the concepts of social innovation.

Family Entrepreneurship Intensity Track

The Family Entrepreneurship Intensity Track is for students from a family entrepreneurship background to have a structured pathway, combining academic and co-curricular programming, that will enable them to leverage their family entrepreneurship legacy to create economic and social value. (Students who are accepted into the graduate Family Entrepreneurship Amplifier course can apply to be part of the Intensity Track.) A student from a family entrepreneurship background is from a family that:

- Has a family business (of any size, small or large) currently or in the past
- Has a family office or investment arm
- Has a family foundation or not-for-profit
- Is planning a startup involving family members

Health Innovation and Entrepreneurship

The Health Innovation and Entrepreneurship Intensity Track focuses on the creation of health and economic value simultaneously via health-related ventures and health innovations. The goal of this program is to provide cutting-edge healthcare entrepreneurship research, educational opportunities, and entrepreneurial training for healthcare providers, scientists, and business leaders. We offer innovative and experimental learning by bringing real-world scenarios and research to the course. It is a combination of learning inside and outside the classroom that gives students experience in the healthcare and life sciences industry.

Students are required to (1) complete two courses from the list of track-approved courses, (2) choose four co-curricular activities to attend, (3) attend and volunteer for at least one KMH Center event, and (4) students must meet with a KMH Center Senior Fellow or Alum. All requirements require a brief reflection piece that will be submitted via a Canvas site.

Science, Technology, and the Enterprise (STE)

Look around, and it is quickly apparent businesses and enterprises of all stripes are increasingly applying science and/or technology in their processes, products, operations, and management. Managing and leading such enterprises requires BOTH disciplinary skills (which MBA students acquire in their core courses and through one or more concentrations completed through electives) AND distinctive perspectives, knowledge, competencies, and ethos in the context of the intense application of science and technology. Shying away from the particulars of science and technology, the STE intensity track focuses on the management and leadership challenges inherent to science- and technology-intensive enterprises in general. The track does not require any special science or technology or technical background; the only pre-requisite: curiosity about and interest in the significant issues and challenges resulting from the intensive application of science and technology in the enterprise.

WIN Lab

MBA students have the opportunity to gain course credit for the intensive women's accelerator experience offered by the WIN Lab. Throughout the program, women entrepreneurs will transform into CEOs through rigorous entrepreneurship coursework, applied experiences, mentoring, and milestone achievements designed to move early-stage ventures from prototype to successful launch and growth.

Management Consulting Field Experience (MCFE)

The Management Consulting Field Experience (MCFE) is an elective course open to students in the MBA and MSF programs. The structure of the course allows students to work in a team outside of the classroom on real-world challenges. Partner organizations submit an organizational challenge, and are selected by students based on their matching interests.

Study Abroad

At Babson, we offer graduate students the opportunity to spend a semester at one of our distinguished partner institutions in Europe or Asia.

Our programs fit a variety of interests and goals and allow graduate students to diversify their business knowledge base, immerse themselves in a different culture, and build their international professional networks.

When approved, MBA students may pursue a semester abroad. Credit may be granted only for elective courses taken at a Babson partner business school when a grade of "C−" or better has been earned and the Office of Graduate Academic Services has received the official transcript. Note: only credit is transferred, not grades. The student's Babson transcript will record study abroad credit with an asterisk (*). The Babson GPA does not include grades for courses taken during the semester abroad. Therefore, students will have the same GPA when they return from overseas as they had before they left. In addition, with prior approval, students may pursue a semester abroad program at an accredited institution of their own choosing with the permission of the Office of Graduate Academic Services. Courses taken during a study abroad program not affiliated with a Babson partner business school will follow post-matriculation transfer credit policies.

In all cases, whether through the Semester Abroad program at a partner institution or through Post Matriculation Transfer Credit at a non-partner school, MBA students are limited to one semester (12 credits) of non-residential credit.

Centers and Institutes

Arthur M. Blank Center for Entrepreneurship

Our mission: We accelerate new ventures of all kinds by providing Babson's emerging entrepreneurs access to the opportunities, community, and critical resources that they need. We ignite the exchange of innovative ideas that will shape the future of entrepreneurship through our research and thought leadership.

Dedicated in 1998, The Arthur M. Blank Center for Entrepreneurship is the nerve center for entrepreneurial activity at Babson. The center was named in honor of Arthur M. Blank '63, H'98 (co-founder of The Home Depot) and provides a home for:

- Signature Programs: Rocket Pitch, B.E.T.A. Challenge, and Summer Venture Program
- The John E. and Alice L. Butler Launch Pad
- The Butler Institute for Free Enterprise Through Entrepreneurship (BIFETE)
- Members of the Entrepreneurship Division faculty
- Babson College Entrepreneurship Research Conference (BCERC)
- The Global Entrepreneurship Monitor (GEM)

Frank & Eileen™ Center for Women's Entrepreneurial Leadership

At the Frank & Eileen™ Center for Women's Entrepreneurial Leadership (F&E CWEL) we believe entrepreneurial leadership is a life skill.

Thanks to the generosity of Frank & Eileen™ founder Audrey McLoghlin, 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
- The Women Innovating Now (WIN) Lab® venture accelerator program for women entrepreneurs
- 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
- Graduate Intensity Track: Be active in the health opportunities on campus and earn cords for graduation and an interesting talking point on your resume
- Research: Ongoing studies at the intersection of health innovation, entrepreneurship and health equity, health analytics, and health and well-being: Project ROI: Driving Corporate Involvement
- Advanced Education and Mentoring: Developing customized programs in Entrepreneurial Leadership in the Health Sector, Innovation and Commercialization, and Employee and Leader Well-Being
- Graduate Student Healthcare & Life Sciences Club
- MassBIO membership
- Mentoring with Senior Fellows

Check out all of our offerings at the KMH Center, or visit our student page.

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. Consistent with Babson's leadership in entrepreneurship education, and unlike any other school, Babson's commitment to family entrepreneurs recognizes that families, not just family businesses, drive entrepreneurial behavior. 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 Entrepreneurial Leadership Program
- Family Entrepreneurship Amplifier Program
- Networking by Industry
- Family Entrepreneurship Mentorship Program
- Live Case Study Series

Institute for Social Innovation

The Institute for Social Innovation inspires action around the biggest challenges of our time: the UN Global Goals. We help the Babson community and cross-sector stakeholders tap into important networks, frameworks, resources, and conversations that promote taking productive action in creating economic and social value simultaneously, including:

- The Uncommon Table—open conversations, often featuring external experts
- Action Tanks—deep dives into topics like food, mobility, and youth
- Experiential Learning—courses, real-world learning opportunities, and an intensity track
- Changemaker Mentoring—real-time ideas, feedback, and connections

The Tariq Farid Franchise Institute at Babson College

The new Tariq Farid Franchise Institute will create cross-disciplinary programming that draws on Babson's business and entrepreneurial expertise, combined with the experience and knowledge of franchising experts, to provide cocurricular education and expertise to rising entrepreneurs to accelerate their success in the world of franchising.

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. Aspiring and established entrepreneurial leaders will learn and apply the mindsets, principles, and tools of entrepreneurial leadership to turn their ideas into reality.

The physical village will serve 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.

Today, nearly one-third of Babson students pursue a degree in finance. With the increased demands on the Cutler Center, a newly expanded center in the Babson Commons was 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.

The Cutler Center supports the Finance Division's offering of rigorous, state-of-the-art programs of study in finance at both the undergraduate and graduate levels. The faculty's practical approach to education is enhanced by authentic experiences, hands-on learning, and practical application. The Babson College Fund (BCF) is our signature program where selected students manage $5 million of the Babson College endowment.

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 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.

At The Foundry, we don't put restrictions on what you can do, because we don't believe in self-imposed limitations. We encourage you to bring us ideas outside your areas of study and work on them right here.

It's a positive environment where taking risks is encouraged and all ideas are welcome. We don't stop there. We have the tools, materials and state-of-the art technology you need to make your ideas happen. And we have a team of volunteers from all three schools waiting to help.

The Weissman Foundry is an open-door design studio, inspiring transdisciplinary innovative collaboration between Babson, Olin, and Wellesley for the advancement of new or existing projects.

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.

De novo: A de novo review is the process in which a student or student organization's case is reviewed by the College Hearing Board without any prior indication as to the original outcome from the student or student organization's Student Accountability Officer. This allows for the Board to come to an objective and independent decision.

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 nonacademic cases.

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).

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) 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.

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 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 lock outs

*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.

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 B 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);
- 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.

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.

Disorderly Conduct Involving a Motor Vehicle

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

Driving Under the Influence

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

Drug Policy Violations

See Appendix B 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 D 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 exists, 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 G for More Information

Please follow this link to Babson College's Gender-Based Misconduct policy.

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 E 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 E. 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.

Residence Hall Violations
See Appendix F 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.

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.

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.

Misuse of Space
See Appendix H 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.

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.

Violations of the Computer Code of Conduct

See Appendix C 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.

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 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, unless the outcoming of the decision yields a finding of not responsible. 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 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. 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 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 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.

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 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.

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 default option for resolution of a matter where the alleged 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 wish to have the matter addressed through an educational conference 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.

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 code 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 alleged 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 educational conference 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 to the Hearing Board, 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 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 to the board 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 wishes 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 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 an 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 is not permitted knowledge of 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.

Although the College cannot compel the reporting party, the responding student or student organization, witnesses, or support person(s) to keep the case confidential, they 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 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 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 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.

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 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 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 a 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'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 be immediately reinstated 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.

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 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. This formal written notice indicates that the student is not in good standing with the College and their actions will be monitored during the specified period. When the Office of Community Standards

completes student conduct checks, administrative warnings will be communicated 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. This formal written notice indicates that the student is not in good standing with the College and their actions will be monitored during the specified period. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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 implementation of the sanction below. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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 the implementation of the sanction below. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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 the implementation of the sanction below. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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.

CyberBullying 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.

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) if suspended or modified will be immediately reinstated. 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, but they will not participate in the appeals process beyond that response.

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 designee shall act as the appeal party for non-academic appeals. The Associate Dean of the Undergraduate School, the Associate Dean of the Graduate School, or their designee(s) 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;
  - 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 or attempting to use unauthorized materials, computing materials, information, or study aids in 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;
- Unauthorized use of a phone, laptop, calculator, and/or other hand-held electronic and non-electronic device(s) to conceal or store notes and/or transmit 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 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;
- Stating an opinion as a scientifically proven fact.

Facilitating Academic Dishonesty

Helping or attempting to help another student(s) to violate any provision of this policy. 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;
- 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 failing to provide proper documentation of source by way of footnote, endnote, or intertextual note. 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:

Seeking to create an unfair academic advantage for any student—including oneself or others—over other community members. 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.

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 will 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. This formal written notice indicates that the student is not in good standing with the College and their actions will be monitored during the specified period. When the Office of Community Standards completes student conduct checks, administrative warnings will be communicated 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. This formal written notice indicates that the student is not in good standing with the College and their actions will be monitored during the specified period. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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 the implementation of the sanction below. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

Deferred Expulsion

Although the responding student is not being expelled from the College at this time, future violations of college policy may result in the implementation of the sanction below. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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.

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 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 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 minor 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.

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 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 will be considered.

Violation Level	Academic Sanction	Educational Sanction	Change of Status Sanctions
Level 1	Reduced Grade on the Course Component(s) **through** Failure in the Course	Academic Integrity Seminar	Administrative Warning **through** Disciplinary Probations
Level 2	Zero Credit on the Course Components(s) in question **through** Failure in the Course w/ Transcript Notation	Academic Integrity Seminar and/or Additional Educational Sanction	Administrative Warning **through** Suspension
Level 3	Failure in the Course **through** Failure in the Course w/ Transcript Notation	Academic Integrity Seminar and/or Additional Educational Sanction	Disciplinary Probation **through** Expulsion

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.

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 organization's 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.

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 listed below each potential policy violation are 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 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 (i.e., temporary loss of access to College and/or SGA funds, College space, Special Interest Housing Eligibility)

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, approximately no more 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. This formal

written notice indicates that the organization is not in good standing with the College and its actions will be monitored 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. This sanction may or may not be accompanied by an assigned Loss of Privilege(s).

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.

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 underaged 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 underaged 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 underaged 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.

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
- Pregnancy complications
- Ulcers
- Cancer of the esophagus
- Irritability
- Relationship problems
- Cirrhosis of the liver
- Malnutrition
- Respiratory arrest
- Delirium tremens
- Meningitis
- Sleep problems
- Fluctuating moods and emotions
- Pancreatitis

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. See complete definitions of violations on pg. 44**.**

	Educational Sanctions	Change of Status	Additional Sanctions
Possession/ Consumption of Alcohol; Drug Use/ Possession	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Alcohol Paraphernalia/ Drinking Games; Drug Paraphernalia	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Providing Alcohol to Underage Individuals; Distribution/Sale of Drugs	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Open Container	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Unauthorized Locations/Events for Alcohol Consumption	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Central Source	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)
Alcohol Delivery	Wellness and Prevention Intake	Administrative Warning **through** Expulsion	Other Educational Sanction(s); Recommended next sanction(s); Other intervention(s)

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*
IV. **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.

IV. 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 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
• Air Fryers
• Coffee Makers
   ◦ Keurig/One Cup machines are permitted.
• Coffee Mug Electric Warmers
• Coil Immersion Heaters for Cooking
	• Hot Pots
	• Hoverboards, E-Bikes, other Lithium-ion scooters
	• Incense, Incense Burners, Candles, other types of open flame devices
	• Inhalants
	   ◦ This includes, but is not limited to, whippet cannisters and nitrous oxide.

• Covered Smoke Detector or Sprinkler Head
• Cut Trees, Branches or Greens
• Deep Fat Fryer
• Dishwasher
• Electric Blankets
• Electric Frying Pan or Skillet
• Extension cords
   ◦ Must be grounded three prong surge protectors with an off/on switch.
• Fire Pit
• Fireplaces
• Fireworks
• Flag, Banner or Satellite Dish out of window
• Flammable Liquid Fog, Smoke or Foam Machines
• Fondue Pot
• George Foreman Grill
• Grill (gas, charcoal, electric)
   ◦ Not college supplied.
• Halogen Lamp
• Hanging items from pipes or ceiling
• Heating Pads without Automatic Shutoff
• Hookahs
• Hot plates
	• Irons without Automatic Shutoff
	• Kegerators
	• Lava Lamp
	• Microwaves larger than .8 cubic feet/700 watts
	   ◦ Allowed microwaves must be kept properly cleaned and maintained.
	• Oil Lamp
	• Paper Lanterns with Bulb
	• Personally Owned Space Heaters
	• Popcorn Popper
	• Propane Tank
	• Refrigerators larger than 5.0 cubic feet
	• Rice Cooker
	• Sandwich Maker
	• Slow Cookers
	• Smoking Cigarettes/E-cigarettes
	• Non-Led String Lights
	• LED String/Strip lights with adhesive backing
	• Sunlamps
	• Toaster Oven/Toaster
	• Waffle Iron
	• Water boiler without an automatic shut off feature

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, smoke alarms, heat sensors, or emergency phone/lighting equipment. This includes the act of covering a smoke detector; Obstruction of a fire exit, hallway, or fire/ Public Safety personnel in the performance of their duty.	$250	Disciplinary probation through suspension, and/or deferred/loss of College housing; Restitution for any damage
Causing a fire	$500	Loss of College housing and suspension through expulsion 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.

Click here for full MA Hazing Law

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:

a. **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.
   1. Deprivation of privileges granted to other members;
   2. Requirement to engage in activities or service based on new member status;
   3. Drills/tests on trivial or noneducational information unrelated to club/organization purposes, often with consequences for failure to produce the correct answers;
   4. Expecting certain items to always be in one's possession;
   5. Name calling or requiring members to refer to other members with formal titles; and/or
   6. Requiring members to wear humiliating attire or carry humiliating items.
b. **Overt Hazing:** Behaviors that may cause physical, emotional, or psychological discomfort or undue stress to oneself or others.
   1. Forced engagement in stunts or otherwise embarrassing behaviors;
   2. Yelling, using derogatory language, insulting, and/or other verbal actions intended to induce fear, discomfort, or stress;
   3. Threats or implied threats;
   4. Expecting members to harass others;
   5. Encouraged engagement in behaviors based upon a points or ranking systems;
   6. Encouraged consumption of food, liquid, alcohol, drugs, or other substances; and/or
   7. Forced engagement in law-breaking behaviors that causes stress or discomfort.
c. **Potentially Violent Hazing:** Behavior that may cause physical, emotional, or psychological harm to oneself or others.
   1. Whipping, beating, branding, or other corporal punishment;
   2. Exposure to the elements or adverse conditions;
   3. Forced consumption of food, liquid, alcohol, drugs, or other substances;
   4. Forced physical activity to the point of harm, including engagement in calisthenics or sleep deprivation;
   5. Forced behaviors that cause extreme emotional distress, such as social isolation, forced embarrassing behavior, etc.;
   6. Forced engagement in law-breaking behaviors that lead to harm;
   7. Abduction / kidnapping;
   8. Public nudity; and/or
   9. 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

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 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.

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 appliable 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.

Resources for Students
On-Campus Resources

Office of Community Standards
- Office Location: Park Manor Central
- Communitystandards@babson.edu
- 781-239-6344
- I would like to submit a report

Office of Belonging and Inclusion
- Office Location: Glavin Chapel and Diversity Suite, Park Manor Central
- BelongingandInclusion@babson.edu
- kgrady@babson.edu

Accessibility Services
- Office Location: Hollister Hall, Suite 220
- Accessibility@babson.edu
- 781-239-4075

CAPS (Counseling and Psychological Services)
- Confidential Service
- Office Location: Park Manor South
- 781-239-5200

Title IX Office
- Confidential Service
- Betsy Rauch, Title IX Coordinator

- Office Location: Horn Library, Office #329
- Brauch1@babson.edu

Wellness and Prevention Services (WPS)
- Confidential Service
- Wellness@babson.edu
- 781-239-5200

Health Services
- Confidential Service
- Office Location: Hollister
- 781-239-4257

Writing Center (Open for Undergraduate and Graduate students)
- Office Location: Horn Computer Center, Room 160
- 781-239- 4365

Peer-Tutoring
- Peertutoring@babson.edu
- Schedule an appointment now!

Uwill Helpline
- 781-239-6200 (Option 2)

Residence Life
- Office Location: Reynolds 2nd Floor
- Reslife@babson.edu
- Domestic: 781-235-1200
- International: 800-488-3696

Inclusive Excellence
- Dr. Sadie Burton-Goss, Chief Inclusive Excellence Officer
  - Sburtongoss@babson.edu
  - 781-239-6334

Graduate Student Services

International Student & Scholar Services
- isss@babson.edu

Glavin Office of International Education
- Glavinoffice@babson.edu
- 781-239-4565

Food Insecurity
- Referral form

Public Safety
- Emergency Line: 781-239-5555
- Anonymous Tip Line: 781-237-8164
- Community Watch Form

Dean of Students Office
- 781-239-4500

Babson FERPA Policy

Off-Campus Resources

Alcoholics Anonymous and Narcotics Anonymous
- 1-800-RECOVERY (73268379)

National Suicide Helpline
- Free and confidential emotional support available 24/7
  - Call or text 988 (Veterans: Press 1, Spanish Line: Press 2)
  - Chat available on 988lifeline.org/chat
  - Visit 988lifeline.org for additional information.

Trevor Project
- Free, confidential and secure 24/7 service for LGBTQ young people.
  - Call 1-866-488-7386 | Text 678-678
  - Visit www.thetrevorproject.org for additional information.

Trans Lifeline
- Provides trans peer support; run by and for trans people. Available 24/7.
  - Call 1-877-565-8860
  - Visit www.translifeline.org for additional information.

References

For a full list of other codes of conduct and references we consulted, please contact Community Standards at communitystandards@babson.edu

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.

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Degrees

Master of Business Administration - Blended Learning MBA - Fall 2017 through Fall 2018 Cohort

Program of Study
MBA

Required

Course Code	Title	Credits
EPS7200	Entrepreneurship and Opportunity	2.00
MBA7400	Startup Foundations	0.50
MOB7200	Creating and Leading Effective Orgs	2.00
ACC7200	Financial Reporting	2.00
MOB7201	Managing Talent: Your Own and Others	1.00
MOB7202	Strategy	2.00
QTM7200	Data, Models and Decisions	2.00
ECN7200	Managerial Economics	2.00
FIN7200	Introduction to Financial Management	2.00
LAW7200	Law	1.00
MKT7200	Marketing	2.00
MBA7401	Disruptive Change and Enterprise Transformation	1.50
ACC7201	Measuring and Managing Strategic Performance	2.00
ECN7201	International Macroeconomics and Business Environment Analysis	2.00
MIS7200	Global Connections through Technology	2.00
OPS7200	Technology and Operations Management	2.00
MBA7402	Capstone: Corporate Entrepreneurship	6.00
	Elective Credits	12.00

Total Credits: 46

Master of Business Administration - Blended Learning MBA - Fall 2019 through Spring 2020 Cohort

Program of Study
MBA

Required

Course Code	Title	Credits
ACC7800	Financial and Sustainability Reporting	2.00
EPS7800	Entrepreneurship	2.00
FIN7800	Finance	2.00
MOB7800	Managing People and Organizations	2.00
MKT7800	Marketing	2.00
	MOB7801 or STR7800	2.00
OIM7800	Operations and Information Management	2.00
QTM7800	Business Analytics	2.00
MBA7800	Babson Consulting Experience	2.00
	Elective Credits	27.00

Total Credits: 45

Master of Business Administration - Blended Learning MBA - Spring 2019 Cohort

Program of Study
MBA

Required

Course Code	Title	Credits
EPS7200	Entrepreneurship and Opportunity	2.00
MBA7400	Startup Foundations	0.50
MOB7200	Creating and Leading Effective Orgs	2.00
ACC7200	Financial Reporting	2.00
MKT7200	Marketing	2.00
MOB7201	Managing Talent: Your Own and Others	1.00
MOB7202	Strategy	2.00
FIN7200	Introduction to Financial Management	2.00

Course Code	Title	Credits
OPS7200	Technology and Operations Management	2.00
QTM7200	Data, Models and Decisions	2.00
MBA7401	Disruptive Change and Enterprise Transformation	1.50
MBA7402	Capstone: Corporate Entrepreneurship	6.00
	Elective Credits	21.00

Total Credits: 46

Master of Business Administration - Blended Learning Miami MBA - Fall 2020 through Fall 2021 Cohorts

Program of Study
MBA

Required

Course Code	Title	Credits
EPS7200	Entrepreneurship and Opportunity	2.00
MBA7400	Startup Foundations	0.50
MOB7200	Creating and Leading Effective Orgs	2.00
ACC7200	Financial Reporting	2.00
MBA7601	Special Topics: Entrepreneurial Growth	3.00
MOB7511	Negotiations	3.00
ECN7200	Managerial Economics	2.00
MKT7200	Marketing	2.00
QTM7200	Data, Models and Decisions	2.00
FIN7200	Introduction to Financial Management	2.00
LAW7200	Law	1.00
MBA7602	Special Topics: Social Innovation	3.00
ACC7201	Measuring and Managing Strategic Performance	2.00
MOB7202	Strategy	2.00
OPS7200	Technology and Operations Management	2.00
MBA7603	Special Topics: Global Enterprising	3.00
MBA7604	Special Topics: Entrepreneurship in a Digital World	3.00
MBA7401	Disruptive Change and Enterprise Transformation	1.50
ECN7201	International Macroeconomics and Business Environment Analysis	2.00
MBA7402	Capstone: Corporate Entrepreneurship	6.00

Total Credits: 46

Master of Business Administration - Blended Learning Miami MBA - Starting Fall 2022

Program of Study
MBA

Required

Course Code	Title	Credits
EPS7200	Entrepreneurship and Opportunity	2.00
MBA7400	Startup Foundations	0.50
MOB7200	Creating and Leading Effective Orgs	2.00
ACC7200	Financial Reporting	2.00
MBA7601	Special Topics: Entrepreneurial Growth	3.00
EPS7201	Strategic Innovation Mature Organizations	3.00
ECN7200	Managerial Economics	2.00
MKT7200	Marketing	2.00
QTM7200	Data, Models and Decisions	2.00
FIN7200	Introduction to Financial Management	2.00
LAW7200	Law	1.00
MBA7602	Special Topics: Social Innovation	3.00
ACC7201	Measuring and Managing Strategic Performance	2.00
MOB7202	Strategy	2.00
OPS7200	Technology and Operations Management	2.00
MBA7603	Special Topics: Global Enterprising	3.00
MBA7604	Special Topics: Entrepreneurship in a Digital World	3.00
MBA7401	Disruptive Change and Enterprise Transformation	1.50
ECN7201	International Macroeconomics and Business Environment Analysis	2.00
MBA7402	Capstone: Corporate Entrepreneurship	6.00

Total Credits: 46

Master of Business Administration - Blended Learning Miami MBA - Starting Fall 2024

Program of Study
MBA

Required

Course Code	Title	Credits
EPS7200	Entrepreneurship and Opportunity	2.00
MBA7400	Startup Foundations	0.50
MOB7200	Creating and Leading Effective Orgs	2.00
ACC7200	Financial Reporting	2.00
EPS7201	Strategic Innovation Mature Organizations	3.00
ECN7200	Managerial Economics	2.00
MKT7200	Marketing	2.00
QTM7200	Data, Models and Decisions	2.00
FIN7200	Introduction to Financial Management	2.00
LAW7200	Law	1.00
ACC7201	Measuring and Managing Strategic Performance	2.00
MOB7202	Strategy	2.00
OPS7200	Technology and Operations Management	2.00
MBA7401	Disruptive Change and Enterprise Transformation	1.50
MBA7606	Selling and Sales Management	2.00
MBA7402	Capstone: Corporate Entrepreneurship	6.00
	Blended Miami Elective Credit	12.00

Total Credits: 46

Master of Business Administration - Evening MBA - Summer 2017 through Spring 2019 Cohort

Program of Study
MBA

Course Code	Title	Credits
	ACC7200 or ACC7800	2.00
	EPS7200 or EPS7800	2.00
	MOB7200 or MOB7800	2.00
	MKT7200 or MKT7800	2.00
	QTM7200 or QTM7800	2.00
	OPS7200 or OIM7800	2.00
	MOB7201 or MOB7570	1.00 - 3.00
	FIN7200 or FIN7800	2.00
	MBA7201 or MBA7800	2.00
	MOB7202 or MOB7801 or STR7800	2.00
	Elective Credits	27.00

Total Credits: 46

Master of Business Administration - Evening MBA - Summer 2019 through Summer 2020 Cohort

Program of Study
MBA

Course Code	Title	Credits
ACC7800	Financial and Sustainability Reporting	2.00
EPS7800	Entrepreneurship	2.00
FIN7800	Finance	2.00
MBA7800	Babson Consulting Experience	2.00
MKT7800	Marketing	2.00
MOB7800	Managing People and Organizations	2.00
	MOB7801 or STR7800	2.00
OIM7800	Operations and Information Management	2.00
QTM7800	Business Analytics	2.00
	Elective Credits	27.00

Total Credits: 45

Master of Business Administration - One-Year MBA

Program of Study
MBA

Requirements

Course Code	Title	Credits
ACC7800	Financial and Sustainability Reporting	1.50
EPS7800	Entrepreneurship	1.50
FIN7800	Finance	1.50
MKT7800	Marketing	1.50
MOB7800	Managing People and Organizations	1.50
STR7800	Strategy	1.50

OIM7800	Operations and Information Management	1.50
QTM7800	Business Analytics	1.50
MBA7800	Babson Consulting Experience	3.00
	Elective Credits	30.00

Total Credits: 45

Master of Business Administration - Part-Time MBA

Program of Study
MBA

Required

Course Code	Title	Credits
ACC7800	Financial and Sustainability Reporting	1.50
EPS7800	Entrepreneurship	1.50
FIN7800	Finance	1.50
MKT7800	Marketing	1.50
MOB7800	Managing People and Organizations	1.50
STR7800	Strategy	1.50
OIM7800	Operations and Information Management	1.50
QTM7800	Business Analytics	1.50
MBA7800	Babson Consulting Experience	2.00
	Elective Credits	27.00

Total Credits: 45

Master of Business Administration - Two-Year MBA

Program of Study
MBA

Required

Course Code	Title	Credits
ACC7800	Financial and Sustainability Reporting	1.50
EPS7800	Entrepreneurship	1.50
FIN7800	Finance	1.50
MKT7800	Marketing	1.50
MOB7800	Managing People and Organizations	1.50
STR7800	Strategy	1.50
OIM7800	Operations and Information Management	1.50
QTM7800	Business Analytics	1.50
MBA7800	Babson Consulting Experience	3.00
	Elective Credits	30.00

Total Credits: 45

Master of Science in Advanced Entrepreneurial Leadership

Program of Study
MSAEL

Course Code	Title	Credits
ACC6600	Financial Sustainability and Performance Management	1.50
EPS6600	Entrepreneurship	1.50
EPS6601	Corporate Entrepreneurship	3.00
MOB6602	Strategic Transformation	1.50
EPS6602	Innovation Roles	1.50
MKT6600	Growth Marketing	1.50
MOB6600	Entrepreneurial Leadership	1.50
MOB6601	Strategic Problem Formulation	1.50
OIM6600	Scaling a New Business Within the Enterprise Through Digital	3.00
OIM6601	Project Management Under Uncertainty	3.00
QTM6600	Analytics for Decision Makers	1.50
	Elective Credits	3.00

Total Credits: 30

Master of Science in Business Analytics

Program of Study
MSBA

Required

Course Code	Title	Credits
EPS6300	Entrepreneurship, Analytics, and Strategy of the Firm	3.00
OIM6301	Programming for Business Analytics	3.00
	MKT6300 or MKT7506	3.00
	QTM6300 or QTM7571	3.00
ECN6310	Modern Econometrics for Business	3.00
MSB6310	Storytelling/Communication with Data	3.00

Quantitative Electives

Choose a minimum of 6 credits from the following courses:

Course Code	Title	Credits
ECN7500	Economic Analysis for Business Decisions	3.00

ECN7510	Financial and Macroeconomic Data Analysis	3.00
ECN7550	Business Strategy and Game Theory	3.00
ECN7555	Health Care: Markets, Analytics and Strategies	3.00
FIN7518	Managing Portfolios	3.00
FIN7545	Financial Trading Strategies	3.00
FIN7550	Derivatives: Theory and Practice	3.00
FIN7573	Investment Banking and Fin Modeling	3.00
MBA7504	Systems Thinking and Modeling for Business and Society	3.00
MKT9501	Strategy & Tactics of Pricing	3.00
OIM7502	Advanced Programming Business Analytics	3.00
QTM7515	Reinforce Learn&seq Dec Making Practice	3.00
QTM9510	Optimization Methods and Applications	1.50 - 3.00

Choice Electives

Choose a maximum of 6 credits from the following courses:

Course Code	Title	Credits
FIN7527	Real Estate Financial Modeling	3.00
FIN7532	Fintech	3.00
MBA7570	Science, Technology and the Enterprise -- Foundation	3.00
MKT7542	Digital Marketing	3.00
MKT7555	Marketing High Tech Products	3.00
MKT9502	Pricing in the Information Industries	1.50
MSB6300	Business Analytics Field Project	3.00
OIM7507	Supply Chain Analytics	3.00
OIM7515	Enterprise 2.0 Building Social Networks	3.00
OIM7525	Ai Experimentation	1.50
OIM7545	Artificial Intelligence for Business	3.00
OIM7565	Blockchain Ventures	1.50
OIM7572	Supply Chain Management	3.00
OIM9521	Innovation Processes	1.50
OIM9521	Innovation Processes	1.50
	****7580 Research	1.50 - 3.00

Total Credits: 30

Master of Science in Finance

Program of Study
MSF

Required

Course Code	Title	Credits
FIN6200	Financial Data Analysis and Practice	3.00
FIN7503	Equities	3.00
FIN7504	Risk Management	3.00
FIN7513	Fixed Income	3.00
FIN7516	Corporate Finance: Evaluating Opportunities	3.00
FIN7518	Managing Portfolios	3.00

Finance Electives

Choose a minimum of 6 credits from the following courses:

Course Code	Title	Credits
FIN7502	Capital Markets	3.00
FIN7511	Corporate Finance: Raising Capital	3.00
FIN7517	Finance and Sustainability	3.00
FIN7525	Finance for New Ventures	3.00
FIN7527	Real Estate Financial Modeling	3.00
FIN7528	Behavioral Finance	3.00
FIN7532	Fintech	3.00
FIN7545	Financial Trading Strategies	3.00
FIN7550	Derivatives: Theory and Practice	3.00
FIN7572	Babson College Fund	3.00 - 6.00
FIN7573	Investment Banking and Fin Modeling	3.00

Choice Electives

choose a maximum of 6 credits from the following courses:

Course Code	Title	Credits
ACC7500	Financial Reporting & Statement Analysis	3.00
ACC7502	Financial Statement Analysis for Managers	1.50
ECN7510	Financial and Macroeconomic Data Analysis	3.00
ECN7520	Economic & Financial Forecasting	3.00
ECN7575	Business Models, Competitiveness, and the Changing European Environment	3.00
FIN7580	Independent Research	1.50 - 3.00
MKT9501	Strategy & Tactics of Pricing	1.50 - 3.00
OIM9530	Competing on Analytics	1.50

QTM7515	Reinforce Learn&seq Dec Making Practice	3.00
QTM7571	Machine Learning Methods for Bus	3.00
QTM9510	Optimization Methods and Applications	1.50 - 3.00
QTM9515	Introduction to Data Science	1.50
MFE7500	Mgmt Consulting Field Experience	3.00

Total Credits: 30

Certificates

Certificate in Advanced Management

Program of Study
Certificate

Elective Credits

Courses chosen from graduate course portfolio

Course Code	Title	Credits
	Elective Credits	9.00

Total Credits: 9

Concentrations

Business Analytics and Machine Learning Concentration

Program of Study
Concentration

Total required credits: 12

Students must choose at least 9 credits from Requirement A and up to 3 credits from Requirement B; however, they may choose to complete all 12 credits from Requirement A.

Requirement A

minimum 9 credits

Course Code	Title	Credits
	QTM6300 or QTM7571	3.00
OIM6301	Programming for Business Analytics	3.00
OIM7502	Advanced Programming Business Analytics	3.00
	ECN7520 or ECN6300/ECN6310	3.00
QTM7515	Reinforce Learn&seq Dec Making Practice	3.00
QTM9510	Optimization Methods and Applications	3.00

Requirement B

maximum 3 credits

Course Code	Title	Credits
ECN7510	Financial and Macroeconomic Data Analysis	3.00
ECN7555	Health Care: Markets, Analytics and Strategies	3.00
MBA7512	Storytelling/Communication with Data	3.00
	MKT6300 or MKT7506	3.00
MKT9501	Strategy & Tactics of Pricing	3.00
OIM7501	Intro to Database Management	1.50
OIM7507	Supply Chain Analytics	3.00
OIM7525	Ai Experimentation	1.50 - 3.00
QTM9515	Introduction to Data Science	1.50

Total Credits: 12

Additional Information

For more information on concentration requirements and/or eligibility please contact: Professor Dessi Pachamanova.

Business Analytics Concentration

Program of Study
Concentration

The Business Analytics concentration is designed to provide advanced skills and techniques that can be applied to discipline-specific and more general business problems. This concentration will leverage the importance of data analytics and enhance it with the business and advanced analytical skills that today's organizations demand for decision making.

Total required credits: 12

Students must choose a minimum of one course from Groups A, B and C; to reach 12 credits they may take additional courses from A, B, or C, or select from requirement D. The 12 credits do not have to be completed in any particular order.

GROUP A (DATA ANALYTICS FOUNDATION)

minimum one course (1.5 or 3 credits)

Course Code	Title	Credits
QTM9515	Introduction to Data Science	1.50
	QTM6300 or QTM7571	3.00

Notes: QTM9515 introduces the concepts of visualization, modeling, coding and the data analytics process, and is recommended for students with limited background in business analytics. QTM7571 offers a deeper dive into models and coding. Students with some background in data analytics, modeling and coding can take QTM7571 directly.

GROUP B (DATA MANAGEMENT FOUNDATION)

minimum one course (1.5 or 3 credits)

Course Code	Title	Credits
OIM6301	Programming for Business Analytics	3.00
OIM7501	Intro to Database Management	1.50
OIM7502	Advanced Programming Business Analytics	3.00

| OIM9530 | Competing on Analytics | 1.50 |

Notes: OIM9530 introduces he concept of data management in organizations and is recommended for students with limited background in IT, programming, and data management. OIM6300 offers a deeper dive into programming and data management. OIM7 501 is an introduction to databases, and has a small overlap with OIM 6300, which delves deeper into database management and programming.

GROUP C (APPLICATION)

minimum one course (3 credits)

Course Code	Title	Credits
	ECN7520 or ECN6300/ECN6310	3.00
	MKT6300 or MKT7506	3.00

GROUP D (DEPTH)

remaining course(s) (to reach 12 credits total)

Course Code	Title	Credits
ECN7500	Economic Analysis for Business Decisions	3.00
ECN7510	Financial and Macroeconomic Data Analysis	3.00
ECN7520	Economic & Financial Forecasting	3.00
ECN7555	Health Care: Markets, Analytics and Strategies	3.00
MBA7504	Systems Thinking and Modeling for Business and Society	3.00
MFE7500	Mgmt Consulting Field Experience	3.00
	MKT6300 or MKT7506	3.00
MKT7542	Digital Marketing	3.00
MKT9501	Strategy & Tactics of Pricing	3.00
MKT9502	Pricing in the Information Industries	1.50
OIM6301	Programming for Business Analytics	3.00
OIM7501	Intro to Database Management	1.50
OIM7515	Enterprise 2.0 Building Social Networks	3.00
OIM7525	Ai Experimentation	1.50
OIM7545	Artificial Intelligence for Business	3.00
OIM7546	Analytical Managers and Organization	3.00
	QTM6300 or QTM7571	3.00
QTM7515	Reinforce Learn&seq Dec Making Practice	3.00
QTM9505	Financial Simulation	1.50

QTM9510	Optimization Methods and Applications	3.00
QTM9515	Introduction to Data Science	1.50
STR7509	Decisions	3.00

Requires the approval of a Business Analytics Concentration coordinator: MFE7500

If not chosen as part of Requirement A, B, or C: ECN7520, MKT7506, OIM6301, QTM7571, QTM9515

ECN7500 can be applied towards the Business Analytics Concentration if students enrolled in this course Summer 2020 or later (i.e., fall 2020, spring 2021).

Total Credits: 12

Suggested electives that could complement a Business Analytics Concentration

In addition to the courses listed above, we recommend that business analytics concentrators supplement their coursework with relevant courses from other disciplines. These classes will not count toward the concentration but will provide valuable perspective and/or complementary skills. Some great choices include the following:

Course Code	Title	Credits
MKT7572	Brand Management	3.00

Additional Information

For more information on concentration requirements and/or eligibility please contact: Professor Dessi Pachamanova.

*Historical Courses: courses offered Summer 2021 or earlier that are approved by the division to count toward concentrations.

Entrepreneurship Concentration

Program of Study
Concentration

Total required credits: 9 credits

Students must complete at least one course/3 credits from requirement A; to reach 9 credits they can complete additional courses from A or select up to 6 credits from B. The 9 credits do not have to be completed in any particular order.

Requirement A

minimum 3 credits

Course Code	Title	Credits
EPS7500	New Venture Creation	3.00
EPS7510	Financing Your Entrepreneurial Business	3.00
EPS7520	Managing Growing Businesses	3.00

Requirement B

up to 6 credits**

Course Code	Title	Credits
EPS7503	Creating Epic Organizations	3.00
EPS7504	Glbetrt Strtups: Launch Vent ACR Borders	3.00
EPS7506	Social Innovation	3.00
EPS7507	Corporate Entrepreneurship	3.00
EPS7509	Ai Pioneers:creating Future Business	3.00
EPS7517	Entrepreneurship in Health Care Technology	1.50 - 3
EPS7530	M & a for Entrepreneurs	3.00
EPS7534	Franchise,license&distrIB Collab Bus Mod	1.50
EPS7539	Future Trends in Entrepreneuial Ventures	3.00
EPS7545	Buying a Small Business	1.50
EPS7546	Buying a Small Business: the Search Exp	1.50
EPS7553	Becoming Entrepreneurial	3.00
EPS7556	Foundations of Family Entrepreneurship	3.00
EPS7578	Raising Money-VC and Private Equity	3.00
EPS8573	Eit: Refinement	3.00
EPS9507	Food Entrepreneurship	1.50 - 3.00
EPS9508	Building Corporate Innovation Capability	3.00
EPS9551	Critical Question Facing Business Family	1.50
EPS9553	Family Business to Next Stage of Growth	1.50
MBA9525	Innovation@gorillas,chimps,monkeys	3.00
STR7501	Moonshot Innov:strat Behind Leaps in Prog	3.00

Total Credits: 9

**Class offerings change and new classes are added; therefore, all courses may not be listed here. Most courses designated as EPS can be counted toward the concentration. Additionally, "entrepreneurship" electives abroad and MCFEs may be counted on a case-by-case basis.

Although not part of the Entrepreneurship concentration, students are encouraged to take additional electives that support the multidisciplinary nature of entrepreneurship. Every academic division participating in the MBA program offers courses that can supplement and enhance the Entrepreneurship concentration.

Additional Information

For more information on concentration requirements and/or eligibility please contact: Lisa Kokidko.

*Historical Courses: courses offered Summer 2021 or earlier that are approved by the division to count toward concentrations.

Finance Concentration

Program of Study
Concentration

The Finance Concentration develops your competencies in financial tools and analysis, prepares you to lead with sound decisions, and provides the connections you need to build your network in the financial services industry.

Total required credits: 12

Students must complete 12 credits in addition to the core Finance course (FIN7800). The 12 credits do not have to be completed in any particular order.

Required

Course Code	Title	Credits
FIN7502	Capital Markets	3.00
FIN7503	Equities	3.00
FIN7504	Risk Management	3.00
FIN7511	Corporate Finance: Raising Capital	3.00
FIN7513	Fixed Income	3.00
FIN7516	Corporate Finance: Evaluating Opportunities	3.00
FIN7517	Finance and Sustainability	3.00
FIN7518	Managing Portfolios	3.00
FIN7519	Personal Financial Management	3.00
FIN7525	Finance for New Ventures	3.00
FIN7527	Real Estate Financial Modeling	3.00
FIN7532	Fintech	3.00
FIN7545	Financial Trading Strategies	3.00

FIN7550	Derivatives: Theory and Practice	3.00
FIN7565	Real Estate Investments	3.00
FIN7570	Real Estate Finance	1.50
FIN7572	Babson College Fund	3.00
FIN7573	Investment Banking and Fin Modeling	3.00
FIN7578	Real Estate Development	1.50

Total Credits: 12

*Please note: students may only count one of the four real estate courses listed above (FIN7527 Real Estate Financial Modeling, FIN7565 Real Estate Investments, FIN7570 Real Estate Finance, FIN7578 Real Estate Development), towards the finance concentration. FIN7566 (Real Estate Transactions) and FIN9510 (Residential Real Estate) do not count towards the finance concentrations. Any exceptions to concentration requirements must be approved by the Finance Division Chair.

FIN7572: Two semester course for 3 credits each semester, students must apply.

Finance Electives Grouped by Category/Tracks

To help students prepare for careers in finance, the Finance Division offers suggested tracks of courses in either Investments or Corporate Finance. Completing a particular track is not required to complete the Finance Concentration - any 12 credits from the above list will meet the requirements.

The Investments track is designed for students to better understand how securities issued by companies are valued, traded, and combined into portfolios to achieve investment objectives. It helps prepare students for a variety of careers including securities analysis, portfolio management, sales and trading, wealth management, private equity, and venture capital.

The Corporate Finance track is designed to help students better understand how to create shareholder value by making effective investment and financing decisions within firms both large and small. This track helps prepare students for a variety of roles including strategic planning, financial analysis, treasury management, and investor relations.

Supplemental Coursework

In addition to the courses listed for the Corporate Finance and Investment tracks, we recommend that finance concentrators supplement their Finance coursework with relevant courses from other disciplines. These classes will not count toward the concentration

but will provide valuable perspective and/or complementary skills. Some great choices include the following:

Course Code	Title	Credits
ACC7500	Financial Reporting & Statement Analysis	3.00
ECN7520	Economic & Financial Forecasting	3.00
QTM7571	Machine Learning Methods for Bus	3.00
QTM9505	Financial Simulation	1.50

Recommended Courses for Students Interested in Real Estate

Please note that taking these courses is not sufficient to satisfy the finance concentration. The following courses are for students interested in a career in real estate. For these students, we suggest taking the following courses:

Course Code	Title	Credits
FIN7527	Real Estate Financial Modeling	3.00
FIN7565	Real Estate Investments	3.00
FIN7566	Real Estate Transactions	3.00
FIN7570	Real Estate Finance	1.50
FIN7578	Real Estate Development	1.50
FIN9510	Residential Real Estate	1.50

In addition to these courses, the following additional courses are recommended:

Course Code	Title	Credits
FIN7502	Capital Markets	3.00
FIN7513	Fixed Income	3.00
FIN7511	Corporate Finance: Raising Capital	3.00

Additional Information

For more information on concentration requirements and/or eligibility please contact: Professor Jia Hao.

*Historical Courses: courses offered Summer 2021 or earlier that are approved by the division to count toward concentrations.

Global Management Concentration - Students who declared before Fall 2023

Program of Study
Concentration

The Global Management Concentration at Babson is a rigorous program for students who are truly dedicated to pursuing an internationally oriented education and career. This program encourages Babson students to study abroad, think globally, and to pursue a variety of international business and area studies courses.

By combining 9 credits of coursework including an experiential component to broaden the understanding of global management, students interested in internationally active firms will achieve depth in a skill area – such as marketing or finance – and acquire a global mindset.

Total required credits: 9

Students must complete 3 credits from each requirement; courses do not need to be completed in any particular order.

Requirement A

3 credits

Objective: To build the base for Global Management

Course Code	Title	Credits
STR7559	Global Strategic Management	3.00

Requirement B

3 Credits

Objective: To deepen the understanding of Global Management

Course Code	Title	Credits
STR7500	Strategy Execution	3.00
MOB7543	Building Inclusive Organizations	3.00
ECN7505	International Macro:what Every MBA Should Know	3.00
EPS7504	Glbetrt Strtups: Launch Vent ACR Borders	3.00
COM7503	Communicating and Collaborat Virt Teams	3.00

Requirement C

3 credits*

Objective: To broaden the experience of Global Management

Course Code	Title	Credits
	Electives Abroad	3.00
	Independent Research with a focus on Global Management	1.50 - 3.00

STR7508	International Consulting Experience	3.00
MFE7500	Mgmt Consulting Field Experience	3.00
OIM7506	Design&analytic Intl Healthcare Solution	3.00
MOB7512	Leading and Managing Project Teams	3.00
	Semester Abroad (usually 3 credits per course)	3.00

Total Credits: 9

* All options above require students to go through an application process

MOB7512: graduate students manage a team of undergraduates, projects should be checked with faculty coordinator for eligibility (students need written confirmation from the Global Management Concentration Faculty Coordinator (not the project's supervising faculty) prior to starting the project).

MFE7500: qualifying projects will be notated in the MCFE Project Catalog

Global Management Concentration -Students who declare Fall 2024 or later

Program of Study
Concentration

The Global Management Concentration at Babson is a rigorous program for students who are truly dedicated to pursuing an internationally oriented education and career. This program encourages Babson students to study abroad, think globally, and to pursue a variety of international business and area studies courses.

By combining 9 credits of coursework including an experiential component to broaden the understanding of global management, students interested in internationally active firms will achieve depth in a skill area – such as marketing or finance – and acquire a global mindset.

Total required credits: 9

Students must complete 3 credits from each requirement; courses do not need to be completed in any particular order.

Requirement A

3 credits

Objective: To build the base for Global Management

Course Code	Title	Credits
STR7559	Global Strategic Management	3.00

Requirement B

6 Credits

Objective: To deepen the understanding of Global Management

Course Code	Title	Credits
STR7500	Strategy Execution	3.00
MOB7543	Building Inclusive Organizations	3.00
ECN7505	International Macro:what Every MBA Should Know	3.00
EPS7504	Glbetrt Strtups: Launch Vent ACR Borders	3.00
COM7503	Communicating and Collaborat Virt Teams	3.00
OIM7506	Design&analytic Intl Healthcare Solution	3.00
MFE7500	Mgmt Consulting Field Experience	3.00
MOB7512	Leading and Managing Project Teams	3.00
STR7508	International Consulting Experience	3.00
	Electives Abroad	3.00
	Independent Research with a focus on Global Management	1.50 - 3.00
	Semester Abroad (usually 3 credits per course)	3.00

Total Credits: 9

All of the following require students to go through an application process: OIM7506, MFE7500, MOB7512, STR7508, Electives Abroad, Semester Abroad

MOB7512: graduate students manage a team of undergraduates, projects should be checked with faculty coordinator for eligibility. Students need written confirmation from the Global management Concentration faculty coordinator (not the projects supervising faculty) prior to starting the project

MFE7500: qualifying projects will be notated in the MCFE Project Catalog

Additional Information

For more information on concentration requirements and/or eligibility please contact: Professor Yamlaksira Getachew.

*Historical Courses: courses offered Summer 2021 or earlier that are approved by the division to count toward concentrations.

Marketing Concentration

Program of Study
Concentration

To help graduate students prepare for careers in marketing, the Marketing Division offers a concentration in General Marketing.

For more information on concentration requirements and/or eligibility please contact: Professor Anirudh Dhebar by email at dhebar@babson.edu

Total Required Credits: 9

Students must complete 9-credits in course in addition to the core Marketing course (MKT7800). *The 9 credits do not have to be completed in any particular order.*

Course Code	Title	Credits
MKT7500	Social Media and Advertising Strategy	3.00
MKT7506	Marketing Analytics	3.00
MKT7540	Retailing Strategy	3.00
MKT7542	Digital Marketing	3.00
MKT7550	Consumer Behavior	3.00
MKT7555	Marketing High Tech Products	3.00
MKT7571	Sales in Action	3.00
MKT7572	Brand Management	3.00
MKT9501	Strategy & Tactics of Pricing	3.00
MKT9502	Pricing in the Information Industries	1.50
MKT9505	Sales&marketing Dynamic Franchise System	1.50
MBA7504	Systems Thinking and Modeling for Business and Society	3.00
MBA9502	Customer Acquisition and Persuasion	1.50
COM7500	Persuasive Business Presentations	1.50
COM7501	Strategic Writing for Managers	1.50
COM7503	Communicating and Collaborat Virt Teams	3.00

Total Credits: 9

Marketing Electives Grouped by Category/Tracks

To help guide students in choosing their electives, the Marketing division has provided course bundles in specific marketing areas. These courses have been

grouped together in order to offer more in depth and knowledge in specific marketing functions-completing a particular track is not required to complete the Marketing Concentration-any 9 credits from the above list will meet the requirements.

Digital Marketing and Social Media Strategy

Course Code	Title	Credits
MKT7500	Social Media and Advertising Strategy	3.00
MKT7506	Marketing Analytics	3.00
MKT7542	Digital Marketing	3.00
MKT7555	Marketing High Tech Products	3.00
MKT7550	Consumer Behavior	3.00

Pricing

Course Code	Title	Credits
MKT7550	Consumer Behavior	3.00
MKT9501	Strategy & Tactics of Pricing	3.00
MKT9502	Pricing in the Information Industries	1.50

Sales and Customer Acquisition

Course Code	Title	Credits
COM7500	Persuasive Business Presentations	1.50
COM7503	Communicating and Collaborat Virt Teams	3.00
MBA9502	Customer Acquisition and Persuasion	1.50
MKT7540	Retailing Strategy	3.00
MKT7571	Sales in Action	3.00

Brand/Retail Management

Course Code	Title	Credits
MKT7506	Marketing Analytics	3.00
MKT7540	Retailing Strategy	3.00
MKT7550	Consumer Behavior	3.00
MKT7572	Brand Management	3.00

Business, Society and the Environment

Course Code	Title	Credits
MBA7504	Systems Thinking and Modeling for Business and Society	3.00

Optional Consideration: Experiential Opportunity

MCFE that will count for the marketing concentration are approved in advance with the graduate office for experiential learning. Please refer to that office's list of approved offerings.

Quantitative Finance Concentration

Program of Study
Concentration

Total Required Credits: 12

Students must complete 3 credits from requirement A and a minimum of 6 credits from requirement B; to reach 12 credits they may take 3 additional credits from requirement B OR select from requirement C.

Courses do not need to be completed in any particular order.

For more information on concentration requirements and/or eligibility please contact: Professor Jasmina Hasanhodzic by email at jhasanhodzic1@babson.edu

Requirement A

Course Code	Title	Credits
FIN7550	Derivatives: Theory and Practice	3.00

Requirement B

Minimum 6 credits

Course Code	Title	Credits
FIN6200	Financial Data Analysis and Practice	3.00
FIN7504	Risk Management	3.00
FIN7516	Corporate Finance: Evaluating Opportunities	3.00
FIN7513	Fixed Income	3.00
FIN7518	Managing Portfolios	3.00
FIN7545	Financial Trading Strategies	3.00

Please note: some sections of these courses are available for MSF students only, MBA elective sections will show as "open" in the Workday Course Listing.

Requirement C

Up to 3 credits

Course Code	Title	Credits
FIN7503	Equities	3.00
FIN7504	Risk Management	3.00
FIN7573	Investment Banking and Fin Modeling	3.00
ECN7510	Financial and Macroeconomic Data Analysis	3.00
ECN7520	Economic & Financial Forecasting	3.00

QTM7515	Reinforce Learn&seq Dec Making Practice	3.00
QTM7571	Machine Learning Methods for Bus	3.00
QTM9505	Financial Simulation	1.50

Requirement B:

- FIN7504: If completed Spring 2024 and forward
- FIN7516: Approved for students who began the MBA in Fall 2020 and later

Requirement C:

- FIN7504 : If completed Fall 2023 or earlier

Total Credits: 12

Courses

ACC6110: Resource Planning and Control

ACC6110 Resource Planning and Control

(Formerly Managerial Accounting)

MSEL Course

1.5 Credits

This course empowers students with the quantitative skills and logical analysis required to evaluate the financial feasibility of strategic opportunities such as entering new markets, pursuing new customers, or introducing new products or processes. Managerial Accounting methods are also used to construct profitable business models for new or existing ventures. Asking the simple questions "What is the business model?" and "How will this strategy create a return for the owners?" the course emphasizes that financial analysis should be performed ex ante to screen ideas so entrepreneurs and organizations can get maximum value from their resources. While cases in this course are primarily focused on profit-seeking entities, managerial accounting skills may be successfully applied to any venture with an imperative to accomplish challenging strategic goals while using resources efficiently.
Credits 1.50

ACC7200: Financial Reporting

ACC7200 Financial Reporting

2 Credits

Financial Reporting (FINACC) - Whether you are starting your own business, working in the not-for-profit sector, managing your personal finances, or working for a large corporation, you will need to be able to incorporate financial information into your decision making process. The purpose of this course is to review the concepts surrounding financial reporting and to emphasize the importance of being an informed user of financial information. Financial reports will also be analyzed across companies, industries, and countries, providing linkages to entrepreneurial and strategic decision making. The course also addresses the ethical responsibility managers have to carry out their fiduciary responsibility to all stakeholders of the company, including the growth in corporate social responsibility reporting and how companies are incorporating this information into their reports and websites.
Credits 2.00

ACC7201: Measuring and Managing Strategic Performance

ACC7201 Measuring & Managing Strategic Performance

2 Credits

Measuring & Managing Strategic Performance (MMSP) – This course is focused on the connection between strategy execution and profitability. Students develop skills in quantitatively-grounded logical analysis in order to be able to:

o Judge the financial feasibility of plans for launching new businesses or for redesigning existing ones.
o Grow profitable and sustainable ventures.
o Create business models that make money.
Credits 2.00

ACC7503: Designing a Business for Profitability

ACC7503 Designing a Business for Profitability
3 Elective Credits

If you have taken and passed ACC7201, you cannot register for ACC7503, as these two courses are equivalent

This course is focused on the connection between strategy execution and profitability. Students develop skills in quantitatively grounded logical analysis in order to be able to:

- Judge the financial feasibility of plans for launching new businesses or for redesigning existing ones.
- Grow profitable and sustainable ventures.
- Create business models that make money.
- Integrate analytics and Industry 4.0 concepts to make business decisions.

Prerequisites: None
Credits 3.00

ACC7577: Finance and Accounting As Competitive Tools

ACC7577 Finance for Non-Financial Professionals
3 Elective Credits

This finance course bridges the gap between functional business knowledge and practical financial information. By connecting your company strategy to its financial implications, you increase the value of your organization and become a more effective business leader. Topics covered include: understanding financial statements, using finance to improve decision-making, projecting cashflows, and assessing organizational performance. The curriculum focuses on universal business problems that are specific to your needs, and teaches you how to immediately apply that information in ways that are relevant to your job.
Credits 3.00

ACC7580: Independent Research

ACC7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Student Affairs.

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 Graduate Programs and Student Affairs. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment 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 Graduate School. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

ACC7800: Financial and Sustainability Reporting

ACC7800 Financial and Sustainability Reporting
(Formerly Financial Reporting)
2 Credits (Core MBA)

If you have taken and passed ACC7200, you cannot register for ACC7800, as these two courses are equivalent

The purpose of this course is to review the concepts surrounding financial and environmental, social, and governance (ESG) reporting and to emphasize the importance of being an informed user of financial and ESG information for any entrepreneurial leader. Whether you are involved in an existing business or starting your own, working in the not-for-profit sector or managing your personal finances, you will need to be able to incorporate financial information into your decision-making process. We will be constructing financial statements, analyzing them across companies and industries, and providing linkages to entrepreneurial and strategic decision making. We will also be exploring how the reporting of ESG factors integrates with financial reports to provide useful information for evaluating risks and the long-term sustainability of a business.

It is strongly recommended that students complete this course prior to taking FIN7800
Credits 2.00

COM7500: Persuasive Business Presentations

COM7500 Persuasive Business Presentations
(Formerly MOB7502)
1.5 Credits

If you have taken and passed MOB7502, you cannot register for COM7500, as these two courses are equivalent

Managers and entrepreneurs need effective presentation skills to persuade key audiences, such as employees and team members, investors, and prospective clients. A successful presentation depends on delivery and non-verbal factors as well as careful preparation and a logical organization of ideas.

In this workshop format class, you will deliver four or five formal presentations, which we will video record to help you evaluate your technique. We will also give you some opportunities for impromptu speaking. Topics may include rocket pitch to investors, B2B sales presentation, strategic recommendation to senior management, and a technical financial or data-driven presentation. Students are encouraged to use material from other courses or from your work context. We will also cover creating effective visuals and interacting with your visuals to tell a compelling story. The focus will be on providing extensive and constructive feedback and coaching you on assessing and improving your own capabilities.

Prerequisites: None
Credits 1.50

COM7501: Strategic Writing for Managers

COM7501 Strategic Writing for Managers
(Formerly MOB7501)
1.5 Credits

If you have taken and passed MOB7501, you cannot register for COM7501, as these two courses are equivalent

This course helps students become more efficient and effective writers of strategic professional communications. Cases, readings, and assignments illustrate challenging communication problems that demand readable, succinct, substantive, and persuasive writing. Assignments may range in applications to as internal formal and informal communications, and external communication such as media and public relations, client relations, and social media. Class activities involve extensive peer review and editing of students' own writing.

Prerequisites: None
Credits 1.50

COM7503: Communicating and Collaborat Virt Teams

COM7503 Communicating and Collaborating in Virtual Teams

3 Elective Credits

In this fully online course, students will learn how to successfully collaborate and communicate in virtual teams. Students will begin by reading and discussing course readings on organizational and global communication; virtual communication; and theoretical frameworks of the use of AI technologies in order to build a working knowledge of current collaboration technologies and effective communication in different contexts. Using this knowledge as a backdrop, students will explore and analyze the impact that these technologies have on business and communication. Students will apply their communication knowledge to a practical experience with existing virtual collaboration tools through shorter group assignments, guest speakers, interviews with remote workers, and a longer writing and oral presentation final project.

During the course, students will be expected to hold virtual class and group meetings, use and evaluate collaboration and project management tools, reflect on their virtual communication and leadership experiences, lead weekly remote group work, and write a final professional research report analyzing the communicative and collaborative effectiveness of state-of-the-art technology used in today's corporate environment.

In this revamped offering, our Babson students will be paired with Nord University (Norway) students for half of the Spring semester to engage in an exciting VE/COIL project. VE/COIL, which stands for Virtual Exchange/Collaborative Online International Learning, is an emerging global exchange opportunity for students and faculty to collaborate across institutions. Students will complete a consulting project for Yara International, a Norwegian company. In this project, students from Babson will partner with Nord University students virtually in a true global experiential learning environment.

Prerequisites: None
Credits 3.00

DBA8101: Entrepreneurial Leadership

DBA 8101: Entrepreneurial Leadership

3 credits

Only open to DBA students

The focus of this course will be on Entrepreneurial leadership (EL) with a focus on understanding the scholarly underpinnings of EL and your own entrepreneurial leader development. Thus, this is a course that has both a scholarly focus on the topic but also a practical focus on applying the concepts to yourself. There are four main theoretical underpinnings for the course: a conceptual framework for EL (developed by six faculty at Babson), Intentional Change Theory (applied at the individual level), Self-Determination Theory, and a theory of leader self-awareness. Many other theoretical frameworks will be involved, but these four will be paramount. Students will finish the course with a thorough understanding of each of these four and how they have been "translated" into research and practice. In terms of understanding the practical relevance of these four theoretical underpinnings of the course and to facilitate their own scholarly creativity, the course will enable students to apply these concepts to themselves and their own leader development. This will help students study (1) what additional research questions can be considered to open new frontiers in scholarship and (2) how the practice of the theories/concepts is internalized (in this case by the students experiencing the content for themselves).

Credits 3.00

DBA8102: Entrepreneurship

DBA 8102 : Entrepreneurship
3 credits

Only open to DBA students

This course offers a broad survey of approaches used in the study of entrepreneurship. It has four objectives: to help students learn how to theorize, to help them uncover important and interesting questions to ask, to help them learn how to influence scholarly conversation through the publication of those thoughts and to help them learn how to become a thought leader in practice, scholarship and/or pedagogy. To achieve these objectives, we will develop an understanding of research and scholarship as a conversation. We will approach several scholarly conversations in entrepreneurship and discuss how we might go about contributing to their evolution. To do so, we will discuss what theory is, what theory does, and how theory is developed; the myriad meanings of entrepreneurship, the seminal works that have developed them, and the theoretical conversations those works have inspired; how these theoretical conversations have emerged and continue to evolve; strategies one might use to enter into the conversation and influence its direction; and, tactics one might use to expedite the development of a manuscript.
Specifically, we will engage in exercises to help to learn how to construct your scholarly identity, choose a research topic for research, identify your audience, pitch your ideas effectively, and identify exemplars to serve as a blueprint. We will also discuss and engage in exercises to improve each section of your paper, including title, abstract, outline, introduction, literature review, theoretical development, methodology & analysis, discussion, contribution, and conclusion.
Credits 3.00

DBA8103: Innovation

DBA 8103: Innovation
3 credits

Only open to DBA students

This survey course addresses the topic of how innovation is managed in established organizations. In contrast to the start-up context, established organizations thrive on routines and processes that encourage efficiency and leverage the familiar in order to maintain competitive advantage. Venturing into the realm of ambiguity and uncertainty challenges this recipe for success, yet innovation requires it, particularly if the objective is organizational renewal. Participants will be exposed to several typologies of innovation management, and dig deeper into academic perspectives on innovation management at the macro, meso and micro levels of analysis. We will look at classic papers and how those theories have been applied and evolved over time. In addition, we will examine current organizational processes and designs for managing innovation. The objective of the course is to provide participants a foundation for deeper examination of specific research questions associated with innovation management given the broad perspective of the literature and its comparison with the reality of current practice.
Credits 3.00

DBA8104: Organizational Change

DBA 8104: Organizational Change
3 credits

Only open to DBA students

This DBA course provides an in-depth exploration of the theoretical foundations and contemporary theories of organizational change, focusing on their application within the context of entrepreneurial leadership. Designed based on the comprehensive review and synthesis of the organizational change literature by Stouten, Rousseau, and De Cremer (2018)*, the course integrates management practice with scholarly research to offer a robust understanding of successful organizational change.

Throughout the 13-week program, students will engage with seminal and current literature, examining key tenets of widely-used practitioner-oriented change models alongside empirical findings from organizational change research. The course covers crucial areas such as diagnosing the need for change, developing a vision and plan, effective communication strategies, empowering stakeholders, generating and consolidating short-term wins, and institutionalizing change. Each topic is designed to not only convey theoretical insights but also to provide practical applications, preparing students to manage and lead change effectively in entrepreneurial settings.

More importantly, the course will give students the opportunity to apply organizational change concepts to their dissertation topic and emerging insights and recommendations.   What is the "so what" for managers, and how can they successfully implement and institutionalize dissertation recommendations into their organizations? Reflection in this area will help students with the Discussion and Implication sections of their dissertation, and course deliverables will be designed to help students make further progress on their dissertation.
Credits 3.00

DBA8111: Introduction to Academic Research

DBA 8111: Introduction to Academic Research

3 Credits

Only open to DBA students

This course introduces the underpinnings of academic management research and how to use academic research to create impact. The course builds the theoretical foundation for students to understand the range of research philosophies, and the associated reasoning approaches and research methods. Students will learn the life cycle of academic research projects, and the underlying mechanics within the individual life cycle phases. Special emphasis is placed on the critical role of finding and articulating a high-quality research question. Students will learn to identify relevant literature streams and how to review them. Further, research ethics will be discussed, concerning both the research subjects' health and safety and the researcher's reputation.
Credits 3.00

DBA8112: Qualitative Research Methods I

DBA 8112: Qualitative Research Methods I

3 Credits

Only open to DBA Students

The purpose of the two qualitative research methods courses is to help the students understand qualitative research to become better scholars and consumers of research work that employs an array of qualitative methodologies. Given the breadth and variety of qualitative methods, in some classes, we will discuss general issues or skills that are applicable to several different methodological approaches (e.g., gaining access), while in others we will focus on a particular approach (e.g., ethnography).

In this course, students learn about how to design a qualitative research study and the basics of its implementation. They will be able to explain the various types of qualitative research (ethnography, case studies, etc.), philosophical paradigms, qualitative research design and data collection methods (interviews, observations, document analysis, etc.), and pilot studies.
Credits 3.00

DBA8113: Quantitative Research Methods I

DBA 8113 : Quantitative Research Methods I
3 credits

Only open to DBA students

This is the first course in the quantitative research methods series, designed to introduce students to the major quantitative approaches in management research. The first part of the course provides an overview of the major quantitative research methods in management research. Students will learn the foundations of experimental, quasi-experimental, and non-experimental methods. They will understand the strengths, limitations, and requirements of each method and will be able to select the most suitable method for their research projects based on their circumstances, budgetary, and time constraints. The larger component of the course reviews data and statistical concepts and tools that underpin the major quantitative methods mentioned above. These include quantifying managerial phenomena, mean testing, ANOVA, various aspects of linear regressions, hypothesis testing, and an introduction to Structural Equation Modeling (SEM). Furthermore, the course covers effective visualization techniques to communicate findings and craft compelling stories. Students will also learn to use Generative AI as their tutor and assistant. Additionally, students will develop the skills to read and interpret scholarly articles that apply the quantitative analyses taught in this course. Ultimately, the course aims to prepare students for their dissertation and group projects in the Lab for Business-Driven Research I and II courses.
Credits 3.00

DBA8114: Qualitative Research Methods II

DBA 8114: Qualitative Research Methods II
3 credits

Only open to DBA students

This is the second part of qualitative research methods in which students learn how to analyze collected qualitative data and how to synthesize the results into a coherent research outcome. Students learn about coding and thematic, content, narrative, and discourse analysis and use a software package to implement their analysis. They learn about validity and reliability in qualitative research, triangulation, member checking, etc. By the end of this course, students will be able to complete a qualitative research project from beginning to end. They will also be able to critically analyze other qualitative research studies.
Credits 3.00

DBA8115: Quantitative Research Methods II

DBA 8115: Quantitative Research Methods II
3 credits

Only open to DBA students

This is the second course in the quantitative research methods series. The first course provided an overview of experimental, quasi-experimental, and non-experimental methods along with foundational statistical tools underpinning them. This course provides a detailed review of these methods. By the end of the course, students can competently design and execute these methods. They will be able to analyze data, generate meaningful results, and communicate their findings effectively in both academic and non-academic outlets. Throughout the course, students expand their knowledge of statistical analysis and learn to use a statistical software package to implement these methods on data. Furthermore, students may learn advanced tools, such as structural equation modeling and machine learning techniques, to extract deeper insights from data. The integration of Generative AI throughout the course further enhances their ability to streamline analyses and research processes. They can also evaluate and critique quantitative methods in scholarly articles. This course will equip students with the quantitative skills needed for their dissertations and research projects after graduation.
Credits 3.00

DBA8116: Writing and Communicating Data

DBA 8116: Writing and Communicating Data
3 credits

Only open to DBA students

Building upon previous courses, this course is an introduction to the complex world of academic publishing and is designed to give students practical experience in getting their work published in peer-reviewed journals; moreover, it familiarizes students with other ways and modes of presenting their research via a rhetorical approach to audience, genre, purpose, and so on. In addition to explaining the academic publication process to students and sharing strategies for achieving success in the academic writing arena—including setting up a writing schedule, identifying appropriate journals for submission, clarifying arguments, making claims for significance, organizing material, etc.—it links such processes to how we might disseminate the same (or similar) information for practitioner and public audiences as well, ensuring that students' research circulates beyond the figurative walls of the DBA program.
Credits 3.00

DBA8121: Price Babson Symposium for Eps Educators

DBA 8121: Price Babson Symposium for Entrepreneurship Educators
3 credits

Only open to DBA students

This course centers around an immersive experience called Price-Babson Symposium for Entrepreneurship Educators (PB SEE), Babson's longest standing program for entrepreneurship educators who want to elevate their art and craft of teaching entrepreneurship. PB SEE emphasizes action-based learning, student engagement, doing through practice, and the application of Entrepreneurial Thought & Action® (ET&A) – a methodology for teaching entrepreneurship so that students are better able to navigate uncertainty to identify and execute new initiatives. Underscoring the ET&A methodology is the importance of entrepreneurial mindset and helping educators facilitate the transformation of their students from where they are currently to thinking and acting more entrepreneurially. As a result, PB SEE stresses "how" we teach entrepreneurship is just important as "what" we teach with the following program.
For this DBA course, DBA students will participate in PB SEE with approximately 30 other (non-Babson) educators from around the world. The DBA cohort will have additional coursework before, during, and after PB SEE that connects content, deepens the level of inquiry, and achieves learning objectives. Students will experience how entrepreneurship is taught at Babson College while critically observing and applying qualitative research techniques to begin answering an ongoing question about the fundamental purpose of entrepreneurship education: Should educators teach about, for, or through entrepreneurship?
Credits 3.00

DBA8122: How People Learn

DBA 8122: How People Learn
3 credits

Only open to DBA students

This course explores the theory and practice of how people learn, process new ideas, and develop new skills. As students pursue their doctoral research, knowing how others learn is essential if one wants their ideas to flourish in others' minds and actions. Additionally, studying the theory and practice of learning will help students get out of their learning comfort zone as they seek to learn in new ways and expand their understanding of becoming a scholar practitioner. This course will combine a look at the leading educational and motivational theorists and how their insights compare to what one can learn when interviewing a wide range of learners from different fields with varying modes of formal and information education.   Conducting research that doesn't go anywhere is a purely academic endeavor. Conducting research for impact and inspiration is what being a scholar/practitioner is all about.
Credits 3.00

DBA8123: Teaching Across Contexts

DBA 8123: Teaching Across Contexts
3 credits

Only open to DBA students

Today, teaching is evolving at a rapid pace, requiring an understanding of diverse needs of students, emerging technology, and various content delivery modalities. This class will help students develop pedagogical strategies and methods for teaching in varied contexts and with distinct groups of learners, enhancing their adaptability and effectiveness as an educator.
In the course, students will read, analyze, and discuss theoretical texts, case studies, and pedagogical materials. Students will have the opportunity to develop exciting, impactful educational experiences for today's classrooms, boardrooms, and lifelong learning spaces. Students will consider their own experiences as a student and hone arguments regarding course content, instructional methods, and pedagogical design. Ultimately, students will learn to become reflective practitioners, engaging in continuous praxis to address the diverse learning needs of their learners.
Credits 3.00

DBA8124: Teaching Workshop

DBA 8124: Teaching Workshop
3 credits

Only open to DBA students

This week-long Teaching Workshop is designed to help DBA students become effective and inspiring educators. Building on the foundation laid in the Teaching Across Contexts course, this immersive experience prepares participants for teaching roles through a blend of collaborative learning, interactive sessions, and hands-on practice. The workshop follows a comprehensive daily schedule, typically running from 9:00 AM to 4:30 PM, with additional evening activities. Each day includes a mix of teaching sessions, labs, individual work time, and social events. This structure is designed to balance intensive learning with opportunities for reflection and community building. By the end of the week, participants will have gained practical teaching experience, received peer and expert feedback, and developed a personalized plan for continuous improvement in their teaching practice.
Credits 3.00

DBA8131: Lab for Business Driven Research I

DBA 8131: Lab for Business-Driven Research I
3 credits

Only open to DBA students

This two-semester experience will give doctoral candidates (DCs) the opportunity to experience the research process first-hand. DCs will work in teams under the direction of a faculty advisor. During the first semester, they will identify a research question that has the potential to contribute to the literature, thoroughly research theories to develop relevant hypotheses, and design a study that effectively tests the hypotheses and larger research question, and obtain IRB approval if necessary. The first semester will conclude with a well-motivated research proposal. During the second semester, teams will execute their proposal by collecting the necessary data, analyzing the data against the hypotheses and research questions, and interpreting the findings to draw larger conclusions about what was learned. The PAR experience will culminate with a research paper that has potential for publication in an academic journal.
Credits 3.00

DBA8132: Lab for Business Driven Research II

DBA 8132: Lab for Business-Driven Research II
3 credits

Only open to DBA students

This two-semester experience will give doctoral candidates (DCs) the opportunity to experience the research process first-hand. DCs will work in teams under the direction of a faculty advisor. During the first semester, they will identify a research question that has the potential to contribute to the literature, thoroughly research theories to develop relevant hypotheses, and design a study that effectively tests the hypotheses and larger research question, and obtain IRB approval if necessary. The first semester will conclude with a well-motivated research proposal. During the second semester, teams will execute their proposal by collecting the necessary data, analyzing the data against the hypotheses and research questions, and interpreting the findings to draw larger conclusions about what was learned. The PAR experience will culminate with a research paper that has potential for publication in an academic journal.
Credits 3.00

DBA8133: Dissertation Lab I

DBA 8133: Dissertation Lab I

3 credits

In these courses, beginning in the Spring semester of the second year, students work with their advisors and dissertation committees on their personal research projects. In the early phase of this course sequence, students individually develop their dissertation proposals and defend them to their dissertation committee. In the third year, students will focus on executing their research and writing their dissertation. Once the dissertation has been completed, each student defends the dissertation in a public dissertation defense. A three-member faculty committee determines whether the student passed the defense successfully.

Credits 3.00

DBA8134: Dissertation Lab II

DBA 8134: Dissertation Lab II

3 credits

In these courses, beginning in the Spring semester of the second year, students work with their advisors and dissertation committees on their personal research projects. In the early phase of this course sequence, students individually develop their dissertation proposals and defend them to their dissertation committee. In the third year, students will focus on executing their research and writing their dissertation. Once the dissertation has been completed, each student defends the dissertation in a public dissertation defense. A three-member faculty committee determines whether the student passed the defense successfully.
Credits 3.00

DBA8135: Dissertation Lab III

DBA 8135: Dissertation Lab III

3 credits

In these courses, beginning in the Spring semester of the second year, students work with their advisors and dissertation committees on their personal research projects. In the early phase of this course sequence, students individually develop their dissertation proposals and defend them to their dissertation committee. In the third year, students will focus on executing their research and writing their dissertation. Once the dissertation has been completed, each student defends the dissertation in a public dissertation defense. A three-member faculty committee determines whether the student passed the defense successfully.
Credits 3.00

DBA8136: Dissertation Lab IV

DBA 8136: Dissertation Lab IV

3 credits

In these courses, beginning in the Spring semester of the second year, students work with their advisors and dissertation committees on their personal research projects. In the early phase of this course sequence, students individually develop their dissertation proposals and defend them to their dissertation committee. In the third year, students will focus on executing their research and writing their dissertation. Once the dissertation has been completed, each student defends the dissertation in a public dissertation defense. A three-member faculty committee determines whether the student passed the defense successfully.
Credits 3.00

DBA8137: Dissertation Lab V

DBA 8137: Dissertation Lab V

3 credits

In these courses, beginning in the Spring semester of the second year, students work with their advisors and dissertation committees on their personal research projects. In the early phase of this course sequence, students individually develop their dissertation proposals and defend them to their dissertation committee. In the third year, students will focus on executing their research and writing their dissertation. Once the dissertation has been completed, each student defends the dissertation in a public dissertation defense. A three-member faculty committee determines whether the student passed the defense successfully.
Credits 3.00

ECN6111: Entrepreneurial Economics

ECN6111 Entrepreneurial Economics

MSEL Course

This course applies economic theory to decisions faced by entrepreneurs such as pricing, investment, data usage, and ethics. A primary focus of this course will be on using data to improve strategic decision making. Students will be encouraged to think about the strategic implications of decisions and to use both theory and data to support, validate, and revise decisions as needed. Entrepreneurial leaders are challenged in the global marketplace to effectively communicate not only the results of analysis but the rationale for decisions. Through both individual and group work, students will conduct market analysis and present the results while also interacting with their peers to provide constructive practical critiques.
Credits 1.50

ECN6310: Modern Econometrics for Business

ECN6310 Modern Econometrics for Business

3 Credits

Using an experiential learning approach, this course equips you with a wide variety of modern tools in prescriptive analytics, from business experiments to regression discontinuity, to give you the power to evaluate business strategies and policies. The course also covers extensive anatomy of regressions, hypothesis testing, Monte-Carlo simulation, and time series analysis and forecasting with a hands-on approach using applications from the world of business.

Prerequisites: MBA students will be required to review approximately 6 hours of pre-work videos
Credits 3.00

ECN7200: Managerial Economics

ECN7200 Managerial Economics

2 Credits

Managerial Economics (MICRO) - This course provides a framework for systematic analysis of consumer and firm's choices in light of global market dynamics to create and capture value given the firm's and industry's market structure. This framework is used to explain firm adjustment to changes in market conditions, as well as to changes in government policies and laws. While the course focuses on understanding how the value of the firm can be increased, it also addresses broader questions of efficiency, equity and sustainability.
Credits 2.00

ECN7201: International Macroeconomics and Business Environment Analysis

ECN7201 International Macroeconomics and Business Environment Analysis
(Formerly Managing at the Crossroads: Business, Government, and the International Economy)

2 Credits

Managing at the Crossroads: Business, Government, and the International Economy (Mac-BGIE) – This course focuses on domestic and international cause-and-effect relationships among credit markets, goods and services markets, and foreign exchange markets. This global framework is used to explain the effect that economic, social, and/or political shocks have on a nation's growth and prosperity.
Credits 2.00

ECN7500: Economic Analysis for Business Decisions

ECN7500 Economic Analysis for Business Decisions
3 Elective Credits

If you have taken and passed ECN7200, you cannot register for ECN7500, as these two courses are equivalent

Running a successful business requires decision-making that is informed by an understanding of the market environment in which the firm operates. Business leaders and entrepreneurs need analytical skills and the ability to anticipate market dynamics if they are going to manage for growth. Economic Analysis for Business Decisions provides students strategic and tactical competencies such as: sizing market demand, identifying market opportunities, differentiating products and services effectively, strategic pricing, cost modeling, determining optimal firm size and identifying sources of market power. With these competencies in hand, students will then develop the ability to determine the best competitive strategies based on a clear understanding of an industry's structure and behavior, and the firm's advantages within the larger market. Students will use game theory to model strategic behavior, consider the firm's responsibilities and the government's role in correcting market failures, and will leave the course with an ability to create business models that will grow stakeholder value.

Prerequisites: None
Credits 3.00

ECN7505: International Macro:what Every MBA Should Know

ECN7505 International Macro: What Every MBA Should Know
3 Elective Credits

This course focuses on the intersection between international macroeconomics and business strategy. It highlights the movements of and interrelations among major macroeconomic variables that affect the performance of nations, in general, and businesses, in particular. None of these economic factors is controlled by any manager, but good managers must react to, cope with, and anticipate them. IM provides an intuitive, logical, and internally consistent framework for managers to: (1) function effectively in a world where business performance and strategies are affected by international institutions, domestic and global economic forces, as well as government and central bank policies , (2) evaluate whether government and central bank policies are sustainable, (3) create and critically evaluate country analyses, (4) clarify how changes in a country's economic climate affect corporate financial plans and capital budgeting decisions, and (5) improve financial projections (e.g., cash flow statements, income statements and balance sheets). With this knowledge, managers are better able to internalize, analyze, and make decisions based on the expected impact that economic, political, and social forces have on companies' strategies, competitive positions, and performances.

Prerequisites: None
Credits 3.00

ECN7510: Financial and Macroeconomic Data Analysis

ECN7510 Financial and Macroeconomics Data Analysis
3 Elective Credits

There are numerous challenges to competently modeling/forecasting financial and macroeconomic variables. Basic statistical analysis may yield misleading results for various reasons including time-varying volatility, structural change, and outliers. Time series data is also often "non-stationary" which, if not addressed, can lead to spurious regression or "nonsense correlations". Analysis of "big data" meanwhile can promote model selection bias where the effects in the final model are overstated. Moreover, the relationship of cause and effect between variables is often two-way, where both variables affect each other. In this class, you will learn several methods to address these problems including: cointegration (to address non-stationarity), vector autoregression (to allow for interdependence between variables), and a machine learning algorithm to conduct unbiased model selection from "big data" while addressing outliers and structural change.

Prerequisites: None
Credits 3.00

ECN7515: Business Model Innovation to Compete

ECN7515 Business Model Innovation to Compete in the Digital Economy

3 Elective Credits

This course explores the transformative power of business model innovation in driving company success. Business model innovation is a critical consideration for both startups and established firms as competitive landscapes and industries are experiencing dramatic evolution. This course provides students with the tools to design, implement, and adapt innovative business models effectively.

Through this course, students will analyze business model innovation, respond to disruptive market entrants, and determine whether a company should operate a single or multiple business models. We will also examine strategies for launching and addressing key challenges in multisided platforms. Additionally, we will explore how entrepreneurial organizations can leverage business model innovation to challenge incumbents, even in mature industries.

Key questions to be explored are: How can a startup disrupt industries such as retail, finance, wine, music, and biotechnology? What fundamental considerations are necessary when designing business models that simultaneously serve multiple customer segments? How can we develop sustainable business models? What are the key challenges in launching innovations based on multisided platforms? How should we approach matching mechanisms, network effects, and pricing in business model innovation? How can operating multiple business models simultaneously create a competitive advantage that is difficult to replicate?

Regardless of your career aspirations, understanding business models is essential. For instance, in investment banking or private equity, a deep understanding of a company's "engine" (i.e., its business model) is crucial for evaluating profitability. In consulting, solving organizational challenges effectively requires a strong grasp of business model dynamics. In industry, regardless of sector or role, understanding the broader business context is essential for informed decision-making. In entrepreneurship, business model innovation is a powerful tool for achieving competitive success.

The course emphasizes real-world application through case studies and examples from diverse industries and global markets. All cases and readings reflect contemporary business challenges.

Prerequisites: None

Credits 3.00

ECN7520: Economic & Financial Forecasting

ECN7520 Economic and Financial Forecasting

3 Credits

If you have taken and passed QTM9501, you cannot register for ECN7520, as these two courses are equivalent

Do you anticipate making or evaluating economic and business forecasts in your career? This _hands-on_ course provides students a comprehensive introduction to the field of forecasting and econometrics. It covers three main areas of forecasting: basic statistical methods, structural models, and time series models. Throughout the course we will focus on applied examples and use software to forecast key economic and business measures of performance (such as asset pricing, investment risk, interest rates, unemployment rates, industry level and firm level sales, revenues and other variables) while learning to assess the strengths and weaknesses of these forecasts.

These techniques can improve corporate financial planning, marketing, sales forecasts, production planning, and many other decisions where better predictions in light of uncertainty can reduce costs, raise profits and lead to better decision-making.

Prerequisites: None
Credits 3.00

ECN7550: Business Strategy and Game Theory

ECN7550 Business Strategy and Game Theory 3 Elective Credits This course makes extensive use of Game Theory (in addition to applied economics and other emerging strategic models) to provide a systematic and rigorous approach for formulating winning strategies for creating and capturing value in the context of interdependence and uncertainty. This course will empower you with the knowledge and skills to frame the strategic questions for data analysis and turn data into strategic insight and foresight for agile startups as well as for large corporations. Case studies are used to illustrate successful application of strategies. The teaching method utilizes simulations, gaming, and practical, case-based discussions. Topics include: threats and opportunities in the supply chain, the dynamics of pricing rivalry, entry decisions/entry deterrence, mergers and acquisitions, strategic commitment, negotiating, bidding, and managing innovation for sustaining competitive advantage. Antitrust issues are also addressed.

Prerequisites: None
Credits 3.00

ECN7555: Health Care: Markets, Analytics and Strategies

ECN7555 Health Care: Markets, Analytics and Strategies (Formerly Health Economics)
3 Elective Credits

Health care costs account for 18% of U.S. GDP, which is one reason the health care industry is abundant with job openings and entrepreneurship opportunities! This is especially true in the Boston area, which has become a global leader in the health care and life sciences industries. This course follows a hands-on, two-pronged approach to solve real-world problems.

• Prong #1 focuses on the market and organizational structures of major stakeholders, including pharmaceutical companies, health care tech companies, insurers, hospitals, physicians, patients, and government.

• Prong #2 uses empirical methods, such as big data, survey, Pay-for-Performance, and Health Technology Assessment, to analyze these stakeholders' challenges, assess business opportunities, and design evidence-based strategies. In addition, you will learn SAS, a highly demanded analytical skill on the job market.

For students interested in health care and life science industries, this course will provide you with the tools and knowledge needed for evidence-based, expert-level opinions. For students interested in in analytics, the methods used in health care analyses are applicable, transferrable, and relevant to a host of other industries and functions, such as marketing and finance.

Prerequisites: None
Credits 3.00

ECN7575: Business Models, Competitiveness, and the Changing European Environment

ECN7575 Business Models, Competitiveness, and the Changing European Environment
3 Elective Abroad Credits

Program fee is paid to Glavin Office – program fee includes: accommodations, breakfast, ground transportation, program planned meals and cultural excursions. Not included: tuition, international flight, single room supplement (additional $500), visa costs, additional meals and personal expenses.

ECN 7575 explores competitive and strategic dimensions of companies doing business in the European Union (EU) in the context of EU competitiveness, institutions, policies, history and culture. This course studies ways that companies organize and define core competencies to build successful global brands. It further examines emerging trends, opportunities, and challenges for business and business creation in Italy and in the EU. ECN7575 explores how companies adapt and take advantage of business model disruptions, such as changes in technology and EU regulation, in light of current market dynamics. This course is grounded in economic fundamentals of relevant market definition, competitiveness in different geographies, firm behavior and performance, and provides students with opportunities to evaluate how companies position themselves for success in global markets based on their business model and strategic choices.

ECN 7575 is divided into two parts: two on-campus lectures (WebEx available for Blended Learning students) and a week-long site visit to Italy. In Italy, students will visit 5-6 companies to study challenges and opportunities they are facing in the context of the EU, its institutions, and global competition. Past company visits include among others: Amazon, PayPal, Lamborghini, Ferrari, Ducati, Ermenegildo Zegna, Armani, Eataly, Brembo and DHL. In addition, several faculty from Bocconi University will offer lectures and case discussions pertaining to the current developments in the EU and the European Competitiveness court and relate them to relevant company visits. Applications discussed will also include luxury brand management, integrated supply chains, and consequences of specific business model choices for valuation, revenue potential, and brand equity objectives. Last but not least, several activities are planned that will allow students to engage in and embrace Italian history and culture. Past excursions include a night at La Scala, a guided tour of Milan, a viewing of Leonardo DaVinci's The Last Supper,

and attending a soccer game at San Siro.

Prerequisites: ECN7200, ECN7201, ECN7500 or ECN7505
Credits 3.00

ECN7580: Independent Research

ECN7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Student Affairs.

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 Graduate Programs and Student Affairs. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment 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 Graduate School. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

EPS6300: Entrepreneurship, Analytics, and Strategy of the Firm

EPS6300 Entrepreneurship, Analytics, and Strategy of the Firm
3 Blended Credits

This course provides an overview of the entrepreneurship method that will enable students to create, identify, assess, shape, and act on opportunities in a variety of contexts and organizations, while also introducing students to the use of analytics throughout the lifecycle of business applications. The method, called Entrepreneurial Thought and Action® (ET&A), is teachable and learnable, but is not predictable. This is a results-oriented course that emphasizes early action in order to test and refine new venture concepts. Topics will include: innovation uncertainty in the corporate environment, Design Thinking, Shareholder Value and EVA//Multi Business Strategy in Large Corporations, Industry Analysis, Ecosystems and Competitive Positioning and How Big Companies Make Decisions.

Prerequisites: Admission in to the MSBA program. CAM students should contact Graduate Academic Services to pursue enrollment in this course.
Credits 3.00

EPS7200: Entrepreneurship and Opportunity

EPS7200 Entrepreneurship & Opportunity

2 Credits

Entrepreneurship & Opportunity (E&O) – This course provides an overview of the entrepreneurship method that will enable you to create, identify, assess, shape, and act on opportunities in a variety of contexts and organizations. The method, called Entrepreneurial Thought & Action® (ETA), is teachable and learnable, but is not predictable. This is a results-oriented course that emphasizes early action in order to test and refine new venture concepts.
Credits 2.00

EPS7201: Strategic Innovation Mature Organizations

EPS7201 Strategic Innovation in Mature Organizations

3 Core Credits - Blended Miami Program Core Course

Corporations caught up in the web of commoditization and stagnation have come to realize that they need entrepreneurial capabilities to create new platforms of business that will be the promise of the future. Yet overall, these efforts have produced uneven success. Although entrepreneurs in organizations can benefit from the resources, experience, financial assets and networks of the large company, they are constrained by its bureaucratic practices. Recent evidence points to corporate leaders' renewed attention to developing management systems that work with, rather than against intrapreneurs. In this course we will examine various approaches companies have taken to build this organizational capability. We examine five different approaches and consider the shortcomings or each. We will build the rationale for why innovation must become an organizational function if a company truly wishes to compete for the Future. We focus at the organizational level rather than the individual project level, seeking insights about how organizations can institutionalize structures and processes for entrepreneurship, even within a dominant culture of operational excellence that, of necessity, pervades most large established firms.
Credits 3.00

EPS7500: New Venture Creation

EPS7500 New Venture Creation

(Formerly Entrepreneurship)

3 Credits

This course integrates many of the concepts, tools and practices of entrepreneurship. Students will learn to be superior opportunity assessors and shapers, to understand the integration of people and process in entrepreneurship, to write, articulate and present a new venture execution plan, understand the alternatives and trade-offs in financing, starting and operating a venture, and gain a better understanding of their personal entrepreneurial capabilities. Students will engage in feasibility assessment, venture viability analysis and resource acquisition. Students will learn how to conduct rigorous business-planning, and also how to network for resources and to be able to communicate about a new venture in a confident, articulate and effective manner. The course builds on foundation concepts from the Opportunity and Entrepreneurship courses, and is designed for students seriously considering launching a new venture in a variety of contexts (e.g. corporate, family, organization, franchise) or students planning to work in an early-stage venture.

Prerequisites: EPS7200 or EPS7800
Credits 3.00

EPS7503: Creating Epic Organizations

EPS7503 Creating Epic Organizations
3 Elective Credits

This course welcomes students who seek an intellectual and professional "sandbox" to pursue "EPIC" opportunities for themselves or for their companies. EPIC opportunities empower you and others to pursue big, bold initiatives, pioneer new technologies, markets, or business models, inspire new solutions to address the UN Global Goals, and require courage to tackle different problems. You will wrestle with managerial and societal issues that call for entrepreneurial leaders to take a stand and chart a new path with EPIC initiatives.

In this course, you will study historical and contemporary examples, role models, and scenarios of EPIC opportunities and pursuits. You will examine both academic research and practical resources to understand the core principles of operating with an EPIC mindset. You will learn a set of EPIC tools to apply immediately in your own ventures, workplace, or careers. You will create an action plan that outlines how you intend to pursue an EPIC opportunity - now or in the future.

Prerequisites: None
Credits 3.00

EPS7504: Glbetrt Strtups: Launch Vent ACR Borders

EPS7504 Globetrotter Startups: Launching Ventures Across Borders

(Formerly Global Entrepreneurship)
3 Elective 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!"

For More Information Click Here
Credits 3.00

EPS7506: Social Innovation

EPS7506 Social Innovation
3 Elective Credits

We are living in a world where societal expectations of business have shifted and the lines between business, government, and the social sectors are being blurred. Businesses are called upon to create both economic and social value in new ways. This course addresses issues related to the social, economic, and environmental responsibilities of business. The topic of sustainability is also addressed.
Credits 3.00

EPS7507: Corporate Entrepreneurship

EPS7507 Corporate Entrepreneurship

3 Credits

As competition intensifies and growth stagnates, corporations are awakening to the imperative of entrepreneurship—not as a side initiative, but as a core organizational capability. While large firms possess the resources, experience, and networks to pursue transformative innovation, they are often constrained by systems optimized for operational efficiency and risk avoidance. The result is a persistent tension between the demands of today and the opportunities of tomorrow—one that most corporate innovation efforts struggle to resolve.

This course explores how organizations can build the ambidextrous capabilities required to both optimize current performance and foster entrepreneurial growth. We move beyond isolated innovation projects to examine how companies can institutionalize the structures, processes, and cultural mechanisms that enable exploration and exploitation to coexist. Through case studies and strategic frameworks, students will analyze how leading firms are rethinking their management systems to empower intrapreneurs and embed innovation into the fabric of the organization.

We will also examine how generative AI is transforming innovation systems—enhancing creativity, accelerating experimentation, and enabling new forms of strategic insight. Students will critically assess how this technology can be integrated into corporate entrepreneurship practices in ways that complement, rather than substitute for, human judgment and ingenuity.

Designed for future innovation leaders, this course provides an organizational perspective on corporate entrepreneurship, equipping students with the tools and mindsets needed to help large firms become truly ambidextrous—operationally excellent today, and entrepreneurially capable for the future.

For More Information Click Here
Credits 3.00

EPS7508: Initiation of Corporate Ventures

EPS7508 Initiation of Corporate Ventures

3 Elective Credits

The course focuses on ways to profitably exploit business opportunities (as opposed to what opportunity to pursue). It will allow you to acquire the skill set necessary for crafting a winning business model for your venture - developing and writing a concise, coherent, effective, and complete business development plan and prepare you to gain support within a mature corporation for your plan.

For more information Click Here.

Credits 3.00

EPS7509: Ai Pioneers:creating Future Business

EPS 7509: AI Pioneers: Creating the Future of Business

3 elective credit

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.

Prerequisites: None
Credits 3.00

EPS7510: Financing Your Entrepreneurial Business

EPS7510 Financing Your Entrepreneurial Business (Formerly Entrepreneurial Finance)

3 Credits

Focuses on raising seed and growth capital from venture capital, business angels, investment banking, and commercial banking sources; and financial problems unique to the small- and medium-sized firm undergoing rapid growth. Examines actual proposals made to venture capital firms, particularly in terms of their financial viability. Course also examines financial management for entrepreneurs over the life of a business project. Includes financing start-ups, financial planning for the nonpublic smaller enterprise, going public, selling out, bankruptcy, sources of capital, and other related topics.

Prerequisites: None
Credits 3.00

EPS7520: Managing Growing Businesses

EPS7520 Managing Growing Businesses

3 Credits

This case-based course is designed to provide insight into the challenges and opportunities accompanying growing an entrepreneurial company. The course provides the concepts and framework necessary to enable entrepreneurial management in organizations of all sizes and types. It is intended for individuals interested in managing growth in their own companies as well as those growing an existing company by creating value through innovation and opportunity capture. The course focuses on the decisions entrepreneurs must make to recognize and capture opportunities, obtain and allocate resources, challenge and direct personnel, and adapt personal goals and corporate strategies to a changing business environment. In this process, the course examines management challenges commonly encountered at different stages in the life-cycle of an entrepreneurial business, including start-up, growth, change of direction, and harvest.
Credits 3.00

EPS7530: M & a for Entrepreneurs

EPS7530 M & A for Entrepreneurs
3 Credits

This course focuses on the strategies and processes entrepreneurs and business leaders employ in various types of middle market acquisitions and divestitures (leveraged buyouts, management buyouts, etc.). Its content is applicable for students pursuing either entrepreneurial opportunities or corporate positions where they may be called upon to acquire or divest a division or product line or company. Although this course is mainly at a strategic level, a basic knowledge of accounting and finance is required to understand valuation, income statements, cash flow and balance sheet issues. Students would benefit from taking Entrepreneurial Finance, Private Equity (or Investment Banking) before enrolling in this course. A good deal of the work required in this course will be done through student learning groups.

Prerequisites: Basic knowledge of accounting and finance will be helpful in understanding valuation, income statements and balance sheet issues
Credits 3.00

EPS7534: Franchise,license&distrIB Collab Bus Mod

EPS7534 Franchising and Other Scalable Models

(Previously titles Franchising, Licensing & Distributorship Collaborative Business Models)
3 Elective Credits

If you have taken and passed EPS7571, you cannot register for EPS7534, as these two courses are equivalent

This course focuses on the process, challenges and opportunities in franchising, which is a $2T part of the U.S. economy and a multi-trillion-dollar market worldwide. _Franchising_ is a very specific term referring to a business that licenses its brand, operating model and provides support to franchisees who pay a number of fees and then invest their own capital to build the corporate brand. The course is practical in approach and touches on a large number of issues in seven weeks. Previous exposure to franchising, M&A or small business is not assumed.

For more information: https://babson.webex.com/webappng/sites/babson/recording/ac84a20eebe8103abbfa005056812cb9/playback

Prerequisites: EPS7200 or EPS7800
Credits 3.00

EPS7539: Future Trends in Entrepreneuial Ventures

EPS7539 Future Trends in Entrepreneurial Ventures
3 Credits

Changing industry and market forces create scalable, emergent markets for new ventures. Entrepreneurs and Corporate Innovators who can grasp future trends have a distinct advantage in being able to focus their efforts where opportunities and markets converge. In this course, we will scan the future in Three Areas (Business and Economic, Technology, and Organization) that are further expanded into twelve dimensions. The goal of this course is to create an understanding of how to develop entrepreneurial and innovative vision and action in order to scan, identify, and test future customer needs; design products and services to meet those needs; and build support from the entrepreneurial eco-system including investors and business partners. Students will develop an understanding of the future that applies to her/his own innovation leadership vision; identify Key Future Factors that allow innovative leaders to address customer needs currently unmet; and develop an action approach to scale an opportunity with an assessment of future trends and markets.
Credits 3.00

EPS7545: Buying a Small Business

EPS7545 The Entrepreneurial Extension: Buying a Small Business

1.5 Credits

This course explores the process and mechanics of buying an existing small business, a practice often referred to as Entrepreneurship Through Acquisition (ETA). We will examine various entrepreneurial acquisition models, techniques for sourcing and screening opportunities, common types and structures of debt financing, typical deal terms, and key aspects of legal and financial due diligence.

While small business acquisitions share similarities with larger M&A transactions and leveraged buyouts (LBOs) utilized by private equity (PE) firms, they are highly entrepreneurial and come with unique challenges and nuances. In fact, ETA has evolved into its own distinct asset class, complete with specialized models and methods.

Our learning approach will combine lectures, readings, case studies, and supplemental materials, all tailored to the elements of a small business acquisition. Additionally, we will host guest speakers with hands-on experience in the field, including searcher-operators, investors, and professionals who specialize in conducting due diligence for ETA deals, to provide practical insights and real-world perspectives.

Prerequisites: None

It is recommended that students also take EPS7530 (M&A for Entrepreneurs) in order to develop a deep understanding of the M&A process
Credits 1.50

EPS7546: Buying a Small Business: the Search Exp

EPS7546 Buying a Small Business: The Search Experience

1.5 Credits

This course compliments EPS 7545 (Buying a Small Business) and EPS 7530 (M&A for Entrepreneurs) by allowing students interested in buying a business the opportunity to conduct a live search under the supervision of their Professor. Enrollment in or successful completion of either of the courses listed above is a prerequisite for this course.

The latter stage of the MBA program is an excellent time to conduct a business search. Students can learn from their experiences, share lessons with fellow students and actually find a serious business acquisition opportunity within a three-month semester.

The course will include group seminars and private sessions with the Professor for planning and review of the individual search plan. Students are expected to spend 30-40 hours during the semester conducting a serious search.

Group seminars will cover the following areas:
- Self Assessment
- Definition of the Search Objectives
- Preparation of a Business Plan for the Search
- Preparation of a Communications and Target Plan
- Opportunity Risk and Opportunity Process
- Strategies for Information, Due Diligence & Negotiations
- Keeping the Deal Alive
- The Closing Process

Prerequisites: Students who enroll in this course must be currently enrolled in EPS7530 or EPS7545 or have completed one of these courses in a prior semester AND also have completed EPS7200 or equivalent core
Credits 1.50

EPS7553: Organizational Entrepreneurship

EPS7553 Organizational Entrepreneurship: Putting Your Entrepreneurial Capabilities into Practice
1.5 Elective Credits

This course is situated at the nexus of you and the capabilities and behaviors necessary to be entrepreneurial within an organization. Students will explore the foundations of driving entrepreneurial success within various types of organizations. Focusing on your individual entrepreneurial capacity, students will learn how to be entrepreneurial in any setting, whether it be corporate, non-profit, family, government, or other types of organization. The course emphasizes the application of entrepreneurial leadership and Entrepreneurial Thought & Action (ET&A) principles, particularly within large existing organizations. Students will engage with research from Fortune 500 companies, popular press books, case studies, role plays, and other relevant materials.

For more information watch this video.

Prerequisites: None
Credits 1.50

EPS7556: Foundations of Family Entrepreneurship

EPS7556 Foundations of Family Entrepreneurship

3 Credits

This course provided a broad overview of topics that are relevant to understanding the nature and dynamics of entrepreneurial families. The course will cover such topics as, defining family entrepreneurship versus family business, identifying the pervasiveness of family entrepreneurship and its economic and social contributions, governance and succession in entrepreneurial families, the management of change and transgenerational value creation, conflict management, and the development and allocation of financial and human assets.

For more information, click here

Prerequisites: None
Credits 3.00

EPS7578: Raising Money-VC and Private Equity

EPS7578 Raising Money-venture Capital and Private Equity

3 Credits

By the end of this course, students will be able:

1. To identify different types of private investors

2. To understand into what types of businesses and at what stages different equity investors invest

3. To learn and understand how private investors make their decisions

4. To understand and negotiate detailed term sheets typical of venture capital and private equity deals

5. To be aware of the full investment cycle and how that impacts entrepreneurs

This class concentrates on developing knowledge of the private investor markets: focusing primarily on early-stage venture capital investing (both venture capital funds and angel investors) and later stage private equity investing (buyout funds). We will examine the evolution of private investing and the development of alternative asset classes. Most of the class is taught from the entrepreneur's perspective, but we will learn the dynamics of establishing and operating an institutional VC or private equity fund. A key to successfully raising money from private investors is to understand THEIR business model and structural dynamics. Course materials provide future entrepreneurs with a detailed understanding of how private investors analyze, think and behave so that the entrepreneurs can understand the founding, fund raising and strategic assessment process of the investing entities.

The course will be taught in a BLENDED format, comprised of readings, lectures, case discussions as well as outside guest speakers (both entrepreneurs and investors). There will be weekly asynchronous assignments, two full days of face-to-face instruction and optional weekly synchronous online sessions.

For more information on this course, click here

Prerequisites: None
Credits 3.00

EPS7580: Independent Research

EPS7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

EPS7800: Entrepreneurship

EPS7800 Entrepreneurship
2 Credits (Core MBA)

If you have taken and passed EPS7200, you cannot register for EPS7800, as these two courses are equivalent

Through the Entrepreneurship components of the course, you will explore and practice the concepts of creativity, innovation, and entrepreneurship, and how these three concepts come together to create the future. You will examine the importance of creativity in this process, and how it fosters an innovative and entrepreneurial approach to identifying, solving and acting on management challenges. You will build an ET&A toolkit to create and evaluate entrepreneurial opportunities, marshal resources, and form teams driven by creativity, leadership, and smart action. You will explore questions about value exploration and value appropriation - for yourself and for others in society. In sum, this course is a journey through the fuzzy front-end of early-stage entrepreneurial activity. This course is not intended to be a complete overview of entrepreneurship. It makes no effort to deal with all the complex issues of entrepreneurial practice. Topics such as managing growth, franchising, entrepreneurial finance, corporate entrepreneurship, family entrepreneurship, or buying businesses are not covered in the course. Other courses offered during your MBA program go into greater depth in many of these issues. This course is an immersion experience for finding, creating, and evaluating early-stage opportunities for value creation. It also expands your horizons about how to determine what is valuable not only for yourself, but for others across people, organizations, and society in new and creative ways.
Credits 2.00

EPS8573: Eit: Refinement

EPS8573 Entrepreneurship Intensity Track (EIT)
Regular Speaker: EIR Rich Palmer

THIS COURSE REQUIRES ACCEPTANCE INTO THE EIT PROGRAM. Registration is manual for students who have been accepted into the program

Students selected for the EIT: Entrepreneurship Intensity Track course will engage in rigorous practice and a reality-based curriculum that includes both classroom and outside class activity. Students will also work with an outside mentor to help them execute on their business concept. As such, the emphasis of the course is not idea conception or creation but execution of an already formed concept from your prior courses and experiences. EIT is focused on developing and enhancing the student's knowledge and experience in order to maximize their prospects for starting a successful business during the course or soon after completion. The course combines readings, discussions, lectures, conceptual tools, and guest speakers, all with an emphasis on the practical steps that students need to get their business up and running. Given this, EIT is not an introductory course focused on the beginning of the entrepreneurial experience, but instead focuses on idea refinement, execution, launch, and growth.

For more information, please click here

Prerequisites: Completion of one of the following courses: EPS7500 or EPS7530 or EPS7545 or EPS7546
Credits 3.00

EPS9507: Food Entrepreneurship

EPS9507 Food Entrepreneurship
3 Elective Credits

There is disruption everywhere in food! With challenges due to COVID, there are global food shortages, supply chain interruptions, and innovations in food science that affect how food entrepreneurs identify or create opportunities, launch and grow ventures. Once alternative foods are now mainstream, large food companies are struggling to reinvent themselves and consumers are driving significant change. There is a proliferation of start-ups, food science and technology innovations as well as rising awareness for food priorities, nutrition, education and health.

This experiential elective focuses on the food entrepreneur's journey from idea to launch. We begin with an exploration of your personal passions in the food industry, then examine global megatrends in food where needs, gaps and opportunities are identified. In teams, students will design a new initiative to meet this need/opportunity. Students will engage with food industry experts, consumers and other stakeholders to develop and explore their new initiative as a solution to a food related problem or opportunity. Students will obtain feedback on these initiatives, develop a prototype and experiment with the business model. Resource acquisition strategies and metrics for these new initiatives' food will be developed and investigated. New initiatives may be a program, non-profit, corporate venture or new venture, and can be in any sector related to food— including the following:

- growing (e.g. agriculture, production, nutrition)
- making (e.g. producing food in restaurants, beverages, consumer packaged goods)
- moving (e.g. food services, distribution, shipping, packaging, delivery)
- selling (e.g. wholesaling, marketing, retailing, ecommerce)
- serving (e.g. staffing, feeding, food health)
- disposing (e.g. food waste, packaging, composting)

In addition to working on your own initiatives, students will also co-create solutions to a real-world business problem facing food entrepreneurs who will visit the class. Further, using Babson's Entrepreneurial Thought & Action® (ET&A) method, each student will consider the dynamics and interconnectedness of the food industry through a series of individual activities in each of the six food sectors, sharing their experiences and reflections. Be prepared to share family recipes, participate in a "chopped challenge" and measure your food waste. Bring your appetite for learning and food!
Credits 3.00

EPS9508: Building Corporate Innovation Capability

EPS9508 Building a Corporate Innovation Capability: Strategy and Tactics

(Formerly Corporate Innovation as a Profession: Designing Innovation Roles)

Corporate Intrapreneurs get by through breaking rules and seeking protection by senior leaders. It doesn't need to be this way. Companies are undertaking much more systematic approaches. To build a capability for truly Strategic Innovation that helps a company disrupt itself before others do, a new set of competencies and supporting management system must be instituted. In this course we will examine the elements of that management system and focus on two aspects that are most pressing in today's companies. The first is strategic, that is, Senior leadership's role in setting direction for and governing Strategic Innovation Initiatives, by defining and committing to Domains of Innovation Intent for the organization. The second is more tactical, and that is the issue of talent management. Leading edge companies are working to design innovation functions that require clearly defined innovation roles. We'll examine emerging roles for the corporate innovator, possible career paths, and newly designed tools for their selection and development.
Credits 3.00

EPS9551: Critical Question Facing Business Family

EPS9551 Critical Questions Facing Business Families: A Coaching Retreat
1.5 Intensive Elective Credits

How do I move from a parent-child to a professional-peer relationship with my parents?

Topics include, how to build relationship capital in the family, living with your family history, understanding the goals for effective communication, developing next stage communication skills, learning to have hard conversations, how to stop acting like a child, how to get your parents to start acting like a peer, giving and taking feedback in the family, creating a self-coaching family team, creating sibling unity, having successful family meetings, and many more.
Credits 1.50

EPS9553: Family Business to Next Stage of Growth

EPS9553 Family Business to Next Stage of Growth

1.5 Credits

Meeting Dates TBD

Drop Deadline TBD

Growth is the necessary condition for a trans-generational enterprising family. This course will explore the challenges and complexity of growth in the generational context of the family. The inflection point question, _How do we take the family business to the next stage of growth?_ requires that families discover the _power of f_ in wealth creation. The question of growth raises additional questions for reflection and conversation:

- Do you have a compelling multi-generational vision for growth?
- What is the difference between an enterprising family and traditional family business?
- What are the constraints to growth in your family business?
- How does the family context create a unique _entrepreneurship to the power of f_?
- What is your _power of f_ familiness advance performance model?
- How does your governance support or constrain growth?
- How do your planning capabilities support growth?
- How do you align the family risk profile for growth?
- What do you do if family shareholders don't want to grow (but don't know it)?
- How do you establish an ownership strategic options continuum to support growth?

The Inflection Point Question Course is a Friday/Saturday _family retreat_ format that provides personalized coaching to participants based upon their individual family cases - family members are welcome to join students. The Goal is to stimulate deeper personal and professional Reflection...facilitate peer collegial Conversation...set participants up for Collaborative decision making in the family...and lead to an action plan for Execution by the students on their goals.
Credits 1.50

EXC7500: Semester Abroad

Credits 12.00

EXP7501: Make Your Internship Matter

EXP7501 Make Your Internship Matter

(Online)

As freshly hired graduate interns, you have an opportunity to test your chosen field of work and apply what you've learned from the first year of your Babson program. In this wholly on-line, asynchronous course, you will go through modules themed around critical career topics like networking, negotiating, and personal branding, while reflecting on your real-time internship experience. By the end of the semester, you will be equipped with strategies that empower you take ownership of your career development for a lifetime.

International students using their CPT to work in the US are required to take this course.
Credits 0.00

EXP7502: Make Your Internship Matter II

EXP7502 Make Your Internship Matter II

(Online)

In this second iteration of "Beyond the Classroom," you will be given a space to conduct comparisons between your two consecutive internships. By now you have acquired the foundational skills for self-managed career development, a lifelong skill. During your second internship you will be asked to intentionally apply this framework in order to navigate the final year (or semester) and beyond.

International students using their CPT to work in the US are required to take this course.
Credits 0.00

EXP7503: Make Your Internship Matter III

EXP7503 Make Your Internship Matter III

(Online)

In this third iteration of "Beyond the Classroom," you will continue to reflect on your internship experience with a focus on successes, challenges, and opportunities on the job. By now you have acquired the foundational skills for self-managed career development, a lifelong skill. During your third internship you will be asked to intentionally apply this framework in order to navigate the final year (or semester) and beyond.

International students using their CPT to work in the US are required to take this course.
Credits 0.00

FIN6110: Finance for Entrepreneurs

FIN6110 Finance for Entrepreneurs

MSEL Course

1.5 Credits

This course will translate established principles and tools from corporate finance into the entrepreneurial environment. Specific topics include milestones and staging, alternative forms of funding, forecasting for new ventures, financial strategy, and valuation. Through hands on workshops and case studies, students will learn how to negotiate funding terms and establish metrics that will maximize the value of their entrepreneurial investment.
Credits 1.50

FIN6200: Financial Data Analysis and Practice

FIN6200 Financial Data Analysis and Practice
3 Credits

This course trains students how to use different data sets for research, how to develop appropriate financial memos and reports for various audiences, and provides some introduction to different aspects of the finance profession. At least four different datasets such as (but not limited to) CRSP, Compustat, Bloomberg, and Capital IQ will be introduced. Students will learn how to access and download data, analyze the data, create reports, and provide written and oral reports to different financial and non-financial audiences. In addition, students will be made aware of professional practices and standards in different financial professions to prepare students for rapid entry into the workplace.

For More Information:https://www.youtube.com/watch?v=eIX4FKDDkbI&feature=youtu.be
Credits 3.00

FIN7200: Introduction to Financial Management

FIN7200 Introduction to Financial Management

2 Credits

This course introduces the managerial finance skills required of effective business managers operating in all functional areas of an organization as they seek to create shareholder value. Covers basic corporate finance topics including financial analysis, construction of pro forma financial statements and forecasting cash flows, the relationship between risk and return, the cost of capital, discounting future cash flows, assessing the viability of projects and capital budgeting, financing and capital structure issues, and the valuation of stock, bonds, firms and other entities.
Credits 2.00

FIN7502: Capital Markets

FIN7502 Capital Markets
3 Elective Credits

This course provides a survey of modern capital markets and a framework for understanding their continuing transformation. The course is suitable either for a person looking to make a career in finance or a generalist looking to broaden their knowledge of financial markets. The course begins by studying the fixed income markets, concentrating on Treasury bonds and the determinants of the yield curve. The course also considers certain derivatives, such as options and interest rate swaps. Mortgage markets are studied by analyzing structured mortgage products as well as the role financial intermediaries play in mortgage finance. The course proceeds to consider the causes and the effects of the credit crisis on various markets and intermediaries, including investment and commercial banks, and the shadow banking system. The course then turns to the equity markets. In this section, we first consider corporate control contests, including a takeover of a U.S. firm by foreign bidder. We analyze the market for money management products, including mutual funds, and exchange-traded funds (ETFs), and robo-advisers. The course concludes by considering traditional vs. new mechanisms for the trading of stocks, including electronic markets and high frequency trading.

Prerequisites: FIN7200, FIN7800 or MSF Program
Credits 3.00

FIN7503: Equities

FIN7503 Equities
3 Elective Credits

This course will address both theoretical and practical issues that arise in equity analysis and portfolio management. Students will develop a framework for equity investing that includes idea generation, security analysis, valuation techniques (e.g. Discounted Cash Flow (DCF) and relative value analysis (COMPCO)), equity portfolio construction, and performance measurement. Equity valuation and equity portfolio management are as much art as science so the course will focus on the challenges equity professionals face in the pursuit of alpha.

Prerequisites: FIN7200, FIN7800 or MSF program
Credits 3.00

FIN7504: Risk Management

FIN7504 Risk Management

(Formerly Managing Financial and Corporate Risk)
3 Elective 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: FIN7200 or FIN7800
Credits 3.00

FIN7511: Corporate Finance: Raising Capital

FIN7511 Corporate Finance: Raising Capital

(Formerly Financing the Firm)

3 Elective Credits

This course is designed to help students develop analytical and communication tools and skills to build and present financing strategies and manage the right hand side of the balance sheet. It explores the theoretical and practical issues of capital structure design and considers firm financing alternatives, including equity, long-term debt, hybrid securities, leasing, securitization, project finance, and It also examines the processes through which securities are issued and capital is raised, such as angel financing, venture capital and private equity, and public offerings. The course also explores share repurchase, dividend policy, and risk management.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7513: Fixed Income

FIN7513 Fixed Income (Formerly Fixed Income Portfolio Management)
3 Elective Credits

This advanced quantitative course is designed for students interested in fixed income portfolio management, as well as students interested in the sales and trading of fixed income securities and their related structured products. Topics covered include: (i) bond pricing and day count conventions; (ii) relative value and yield curve construction; (iii) duration, basis point value, and convexity; (iv) pricing and hedging of interest rate currency 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.

Prerequisites: FIN7200 OR FIN7800
Credits 3.00

FIN7516: Corporate Finance: Evaluating Opportunities

FIN7516 Corporate Finance: Evaluating Opportunities (Formerly Strategic Corporate Investment)
3 Elective Credits

If you have taken and passed FIN7506, you cannot register for FIN7516, as these two courses are equivalent

This course is designed for those interested in evaluating complex long-term strategic investment proposals and valuing firms and subsidiaries for merger and acquisition purposes. Building on the foundation of the finance core, it explores finance theory to identify pitfalls, common mistakes, and best practices in corporate valuation. It expands valuation skills by introducing the equity approach and the adjusted present value (APV) valuation method, the preferred approach when capital structure is changing over time (e.g. in private equity transactions). It also covers the identification and valuation of real options embedded in strategic initiatives.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7517: Finance and Sustainability

FIN7517 Finance and Sustainability
(Formerly Finance in a World of Changing Values)
3 Elective Credits

This course extends the rigor of traditional financial theory to the concept of sustainability. There is broad and growing interest in socially conscious, mission, green and/or triple-bottom line investing. The course will concentrate on practical applications through case analysis and supporting theory will be presented through lectures and course notes. The United Nation's Principles of Responsible Investment as well as mainstream certifications, such as the CFA Institute's certificate in ESG and the GARP Sustainability and Climate Risk certificate, will serve as a backdrop for the course. Students will have the opportunity to enhance their understanding of sustainable finance and to apply financial principles for decision-making through discussion, case analysis, and student presentations. In addition, students will be challenged to find their own place in the inevitable future of the field of sustainable finance, whether as an informed observer or as an active participant.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7518: Managing Portfolios

FIN7518 Managing Portfolios
3 Elective Credits

Managing Portfolios is designed for students interested in investment management, portfolio management, and/or risk management. The course will augment and extend students' basic finance skills, tools and concepts learned in core finance courses and in other courses in the Investments concentration curriculum. In the context of a variety of individual and institutional investor types, from high net worth individuals to endowments, students will explore the simultaneous management of positions in multiple securities using heuristic, statistical and other mathematical tools. Topics covered include client assessment, investment objective setting, investment strategy formulation, security selection, allocation of risky assets, optimal portfolio selection, and the use of derivatives to meet investment objectives. Through projects and readings, students will explore these topics in portfolio theory and practice. Tools and theories used widely by portfolio management professionals are fundamental to this course. In addition to the traditional course work, the students will study and prepare investment proposals, periodic client communications and conduct portfolio performance evaluations.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7519: Personal Financial Management

FIN7519 Personal Financial Management
3 Elective 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 finance knowledge other than first-year finance. The course covers topics such as selecting a financial adviser, financing the purchase of a house, college saving, retirement saving, behavioral finance, trusts, and investment frauds and scams. Specific investment products studied include mutual funds, exchange-traded funds, municipal bonds, emerging markets, 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 may work to develop a personal financial plan for themselves, or if they prefer, for a fictional person with a defined set of financial traits.

Prerequisites: None but it is recommended that students take FIN7200 or FIN7800 first
Credits 3.00

FIN7525: Finance for New Ventures

FIN7525 Finance for New Ventures
3 Elective Credits

FIN7525 is meant for entrepreneurs and small business owners that want a detailed understanding of the financial implications of strategic decisions as they start and grow their ventures. The focus is on forecasting integrated financial statements, valuation, and deal structure. The course covers equity investment (angels and VCs) from both the entrepreneur's and investor's perspectives, including pre- and post-money value, capitalization tables, dilution, and liquidation preferences. The impact of debt financing on financial statements and returns is also covered. Valuation methods include discounted cash flow, multiples, and the VC method. Risk management techniques incorporating staging, milestones, real options, and simulation are used to better assess uncertainty and then structure transactions to mitigate risk.

Prerequisites: FIN7200 OR FIN7800
Credits 3.00

FIN7527: Real Estate Financial Modeling

FIN7527 Real Estate Financial Modeling
3 Elective 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 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 software applications in the process of modelling 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. This course includes explanation 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: FIN7200 or FIN7800 or students enrolled in MSF
Credits 3.00

FIN7532: Fintech

FIN7532 FINTECH

3 Elective 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, 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.

Prerequisites: None
Credits 3.00

FIN7545: Financial Trading Strategies

FIN7545 Financial Trading Strategies
3 Elective 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.
Credits 3.00

FIN7550: Derivatives: Theory and Practice

FIN7550 Derivatives: Theory and Practice
3 Credits

This course examines the pricing and use of derivatives in depth. It will cover the mathematical underpinnings of forwards, futures, options, swaps and more exotic derivatives, as well as the practical uses of these derivatives to hedge and manage risk. This course will cover the Black-Scholes option pricing formula, binomial trees and risk-neutral pricing. Applications include financial hedging of foreign exchange risk, commodity risk, and interest rate risk; as well as portfolio immunization techniques.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7565: Real Estate Investments

FIN7565 Real Estate Investments
(Formerly Real Estate Investment Fundamentals)
3 Elective Credits

This course provides in depth coverage of real estate investing and investment decision making for income producing properties. Topics include valuation, financing, capital markets, development and operations of income-producing real property and issues surrounding the ownership, financing and regulation of real estate. Through readings, lectures and case studies, we will explore how investors identify projects, determine value, design marketing strategies, and obtain financing in the debt and equity markets. This course will include an introduction to the value creation process of real estate development. The course will cover how investors evaluate and finance development projects. Topics include the unique debt and equity financing considerations for both income producing rental properties and for sale condominium projects. The course will also cover Real Estate Investment Trusts (REIT's) as an investment vehicle.

The course will use lecture materials, case studies and an example property to illustrate key real estate investment concepts for both investing in existing properties and for developing properties.

Prerequisites: FIN7200 or FIN7800
Credits 3.00

FIN7566: Real Estate Transactions

FIN7566 Real Estate Transactions
3 Elective Credits

This course will examine the fundamentals of commercial real estate transactions from a legal and managerial perspective. Students will gain an in-depth understanding of the major laws and regulations which impact business strategy, allocation of risk, and ultimately deal structures in real estate transactions. Through course readings, assignments, and analysis of industry examples, students will learn how the business strategy components of a term sheet are integrated into the provisions of a transaction's legal documentation. Course topics will include the following: acquisition and disposition, real estate finance, management, development, leasing, tax considerations, distressed property, including loan workouts and commercial foreclosures, and recent legal developments. The course is designed to introduce students to commercial real estate and appeal to real estate entrepreneurs and students interested in careers in the real estate industry.

Prerequisites: None
Credits 3.00

FIN7572: Babson College Fund

FIN7572 Babson College Fund

3 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: Program Director (Patrick Gregory) Permission
Credits 3.00

FIN7573: Investment Banking and Fin Modeling

FIN7573 Investment Banking and Financial Modeling
(Formerly Investment Banking and Financial Advisory)
3 Elective Credits

The course will provide students with the opportunity to develop a practical understanding of investment banking and the activities performed by various professionals within the industry. The course will explore the history and evolution of the investment banking industry and the role played by investment banks in the broader capital markets and economy. The course will also examine the organizational structure of investment banks and the characteristics and focus of different functional areas within a firm.

The course focuses on the practical application of corporate finance concepts to "real world" situations and activities commonly performed by investment banks on behalf of clients. A heavy emphasis will be placed on the role played by an associate in building complex financial models to help analyze and execute common investment banking transactions such as: Initial Public Offerings, Fairness Opinions, Valuations, Mergers & Acquisitions Advisory, and Leveraged Buy-Outs. As such, the class will utilize case studies involving real companies and there will be a heavy emphasis on the practical financial research and Excel skills necessary to develop and customize such models. LAPTOPS ARE REQUIRED FOR EACH CLASS.

This course is designed for students interested in careers in investment banking, private equity, sell-side equity research or corporate finance.

Prerequisites: FIN7200 or FIN7800

While the course has no prerequisite requirements for MSBA registration, it is strongly suggested that students take either or both an introductory finance and, or financial accounting course before enrolling.
Credits 3.00

FIN7580: Independent Research

FIN7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

FIN7800: Finance

FIN7800 Finance

2 Credits (Core MBA)

If you have taken and passed FIN7200, you cannot register for FIN7800, as these two courses are equivalent

This course provides an introduction to the principles and practices of financial decision making. It introduces the foundation concepts of the time value of money, the valuation of securities, and forecasting. These concepts are used to show how managers can analyze the risk and return of capital investment proposals and identify those projects that are expected to create shareholder value. The concepts also are used to estimate the value of an enterprise for purposes of initial public offering (IPO) and corporate acquisitions. Financial modeling will be at the heart of the course using Excel.

Students are strongly encouraged to complete ACC7800 prior to taking this course.
Credits 2.00

FIN9510: Residential Real Estate

FIN9510 Residential Real Estate: Acquisition, Disposition, Finance, and Leasing
1.5 Intensive Elective Credits

The purpose of this course is to provide students with the knowledge to efficiently and effectively navigate the residential real estate marketplace in the United States. The course is designed to introduce students to the residential real estate housing market and appeal to real estate entrepreneurs and both domestic and international investors. We will explore the major issues and considerations that impact the valuation, financing, acquisition, disposition, and leasing of residential real estate. Course topics will include: market valuation and appraisal, real estate finance, including residential mortgage types, borrower financing decisions, and primary and secondary mortgage markets, applicable laws and regulations, property inspections, environmental issues, title insurance, brokering and closing the transaction, landlord and tenant issues, tax considerations, and default ownership issues. Throughout the course, we will emphasize practical application of the course topics and examine current examples from the industry and marketplace.

Prerequisites: None
Credits 1.50

IND7580: Independent Study

Credits 0.00

LAW6110: Law

LAW6110 Law

MSEL Course

1.5 Credits

This course provides an overview of essential legal content for any entrepreneur, including (1) business formation, (2) contracts, (3) intellectual property, (4) liability issues (torts), and (5) agency (employment law and related issues), with an emphasis on developing students' abilities to ask astute questions. This course is integrated into the LEAP experience, so that students will explore these legal concepts in the context of their LEAP projects.
Credits 1.50

LAW7200: Law

LAW7200 Law

1 Credit

This course teaches students to create business structures and make business decisions that effectively manage legal issues in order to create and capture value for their business while managing law-related risks.
Credits 1.00

LAW7515: Law for Entrepreneurial Success

LAW7515 Law for Entrepreneurial Success
1.5 Credits

For the entrepreneurial leader, law is an essential lens for seeing risks and opportunities - and for helping to ideate and realize plans. This course will equip you to see, plan, and act with legal astuteness.

This course features a customizable learning experience that allows you to focus on the industry and country of your choosing. It will require speaking with an entrepreneur or manager at a company or your family business that has dealt with legal issues. This will allow you to develop an appreciation for how law can help to not only minimize risk, but actually see opportunities, grow, and create more value.

This course features a review of generalizable legal essentials for any entrepreneur, including (1) business formation, (2) contracts, (3) intellectual property, (4) liability issues (torts), and (5) agency (employment law and related issues).

Class meetings will focus upon (1) practice with issue-spotting in typical "real life" scenarios, (2) guest speakers who will speak to the value of legal astuteness as part of the toolkit of the well-equipped entrepreneurial leader, and (3) a check-in and then presentation of lessons learned acquired from the customized learning experience.

This course is designed for both students who plan to work in the U.S., and those who plan to work in another country or internationally.
Credits 1.50

MBA6390: Msba Start Up

Credits 0.00

MBA7400: Startup Foundations

MBA7400 Startup Foundations

0.5 Credits

The Startup Foundations SLE will focus on Entrepreneurial Thought and Action, team building, and technology. In addition to sessions on Ideas and Barriers to Innovation, students will participate in a competitive, computer-based simulation (Techmark), develop processes that will support virtual and in-person teamwork, take their first classes in Entrepreneurship and Leadership, and attend a variety of networking events.
Credits 0.50

MBA7401: Disruptive Change and Enterprise Transformation

MBA7401 Disruptive Change and Enterprise
Transformation
(Formerly Business Model Innovation)
1.5 Credits

Industry: Rapid changes in science and technology, a
great rebalancing if not fundamental resetting of the
global social and economic order, the blurring of
traditional boundaries between industry sectors, shifting
attitudes towards business and globalization, and greater
concern for the environment, to name but a few of the
major forces disrupting the world around us, are
unleashing major tectonic shifts in multiple industries
such as agriculture, clothing and apparel, education,
energy, finance, healthcare, manufacturing, media and
entertainment, mining and excavation, retailing,
telecommunications, transportation, utilities, and even
government and nonprofits. During the multi-decade
span of one's career, a business manager and leader can
very reasonably expect to be in the throes of such
tectonic shifts at least once if not multiple times and
must be prepared not just to survive but energetically
thrive. During this 3-day interactive, executive-style
workshop, students will learn to make sense of the bigger
forces and narrower trends driving ecosystem-wide
change, envision alternative scenarios for the future,
identify implied strategic imperatives for an incumbent
enterprise of their choice, and explore necessary
transformations in the enterprise. Student learning will
be facilitated by an hand-on, integrative approach that
seamlessly weaves together concepts and tools from the
MBA core curriculum as well the disciplines of
entrepreneurship, innovation, technology, finance,
marketing, operations, leadership, strategy, social
concern, and sustainability. By way of context for student
work and learning, students will be able to choose from
any of the following five settings: agriculture, currency
and payment systems, fashion and apparel, healthcare,
and media.
Credits 1.50

MBA7402: Capstone: Corporate Entrepreneurship

MBA7402 Capstone: Corporate Entrepreneurship

6 Credits

The Corporate Entrepreneurship capstone course has
three learning objectives:
-Integrate and apply accumulated learning experiences
since the beginning of the Blended Learning MBA
program
-Explore creativity, innovation, and entrepreneurship in
greater depth—in corporate and in greenfield settings
-Develop a penetrating understanding of the process
required to create something of significant value out of
almost nothing

Students form teams and develop a business plan based
on either a project identified within their companies or a
greenfield project.
Credits 6.00

MBA7501: Doing Business Globally:highways and Landmines

MBA7501 Doing Business Globally: Highways and Landmines
1.5 Elective Credits

Doing Business Globally: Highways and Landmines (DGB) is a 1.5 credit course that combines Accounting, Economics, Entrepreneurship, Finance, and other disciplines. This course will focus on identifying opportunities, assessing and navigating risks, harvesting rewards, and understanding the economic environment of export countries. It has been developed with the AACSB's following statement in mind: _The shift toward more experiential learning and business engagement will mean that business schools may be seen increasingly as learning laboratories rather than as the traditional classroom learning environment." (AACSB, A Collective Vision for Business Education (https://www.aacsb.edu/vision, 2016) p. 9.)

Among the disciplines and topics for this course will be:
-Accounting: Accounting will focus on allocating income streams, foreign exchange transactions, positions, and exposures, and international tax issues (i.e., both income tax, VAT, and U.S. sales tax),
-Entrepreneurship: Entrepreneurship will focus on assessing risks, choosing the right export market, common mistakes, competitor analysis, creating and reinforcing value networks, customer support, distributor relationships, financing, focusing on your core, identifying opportunities, logistics, prepping before going global, supplier relationships, supply chain issues, understanding the complexities, customer loyalty, and working capital concerns,
-Economics: International macroeconomics will focus on reading the economic and financial pulse beat of export markets. It will explain the interrelationship among the nation's or currency area's credit market, goods and services market, and foreign exchange market. Among the major macroeconomic performance indicators are real gross domestic product, inflation, unemployment, interest rates, exchange rates, balance of payments, stock market, banking system, government budget balances, foreign direct investment, and environmental quality.
-Finance: Finance will focus on hedging global risks, such as foreign exchange, interest rate, and counterparty exposures.
-Other: Among the other areas we intend to cover are cultural issues, customs' duties and international trade document, e-commerce strategies, insurance, law, legal obstacles, marketing, pricing, regulation, and compliance

Prerequisites: None
Credits 1.50

MBA7504: Systems Thinking and Modeling for Business and Society

MBA7504 Systems Thinking and Modeling for Business and Society
3 Elective Credits

Whether you are an entrepreneur, a member of the C-suite of an established enterprise, or a manager in a business function such as strategy, marketing and sales, operations, supply-chain management, or finance, one thing is certain: you will quickly discover you are operating in a highly interconnected world. To succeed in such a world you must, of course, be proficient at applying the more traditional business and analytical skills. However, to truly thrive, you must master decision-making and problem-solving based on an understanding of how businesses are influenced by interconnections with wider systems and how these relationships might play out over time. In other words, "system dynamics."

"Systems thinking and dynamics" is a distinctive capability for all leaders, managers, and practitioners, especially given today's complex times. We will be acquiring the necessary discernment and discipline through repeated practice in the development of mental models, narratives, system maps, analytical models, Excel spreadsheets, and simulation software. And we will be doing so for use cases focused on the dynamics of manufacturing and service operations, global supply chains, technology diffusion, contagious spread of ideas and diseases, populations and resources, markets and business cycles, building and destruction of trust in societies, global warming and climate change, and human agency.

The learning in the course is designed to make you mindful of the bigger picture, sharpen your skills in capturing and communicating critical system interconnections, and help you be facile at conducting thought experiments and articulating scenarios. By building models of systems and simulating their behavior over time, you should be able to design better systems, improve routine operations, and be prepared when things go awry. All this should make you not just more adept in your day-to-day responsibilities but also better at solving seemingly intractable problems and making decisions with far-reaching systemic impact.

Hopefully, we will be able to accomplish this with a healthy dose of imagination, curiosity, adventure, and fun.

Prerequisites: Completed 12 credits of core requirements
Credits 3.00

MBA7507: Entrepreneurial Leadership & Innovation

MBA7507 Leading Enterprise Change: Entrepreneurial Leadership and Innovation
3 Credits

This course will go deep into the principles of innovation - disruptive, product (Agile), process (Lean), customer experience (Design Thinking), and business model innovations. Participants will learn how key tools like Agile, Lean and Design Thinking become the corner stone of innovation projects and processes that help teams to become more effective and help executives to build an innovation culture. Today, even the most conservative of industries are being pushed to transform themselves towards digital excellence. We will see several examples of firms that have gone through this transformation. Strategy, Innovation, and Culture are inseparable and they are the three key weapons of every entrepreneurial leader confronting ever increasing VUCA (volatile, uncertain, complex, ambiguous) environments. This course provides the participants a set of strong principles and common language for leading their teams and their enterprises through uncharted terrains. When this course is offered exclusively for firms in the healthcare industry, the case studies and the assignments will be chosen appropriately.
Credits 3.00

MBA7511: Inclusive Leadership

MBA7511 Inclusive Leadership
3 Credits

Inclusive Entrepreneurial Leadership will be a 3 credit graduate course delivered within the Certificate of Advanced Management (CAM) initiative at Babson College.

Rationale: The CAMs team has identified extensive interest in the marketplace for a foundational course on inclusive leadership.

This course begins with an overview of the business case for diversity, equity and inclusion (DE&I) and the imperative for inclusive leadership practices to drive innovation and growth. Students will build requisite "inclusion acumen" through self-assessments, experiential exercises, readings, peer discussion forums, and entrepreneurial action experiments designed to enhance inclusive leadership behaviors and effectiveness. Topics explored include implicit and explicit bias; identity, power and privilege; gender and women in the workplace; inclusion, bias and race; intercultural competence and workplace cultures. Through increased self-awareness, expanded mindsets and refined skill sets, students will be prepared to leverage difference as a strength as they co-create reciprocal value with their colleagues, employees, and other strategic stakeholders.

Broader Perspective: If this course is successful, all or part will be available for inclusion within future DE&I focused courses within the undergraduate and graduate programs.

NOTE: This course was designed with an intentional inclusion strategy. 20+ faculty and staff members from across the campus provided input and several have agreed to host deep dive office hours on their topic of expertise.
Credits 3.00

MBA7512: Storytelling/Communication with Data

MBA7512 Storytelling/Communication with Data

3 Credits

In 2020, businesses are highly dependent on a data-driven decision-making model. The data explosion seen in the past few years makes managing and understanding data extremely difficult. Hence, there is a dire need to make sense and visualize the data effectively to solve problems. This course will introduce data visualization using Tableau for beginners. Students will learn best practices for data visualization and storytelling. Students will develop the expertise to generate powerful reports and dashboards to help businesses make decisions based on their data. They will create high-impact visualizations based on common data analysis, predictive analytics to improve business decisions. At the end of the course, students will be well prepared to take the level 3 tableau exam.
Credits 3.00

MBA7546: Wealth Management

MBA7546 Wealth Management
3 Blended Credits

Wealth management does not necessarily have as much to do with how much asset value you now have or how you accumulated that wealth. But wealth management is more about how you manage the wealth you have. There is an accumulation stage and a distribution stage. Wealth management does not involve just investing. Investing is an important element but good management also involves income taxes, estate taxes, how to fund education for children, how to fund a retirement, and how to protect your assets from creditors.

There are 6 pillars of wealth management. This course examines tax planning, estate planning, investment planning, retirement planning, education planning, and risk management including asset protection and insurance, from an individual planning perspective. The course is designed for students who have already accumulated wealth or are in the process of doing so. This could be the successful entrepreneur (or in the process of becoming successful) but also includes students who expect to inherit wealth and those that are interested in helping parents manage their wealth. Also students who have interest in the financial services industry – financial advisors, insurance advisors, bankers, mutual fund managers, etc. will find the course of interest.

The course will use a combination of cases, readings, power point presentations, spread sheet models, and discussions amongst students. Since many of the topics change quickly (for example expiration of the Bush tax cuts and the fiscal cliff legislation known as The American Tax Relief Act of 2012) there will also be cutting edge updates (for example the Affordable Care Act) to planning techniques.

The course is offered in a blended learning format. Thus the course is about 7 weeks long with two face to face sessions. The text will be supplemented with numerous articles which are very practical in nature. Although not a guarantee past students have learned how to save on income and estate taxes!

Prerequisites: None
Credits 3.00

MBA7570: Science, Technology and the Enterprise -- Foundation

MBA7570 Science, Technology and the Enterprise --
Foundation

3 Credits

This, the foundation course for the _Science, Technology,
and the Enterprise_ MBA intensity track, is motivated by
the increasing application of science and technology in
many facets of business -- operations, processes,
products, big data, and even management -- in
enterprises of all types and regardless of scale, industry
vertical, and commercial orientation. Shying away from
the particulars of science and technology, the course
addresses the distinctive perspectives, knowledge,
competencies, and ethos critical to leading and
managing science- and technology-intensive businesses
and enterprises. The course is structured around four
themes -- science and technology acquisition,
development, and management; the enterprise and its
ecosystem; plate techtonics, disruptive change, and
enterprise transformation; and science/technology
choice and human, social, and environmental
consequence. Drawing on the disciplines of science and
technology management, organizational development,
strategy, public policy, and social change, the course uses
contemporary topics and study materials for context.
Student learning is reinforced by in-the-first-person
visits by managers and leaders of science- and
technology-intensive enterprises.

Prerequisites: Full-time MBA students should have
completed all their core courses; part-time and Blended
Learning students should have completed a majority of
their core courses
Credits 3.00

MBA7601: Special Topics: Entrepreneurial Growth

MBA7601 Special Topics: Entrepreneurial Growth
3 Elective Credits

This course provides students insight into the challenges
and opportunities that arise as a company grows. It
provides students with concepts and frameworks
necessary to facilitate entrepreneurial management in
organizations of all sizes and types. It is relevant to
individuals interested in managing growth in their own
companies as well as those growing an existing company.

Prerequisites: None
Credits 3.00

MBA7602: Special Topics: Social Innovation

MBA7602 Special Topics: Social Innovation
3 Elective Credits

We are living in a world where societal expectations of
business have shifted and the lines between business,
government, and the social sectors are being blurred.
Businesses are called upon to create both economic and
social value in new ways. This course addresses issues
related to the social, economic, and environmental
responsibilities of business. The topic of sustainability is
also addressed.
Credits 3.00

MBA7603: Special Topics: Global Enterprising

MBA7603 Special Topics: Global Enterprising
3 Credits

This course addresses the ways in which entrepreneurial
value creation is affected by (and sometimes inspired by)
social institutions and national business systems. In the
proposed Miami Blended Learning program, we will
provide students a chance to study the business
environment of Latin America. The goal is to encourage
students to practice Entrepreneurial Thought and Action
(ET&A) within the institutional (e.g., social, political,
cultural) environment in Latin America.
Credits 3.00

MBA7604: Special Topics: Entrepreneurship in a Digital World

MBA7604 Special Topics: Entrepreneurship in a Digital World

3 Credits

Digital technologies, processes and business models are impacting all aspects of businesses today, from startups to large organizations that need to practice corporate intrapreneurship. This course will focus on how digital strategies, tactics, and tools can be leveraged by today's entrepreneurial leaders to innovate, grow, and renew initiatives in their organizations. We will study how digital platforms can be used to scale operations, improve decision-making, and enable new business models to grow customers and revenue. Topics will include cloud computing platforms that focus on operations, employee collaboration, customer relationships, and machine-to-machine connections such as the Internet of Things (IoT) to capture, analyze, and share data and insights. New digital business models will be explored that will inform corporate strategy and business opportunities. Students will gain hands-on experience using popular data analytics and visualization tools, such as Tableau, to explore opportunities, gather insights, and make more informed decisions. The course will expose students to emerging technology enablers, such as machine learning and augmented/virtual reality tools, and effectively identify the role they can play in the organization's growth and renewal. Finally, we will discuss digital development and implementation strategies, including agile methods, to deliver digital technologies and gain adoption throughout the organization.
Credits 3.00

MBA7605: Special Topics:new Venture Creation

MBA 7605: Special Topics: New Venture Creation

3 Credits Miami MBA

This course integrates many of the concepts, tools and practices of entrepreneurship. Students will learn to be superior opportunity assessors and shapers, to understand the integration of people and process in entrepreneurship, to write, articulate and present a new venture execution plan, understand the alternatives and trade-offs in financing, starting and operating a venture, and gain a better understanding of their personal entrepreneurial capabilities. Students will engage in feasibility assessment, venture viability analysis and resource acquisition. Students will learn how to conduct rigorous business-planning, and also how to network for resources and to be able to communicate about a new venture in a confident, articulate and effective manner. The course builds on foundation concepts from the Opportunity and Entrepreneurship courses, and is designed for students seriously considering launching a new venture in a variety of contexts (e.g. corporate, family, organization, franchise) or students planning to work in an early-stage venture.
Credits 3.00

MBA7606: Selling and Sales Management

MBA 7606: Selling and Sales Management

2 credits

Blended Miami students only

Nothing happens until someone sells something. It is the ultimate validation of every value proposition and the guarantee of every stakeholder's interest. Modern go-to-market (GTM) leadership is essential for business growth and sales is at its core. Sales, the life blood of every organization, doesn't just happen. It needs to be enabled through thoughtful planning, implementation, and management. We address how organizations go from zero to one to scaled revenue. This course focuses on customer development, not product development. Specifically, we learn about the creation and management of a loyal customer base and partners/channels who facilitate access. We deepen our knowledge of the culture, strategy, people, technology, and processes that facilitate the sustainable generation of sales revenues. We do this through readings, cases, discussions, projects, and simulations. No sales, no venture.
Credits 2.00

MBA7800: Babson Consulting Experience

MBA7800 Babson Consulting Experience
3 Credits

If you have taken and passed MBA7201, you cannot register for MBA7800, as these two courses are equivalent

All MBA students will be enrolled in the Babson Consulting Experience (BCE) and assigned to a team of five to six other one-year students to work on consulting project for a partner organization. Guided by a faculty advisor (who also is the instructor of the course), BCE teams work directly with company representatives to address a real organizational opportunity or challenge and create value-added solutions.

A signature learning experience, BCE gives students an opportunity to deepen their understanding of conceptual and developmental tools learned in the classroom through hands-on applications in messy real-world contexts. Students will sharpen their ability to analyze and frame complex problems, and to effectively present insights and action recommendations, in both oral and written form. Finally, by working in teams and with external organizations, students will have many opportunities to practice the teamwork and leadership skills that they will need as you continue your professional development.

It is strongly recommended that students take this course after completing a majority of the core courses.

Prerequisites: Minimum of 12 credits completed
Credits 3.00

MBA9500: Interdisiplinary Credit

Credits 3.00

MBA9502: Customer Acquisition and Persuasion

MBA9502 Customer Acquisition and Persuasion (Formerly Selling Ideas, Products and Services to Executives)

1.5 Credits

The growth of business revenue depends directly on a firm's ability to create additional value for current and potential customers. This course will focus on the professional selling process, to include identifying opportunities, gaining access to and engaging decision makers, asking high gain questions, building long term relationships with decision makers and influencers, presenting winning proposals, handling resistance and objections, completing the sale or obtaining commitments and following up. The course will use the value creation methodology to identify solution options aimed at creating value and enhancing the other party's (e.g., customers) competitiveness. The course will use a number of inputs to share current academic thinking and best practice. Course participants will also be challenged to apply the learning to potential opportunities. The art and science of ethically and effectively convincing another party about self, ideas, solutions, products, services, etc., is an imperative for everyone, whether in family or social settings, profit or not-for-profit ventures. It's a life skill. This course is therefore for everyone.

Prerequisites: None
Credits 1.50

MBA9525: Innovation@gorillas,chimps,monkeys

MBA9525 Leading Innovation at Gorillas, Chimps & Monkeys
(Formerly MOB9525)
1.5 Intensive Elective Credits

There are only two ways to grow: M&A and Organic. Organic Growth is much much much more difficult than M&A. Growth is the only common thing that all types of firms -- start-ups, small, medium, large, family-businesses, non-profits -- have in common. However, how they go about achieving growth could be very very different. This course focuses on how innovation is a mechanism for growth in a variety of firms and situations.

If you are going to work for a Gorilla / Chimp (Large / Medium Business):
M&A, incremental innovation, risk management and bureaucracy building are all skills and capabilities that are in abundance inside large enterprises. However, organic growth, radical innovation, uncertainty navigation, and entrepreneurial leadership skills and capabilities are all scarcities within large enterprises. Hence, many medium- and large-sized enterprises are creating internal innovation leaders who are able to drive organic growth by building innovation sandboxes and creating and nurturing a culture of innovation.

If you are going to start or work at a Monkey (Startup / Small Business):
Large firms routinely don't want to cater to certain markets and certain customers. They are very picky in terms of what margins they want and will protect. So, large enterprises do not pursue many opportunities. These spurned opportunities are precisely the ones that start-ups and small businesses should go after. Having a clear understanding of how large firms make their decisions in terms of markets and margins will improve the opportunities for start-ups and small businesses. Also, start-ups and small firms are notoriously lacking in resources. Creativity and Innovation is the primary weapon of the entrepreneur to compete against the Gorillas & Chimps. This course will provide several strategies for start-ups and small businesses to compete against the larger enterprises.

If you are from / going-to-join a family business:
All family business leaders have to comprehend that Strategy, Innovation and Leadership cannot be discussed independently and in isolation. They are all highly intertwined. At the heart of this triangle sits an even more difficult concept called "Culture." Depending on the generational, technological and socio-economic changes that are underway in their countries / industries / businesses, family business leaders have to navigate VUCAH (volatility, uncertainty, complexity, ambiguity & hyperconnectedness) through a careful combination of multi-dexterous skills in terms of Strategy, Innovation, Leadership & Culture. This course will help you gain those multi-dexterous skills.
Credits 1.50

MFE7500: Mgmt Consulting Field Experience

MFE7500 Field Experience
3 Credits

The Field Experience Program is designed to give Babson graduate students practical, hands-on experience working with an organization on a business challenge or opportunity.

The assignments take place in a variety of business environments which have included Fortune 500 companies, growth companies, venture capital firms, hedge funds and large and small investment companies.

The class is 14 weeks during the spring semester, with students earning three credits. The course follows the following format:

- Advisory "Bootcamp": The initial classes prepare students for the upcoming projects by teaching skills in project management, framing and problem solving and client management and communication.
- Advisory Project: in teams of three to five people, supported by a faculty advisor, students work directly with an outside organization to address an actual business or investment opportunity or challenge.
- Final Recommendations: In April, at the conclusion of the project, the team presents their findings and recommendations to the sponsoring company in a detailed, written report and oral presentation.
- Refection: During the final two weeks of class, students complete an in-person and short-reflection exercise on their experience.

The program provides students with an opportunity to apply their classroom-based learning to real-world business issues and investment situations where they and their partnering companies gain value as well as exposure to new opportunities, innovative solutions and resources.

The experience is a strong resume builder, providing students with relevant and practical experience useful in a variety of settings ranging from traditional corporate positions to consulting and investment banking.

Prerequisites: Full time MBA students must have completed MBA7800 – The Babson Consulting Experience. Part-time MBA students should have completed at least 12 credits before enrolling in the Field Experience (completion of BCE before enrolling is recommended). Please note that Field Experience is a separate elective course and does not replace the required Babson Consulting Experience
Credits 3.00

MKT6110: Marketing Management

MKT6110 Marketing Management

MSEL Course

1.5 Credits

A competitive advantage in today's world requires a unique blending of internal capabilities and external partners so as to achieve a profitable customer orientation. This course will enable students to understand and utilize resources to craft a value proposition that will entice and satisfy the many demands of the marketplace. An understanding of both upstream and downstream activities will offer students an inside look at the nature of successful innovation that leads to marketplace success.
Credits 1.50

MKT6300: Marketing Analytics

MKT6300 Marketing Analytics
3 Credits

The objective of this course is to demonstrate the benefits of using a systematic and analytical approach to marketing decision-making, and to help develop your skills and confidence in doing such analyses. Analytical approaches enable (a) the identification of alternative marketing options and actions, (b) the calibration of opportunity costs associated with each option, and (c) the choice of one or more options with the greatest likelihood of achieving the business goals. By completing this course, students will be better able to make the case for marketing expenditures (based on ROI) that companies are increasingly asking of their executives. This course integrates marketing concepts with practice, emphasizes _learning by doing_, and provides students software tools to help them apply marketing concepts to real decision situations.
Credits 3.00

MKT6600: Growth Marketing

MKT6600 Growth Marketing
1.5 Credits (MSAEL core)

This course will help managers find and grow new marketing opportunities driven by customer behavior and insights data. Growth marketing is defined as intelligent, data-driven marketing for the purpose of adding revenue to the bottom line of your business. Students will learn how to apply growth marketing techniques to experiment with different channels and optimize the sales funnel, adjusting their tests incrementally to determine how to best optimize their marketing spend. Techniques include A/B Testing, Cross-channel marketing, Customer life-cycle analysis, and strategic content planning.

Prerequisites: MOB6600 and EPS6600
Credits 1.50

MKT7200: Marketing

MKT7200 Marketing

2 Credits

This course provides frameworks and analytical techniques that the enterprise should use to develop a discerning sense of the market and to engage the market in a way that distinctive value is created for and delivered to the customers.
Credits 2.00

MKT7500: Social Media and Advertising Strategy

MKT7500 Social Media and Advertising Strategy
(Formerly Marketing Communications)
3 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: MKT7200 or MKT7800
Credits 3.00

MKT7506: Marketing Analytics

MKT7506 Marketing Analytics
3 Elective Credits

The objective of this course is to demonstrate the benefits of using a systematic and analytical approach to marketing decision-making, and to help develop your skills and confidence in doing such analyses. Analytical approaches enable (a) the identification of alternative marketing options and actions, (b) the calibration of opportunity costs associated with each option, and (c) the choice of one or more options with the greatest likelihood of achieving the business goals. By completing this course, students will be better able to make the case for marketing expenditures (based on ROI) that companies are increasingly asking of their executives. This course integrates marketing concepts with practice, emphasizes _learning by doing, and provides students software tools to help them apply marketing concepts to real decision situations.

Prerequisites: MKT7200 OR MKT7800
Credits 3.00

MKT7540: Retailing Strategy

MKT7540 Retailing Strategy
(Formerly Retailing Management)

Retailing Management 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 communicating with their customers over the Internet and through social media. 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 and cases.

Prerequisites: MKT7200 or MKT7800 or equivalent core
Credits 3.00

MKT7542: Digital Marketing

MKT7542 Digital Marketing
3 Elective Credits

This course is designed to serve as both a survey and an applied approach to the field of digital marketing. In this course, we will approach digital marketing from three lenses: owned, paid, and earned media. Owned Media are the digital assets and brand image the firm manages (e.g., websites, social media, blogs, etc.). Paid Media are what the firm pays for to reach consumers using tools such as display ads, email marketing, and search marketing. Earned Media are what the firm gains through customer and community activity (e.g., e-word of mouth, communities, etc.) throughout the Internet. The course will present current trends and strategies on how to use and integrate these three media as well as build basic technical skills needed in the digital space (e.g., adwords advertising, SEO, etc.) Upon completion of the course, students will have an understanding of how to apply various marketing models and strategy to develop a strong digital presence using a variety of marketing content and digital tools. In addition to articles and book chapters to inform our thinking, we will also use case studies, professional certifications, and an online simulation to build a solid base in digital marketing.

Prerequisites: MKT7200 or MKT7800
Credits 3.00

MKT7550: Consumer Behavior

MKT7550 Consumer Behavior
3 Credits

In-depth analysis of factors that affect purchase decisions in the marketplace. Applies behavioral and social science concepts to the study of buyer behavior. Focuses on the use of knowledge of buyer behavior in marketing decisions. Emphasizes theory, application, and ultimate consumer and organizational buyer behavior. Special attention given to exploring and evaluating buyer behavior research, the role of models in explaining behavior, influence of buyer behavior on development of marketing programs, and issues of consumer protection as they affect marketing strategy.

Prerequisites: MKT7200 or MKT7800
Credits 3.00

MKT7555: Marketing High Tech Products

MKT7555 Marketing High-Tech Products

Building on the students' knowledge of the marketing fundamentals, the course focuses on the special challenges of marketing high-technology products in dynamic, uncertain, and hyperconnected markets and ecosystem contexts. The course is structured around three modules: bringing new high-technology products to market, managing product maturity, and transitioning from one product generation to the next. While the focus of the course is "high technology" in the general sense, the reading materials - cases, notes, and articles - are drawn from the computer hardware and software, consumer electronics, telecommunications, and life-sciences industries.

Prerequisites: MKT7200 or MKT7800
Credits 3.00

MKT7571: Sales in Action

MKT7571 Sales in Action
(Formerly Building and Leading Effective Sales Force)

3 Credits

This course focuses on the management of sales force (i.e., salespeople, business development executives, and customer relationship staff). The course explores the resources (e.g., people, information, and technology) used by firms to initiate and develop long term customer relationships. Given the vital role of sales in several organizations, the course will expose students to the strategic and tactical means with which firms create, control, nurture, and motivate the sales force.

This course complements MBA 9502 (Customer Acquisition and Persuasion). Whereas MBA 9502 focuses on the development of skills needed to excel in selling, this course addresses the leadership roles of Sales Managers, Sales Directors, Chief Revenue Officers, and Sales VPs.
Topics covered typically include sales force structure/sizing, territory design, recruitment/selection, coaching and training, motivation (leadership, compensation, sales contests, and quota management), and performance management.

Prerequisites: MKT7200 or MKT7800
Credits 3.00

MKT7572: Brand Management

MKT7572 Brand Management
3 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. Branding and 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 emphasis in the course is to explore _what every brand/product manager needs to know_ to operate successfully in this real-world environment. The concept of _brand equity_ is the unique aspect of this course versus other marketing classes and will be a unifying theme throughout. Understanding how to build strong brands is the strategic imperative of the course.

This class will first cover the role market research plays in helping make informed brand decisions. Next, the course will explore key branding concepts and frameworks that lead to effective management of these brands. Finally, the course concludes with applying these key strategic branding concepts to the more tactical aspects of executing a brand's marketing efforts. In this final section of the course, we will devote 4 classes to building brands in the Web 2.0 world.
In addition, given the course's focus on _what every brand/product manager needs to know_, 4-5 contemporary branding experts in key fields, such as branding law and digital/social media, as well as senior marketing executives, will be guests in class, adding their current and relevant branding experiences to the class discussions.

Prerequisites: MKT7200 or MKT7800 or equivalent core
Credits 3.00

MKT7580: Independent Research

MKT7580 Independent Research
1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

MKT7800: Marketing

MKT7800 Marketing
2 Credits (Core MBA)

If you have taken and passed MKT7200, you cannot register for MKT7800, as these two courses are equivalent

With ET&A as its underpinning, the course is divided into three general parts. We begin the course with a big picture view of marketing in the 21st century. The middle part of the course will focus on what we marketers call the 4 Ps – product, place, price, and promotion. The course wraps up by understanding the need to constantly assess marketing's performance.
Credits 2.00

MKT9501: Strategy & Tactics of Pricing

MKT9501 Strategy and Tactics of Pricing
3 Elective Credits

Pricing decisions determine sales volume and revenue, so pricing strategy and structure are vital to a company's profitability and growth. Price determination is a top priority for managers in charge of marketing strategy or product strategy for existing or new products. Revenue and pricing are financial metrics considered to be table stakes for startups. Pricing is also a key variable for CFOs and controllers who have to forecast and manage the impact of pricing changes on a firm's financial results in competitive markets.

MKT9501 is designed to provide you with the concepts, techniques and knowledge that will enable you to determine the best prices and pricing strategy for your business and identify ways to improve existing pricing practice in companies. In the first part of the course, we will cover the fundamental analytical tools and theoretical frameworks needed to analyze costs, customers, and competition in order to set a proactive pricing strategy. We will focus on articulating sources of customer value and introduce tools companies can use to charge for value. The second part of the course introduces examples of pricing tactics from a variety of industries, and in B2B and B2C contexts. Examples of topics included are dynamic pricing, price discrimination and versioning, product line pricing, pricing psychology, bundling and subscriptions. MKT9501 also explores how companies can respond to pricing pressures and (re)structure their revenue models to adapt to increased competition and technological disruptions in global and dynamic markets.

Pre-requisites: It is strongly recommended that students take ECN7500 Economic Analysis for Business Decisions before or concurrently with this course.
Credits 3.00

MKT9502: Pricing in the Information Industries

MKT9502 Pricing in the Information Industries
1.5 Intensive Elective Credits

Pricing as a managerial discipline draws on many domains of knowledge – economics, consumer behavior, marketing, strategy, managerial accounting, law, and so on – and, as customers or as managers, we all have some experience in the taking and/or setting of prices. In this context, offerings of the information (read "content") industries present an interesting challenge since intuition, conventional rules of thumb, traditional models, and plain-vanilla theories do not immutably apply. With this as backdrop, the 1.5-credit "Pricing in the Information Industries" intensive course offering will focus on five topics: (1) pricing principles, (2) pricing and information products, (3) product-line pricing, (4) pricing and bundling, and (5) pricing in the presence of network effects.

Prerequisites: MKT7200 or MKT7800 or equivalent core
Credits 1.50

MKT9505: Sales&marketing Dynamic Franchise System

MKT 9505: Sales and Marketing Dynamics within Franchise Systems

1.5 credits

This course will cover and explore the unique dynamics of sales and marketing in franchise systems. This intensive elective course complements EPS7534-Franchising, licensing & distributorship. We will review the fundamentals of franchise business models to set the context for the course and then focus on specific aspects of franchising that presents unique challenges for sales and marketing executives. We will address the implications these challenges have on marketing strategy, brand building, brand extension, sales process, sales pipeline, and revenue management. Topics covered include fundamentals of franchise business models and systems, marketing strategy and implementation in franchise systems, brand building and brand leadership in franchise systems, sales process and pipeline management for recruiting franchisees, aligning B2C and B2B franchise sales to support revenue growth, understanding franchise unit level sales analytics, managing brand conflicts and opportunities in multi-brand franchise operators, managing brands in international franchise systems, marketing channel conflicts, challenges, and opportunities when franchising is combined with other go-to-market channel options, new product development (NPD) and product portfolio management (PPM) for growth-phase franchise systems.

Prerequisites: MKT 7800
Credits 1.50

MOB6110: Creating Entrepreneurial Leaders

MOB6110 Creating Entrepreneurial Leaders

MSEL Course

3 Credits

Creating You is designed to prepare students for the lifelong process of building and managing their career in a global context. Becoming an entrepreneurial leader is a process of self-discovery and self-creation that is enhanced by time for active experimentation and reflection. This course will guide students through the process of developing their professional identity and foster the skills necessary to navigate the journey after graduation.
Credits 3.00

MOB6602: Strategic Transformation

MOB6602 Strategic Transformation
1.5 Credits (MSAEL core)

In order to effectively guide their organizations' strategic renewal through innovation, company leaders must have a vision of what their companies will become. They must be able to envision, shape and imagine a future, design processes for ensuring that happens, and gain the company's commitment to that shared vision. To execute on the strategic transformation agenda, a resource deployment plan must be implemented and metrics for tracking progress toward the future state need to be developed and monitored. In this course students will develop foresight skills, use them to draft domains of innovation intent and learn how to position those to company leaders.

Prerequisites: MOB6600 and EPS6600
Credits 1.50

MOB7200: Creating and Leading Effective Orgs

MOB7200 Creating and Leading Effective Organizations

2 Credits

Creating and Leading Effective Organizations (CLEO) - This course studies the core issues of entrepreneurial leadership: how to get things done when you can't give orders, how to develop influence and build effective teams and organizations, and how to design and implement management structures and processes for high performance. There will be opportunity for practicing influence, stakeholder analysis and action planning skills.
Credits 2.00

MOB7202: Strategy

MOB7202 Strategy

2 Credits

This course focuses on strategic and competitive analysis to enable entrepreneurial action. How should we position our business strategically to compete effectively? What sources of competitive advantage can we create, exploit and sustain? What capabilities do we need to launch the business, grow the business, and adapt successfully to changes in the environment?

Prerequisites: MOB7200, EPS7200, MKT7200 and QTM7200
Credits 2.00

MOB7500: Strategy Execution

MOB7500 Strategy Execution
 3 Credits

This course in Strategy Execution is designed to introduce students to the complexity, and challenges associated with implementing a developed strategy into both emerging and existing markets. There are three major objectives in the course.

1. The first is to help students articulate a philosophy designed to guide in successfully executing strategic initiatives. Here, you will explore the concepts of intended versus emergent strategy, the operating environment versus the executing environment and the various levers of power available to managers to utilize in the successful execution of business-level strategy.
2. The second objective is to explore both successful and unsuccessful firm-level strategy executions. Using the case method, we will explore the various levers of power available to managers analyzing and critiquing the outcomes of various firms' efforts to execute a business level strategic initiative.
3. The third objective is in two parts. The first part is to give students hands-on experience via an online simulation in strategy execution. Strategy execution is best learned by doing. The intent is to expose students to the complexities of strategy implementation where information is incomplete and unanticipated challenges to implementing a strategy emerge from unexpected sources. Students learn to prioritize, work within tight time schedules, learn to cope with limited resources, and respond to unexpected demands. The second part is to fully demonstrate your understanding of the complex relationships that characterize strategy execution during the final exam.

For more information: http://www.kaltura.com/tiny/ownhj

Prerequisites: MOB7202 or MOB7801
Credits 3.00

MOB7507: Mentoring for the Entrepreneurial Leader: Catalyzing Your Networks for Career Advancement

MOB7507 Mentoring for the Entrepreneurial Leader: Catalyzing Your Network for Career Advancement
1.5 Elective Credits

Mentoring relationships are critical for career development and success in the 21st century. This course combines theory and practice to raise students' awareness of the value of developmental relationships for career advancement while providing experiential learning opportunities for building a developmental network of coaches, sponsors, and mentors --all of which are essential for career growth in today's complex work environment. Students will apply course concepts through a series of relationship building activities, peer circle and group discussions, peer feedback, and structured reflection exercises.

During this course, students pair with mentors through the Center for Women's Entrepreneurial Leadership, based on compatibility and their career interests. Students will apply concepts learned in class to manage their mentoring experience and build their developmental relationships. CWEL Mentors are alumnae and friends of the Babson community that are senior leaders or have 15+ years of professional experience, who are committed to making a difference in the lives of the next generation of leaders. They come from a variety of backgrounds and industries and have their own unique combination of expertise and networks to share.

NOTE: Students of all genders are welcome to enroll in this course

Prerequisites: None
Credits 1.50

MOB7511: Negotiations

MOB7511 Negotiation
3 Credits

Explores formal and informal ways that business professionals negotiate with colleagues, supervisors, employees, clients, suppliers, competitors, and others. Examines research and concepts developed in a number of academic fields, and looks closely at personal skills and experiences. Requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research.

Prerequisites: None
Credits 3.00

MOB7512: Leading and Managing Project Teams

MOB7512 Leading and Managing Project Teams

(Formerly MFE7510)

3 Credits

This experiential learning course integrates class work as a project leader and hands-on management experience at the same time. As a project leader you will be in charge of a team of four to six undergraduate students working on a Management Consulting Field Experience (MCFE) project for an organization. MBA students will be responsible for managing the entire consulting experience, which will require them to use a variety of skill sets (e.g. project management, coaching, emotional intelligence, team building, performance management, planning) that will vary based on your team's needs and the deliverables required by the company. While you will not be an active team member performing the day-to-day tasks, your responsibility will be to manage the team towards final delivery of the project to the client. This course will provide valuable hands-on leadership experience that cannot be acquired in a classroom setting alone.

Prerequisites: Babson Consulting Experience (MBA 7800), OR ½ way through your MBA Program. Part time students who have not completed BCE and are ½ way through their program may be enrolled with permission from the Office of Experiential Learning. Please contact Elissa Kempisty (ekempisty2@babson.edu) or Arline MacCormack (amaccormack@babson.edu) with questions.
Credits 3.00

MOB7515: Talent Management:what Many Leaders Miss

MOB7515 Talent Management: What Many Leaders Miss

(Formerly Human Resources for High Performance)
3 Credits

The ability to manage people effectively provides a distinct competitive advantage for organizations. This course is for managers and current or future entrepreneurs who hope to capitalize on the connection between managing people and superior organizational performance, competitive advantage, profitability, and growth. This course will help you develop a conceptual understanding of organizational practices, strategies and tools that enable the most effective management of an organization's human resources. The course is designed to answer the following fundamental question: What do managers and entrepreneurs need to know about human resources for organizational success?

For more information: http://www.kaltura.com/tiny/inlmu

Prerequisites: None
Credits 3.00

MOB7543: Building Inclusive Organizations

MOB7543 Building Inclusive Organizations

(Formerly Managing in a Diverse Workplace)
3 Credits

This course focuses on how to build inclusive organizations for enhanced innovation and performance. We will explore this essential topic for today's business world through the lenses of social context, individual leadership, and organizational policy and culture. The course begins by examining the opportunities and challenges to building inclusive organizations. Next, the course takes the personal perspective, considering what entrepreneurial leaders can do to build an inclusive organization. The course concludes with a focus on organizational policies and culture -- and how inclusive workplace practices contribute to positive outcomes. The emphasis throughout the course will be on how building inclusive organizations provides an opportunity for individuals and organizations to develop and thrive. Students will work independently and in learning groups.

For more information click this link: www.kaltura.com/tiny/n728b

Prerequisites: None
Credits 3.00

MOB7552: Leading Business Turnarounds

MOB7552 Leading Business Turnarounds

3 Credits

How (and why) does one catch a falling knife? The Leading Business Turnarounds course will address the strategic, financial, operational and organizational issues confronting senior executives managing a turnaround situation. It is intended to: impart the practical knowledge needed to assess the business and financial severity of a turnaround candidate; develop an action plan to address the immediate crisis conditions facing the organization; define how to evaluate and build the necessary management team to implement the mid-term stabilization plan; define the exit strategy options (sale, bankruptcy, shutdown, or revitalization) to be pursued; and create a communication plan for the critical stakeholders affected by corporate distress. Turnaround leadership styles and actions will be investigated. Students will develop familiarity with the management and organizational assessment tools used in turnaround situations. They also will understand the financial and managerial actions necessary for developing and implementing sound turnaround strategies. Importantly, organizational implications of these plans will be probed and discussed, with focus given on how people are affected by management's actions. Finally, students will learn situational turnaround leadership techniques for use in different turnaround situations.

For more information: http://www.kaltura.com/tiny/ntrbi

Prerequisites: FIN7200 or FIN7800 and MOB7202 or MOB7801
Credits 3.00

MOB7570: Leader Development:enable Change in Self&oth

MOB7570 Leader Development: Enabling Transformational Change in Yourself and Others

(Formerly Leadership)
3 Credits

The focus of this course will be on leader development. 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 a leadership role or not. The course assumes from the start the following. (1) Leaders develop themselves and do so primarily through and within their life experiences. Therefore, much of leader development is also personal development. (2) Learning to be a leader is an iterative process of reflection, assessment, planning, experimentation and practice, application of what we know, and developing supportive relationships. (3) Knowing (from theory and research) what other leaders have done, how they did it, and why, greatly informs the process of developing leader capacity. (4) You learn best when you understand and build on your current capability. (5) Openness to and wise use of feedback is essential as a basis for growth and development and ultimately effective leadership. With these assumptions, the course has the following objectives to help students develop as a leader: (1) explore the nature of leadership theory, principles, and practice and apply them to improve thinking, problem solving, and decision making; (2) better understand what constitutes effective leadership and what does not; (3) appreciate why leaders are needed at all levels in organizations and how they effectively influence, regardless of their position in the organization; (4) create a plan for your personal leader development as an initial step in developing your own leader capability; (5) increase your confidence and your impact and influence as a leader in whatever you decide to pursue. These objectives are achieved through readings, cases, experiential activities, practice in developmental coaching, receiving feedback, and putting into practice a model for sustainable leader development and change.

Prerequisites: None
Credits 3.00

MOB7580: Independent Research

MOB7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

MOB7800: Managing People and Organizations

MOB7800 Managing People & Organizations

2 Credits (Core MBA)

If you have taken and passed MOB7200, you cannot register for MOB7800, as these two courses are equivalent

Through the People & Organizations course you will gain a better understanding of your leadership and career capacity with a particular emphasis on developing your ability to think and act as an entrepreneurial leader. You will have multiple chances to reflect on who you are, how you work with others as you pursue an opportunity, and how this relates to you as a growing leader. This self-awareness forms the basis for your leadership development as we explore issues such as enlisting and motivating a diverse team, influencing and negotiating, cultivating a developmental network, and how to grow and align an organization to support new and innovative opportunities. You will have a variety of ways to practice and gain feedback on these skills.
Credits 2.00

MOB9527: Leading in a Connected World

MOB9527 Leading in a Connected World
1.5 Intensive Elective Credits

Meeting Dates TBD

The collaborative intensity of work has snowballed over the past decade as companies have transitioned to flatter or matrix-based structures, layered on collaborative technologies, adopted agile methodologies, deployed increasingly complex products and services, and integrated operations across the globe. Collaborative time demands have risen more than 50% in this time frame with most people spending 85% or more time in a given week on email, in meetings, and on the phone. There are positive outcomes of this new way of working: Companies more seamlessly serve demanding clients, and individuals are able to craft jobs with meaning. But a significant (and unmanaged) consequence of this new landscape is the un-abating collaborative work load, which is hurting company performance and employee effectiveness and well-being.

In this new world of work, networks of collaboration have become central to both organizational effectiveness and personal success. Yet despite the centrality of networks to performance, most leaders do not manage this asset well and often have no transparency into the main thing people do all day long: collaborate with others. Leading in a Connected World addresses organizational, team and individual collaborative drivers of effectiveness in today's networked economy. The course is thoroughly evidence-based, drawing on more than two decades of research in over 300 organizations. At each step, it will focus not only on drivers of effectiveness but also on equipping you with analytic tools (e.g., Organizational Network Analysis) and best practice guides (e.g., Team Agility, Personal Effectiveness) that you can deploy immediately in your organization or as a differentiating skill in interviews.

Prerequisites: None
Credits 1.50

MSB6300: Business Analytics Field Project

MSB6300 Business Analytics Field Project
3 Blended Credits

The course will provide students with the opportunity to reinforce as many as possible of the program's learning goals by guiding and coaching them through the performance of analytical tasks that they can expect to encounter in the workplace following graduation. The course will consist of two principal components:

1. A formal curriculum, delivered in a blended format, that will teach students critical skills needed to plan and execute analytical projects, and then to communicate their results effectively to senior management and other stakeholders; and
2. A consulting project, coached by a faculty member, in which teams of students will perform an analytical task for an outside organization and present their work to executives from that organization.
Credits 3.00

MSB6310: Storytelling/Communication with Data

MSB6310 Storytelling/Communication with Data

3 Credits (MSBA Core)

In 2020, businesses are highly dependent on a data-driven decision-making model. The data explosion seen in the past few years makes managing and understanding data extremely difficult. Hence, there is a dire need to make sense and visualize the data effectively to solve problems. This course will introduce data visualization using Tableau for beginners. Students will learn best practices for data visualization and storytelling. Students will develop the expertise to generate powerful reports and dashboards to help businesses make decisions based on their data. They will create high-impact visualizations based on common data analysis, predictive analytics to improve business decisions. At the end of the course, students will be well prepared to take the level 3 tableau exam.

Prerequisites: MBA students will be required to review approximately 2 hours of pre-work videos
Credits 3.00

MSM6110: Global Entrepreneurship Experience

MSM6110 Global Entrepreneurship Experience

MSEL Course

3 Credits

At Babson, we consider a global mindset necessary for the 21st century. In addition to learning from the diversity of students in the program, in this course students will explore entrepreneurial ecosystems in a context different than the one in which they grew up. Groups of approximately 25 students will travel with instructors to other regions of the world to engage with locals on topics of entrepreneurial concern. Travel for this course occurs for 8-12 days during winter term and the course includes pre-departure preparation sessions, as well as post-return reflection exercises.
Credits 3.00

MSM6120: Design Thinking and Ops Frontier

Credits 3.00

MSM6121: Leap:leading Entrepren Action Project

Credits 6.00

OIM6110: Information Technology

OIM6110 Information Technology

This course prepares students to become digital innovators—global entrepreneurs and business leaders who can make strategic business decisions involving data, digital products, and digital services; experiment with information technologies and platforms; build and work in diverse teams; and create social, environmental and economic value from data in a business context.
Credits 1.50

OIM6111: Operations Management

OIM6111 Operations Management
(Formerly OPS6110)

If you took and passed OPS6110, you cannot register for OIM6111, as these two courses are equivalent

In enterprises of any kind, managing operations effectively is essential to success. The course explores the role of operations in enabling a firm's strategy, affecting its business model, and in creating extensible systems to capture value for multiple stakeholder classes. Students will identify critical systems, design solutions, and apply problem solving practices in ways that could potentially reset competitive conventions or enable a new initiative or venture to overcome constraints posed by a nascent & uncertain operating environment.
Credits 1.50

OIM6112: Artificial Intelligence Experimentation

OIM 6112: Artificial Intelligence Experimentation

MSEL Course

1.5 credits

Description:

Artificial Intelligence Experimentation is an experiential course where student teams leverage AI to design digital business concepts and apply Agile Product Management. Students will learn key skills, including how to:

1.   Develop AI value propositions and business concepts

2.   Practice agile product management

3.   Prototype AI-related digital interfaces and solutions

4.   Conduct experiments and iterate on solutions

The course does not require previous AI, programming, Agile, or software/hardware prototyping experience.

Prerequisites: None
Credits 1.50

OIM6301: Programming for Business Analytics

OIM6301 Programming for Business Analytics
3 Credits

This course will introduce fundamental programming concepts including data structures and networked application program interfaces, using three different programming languages: SQL and Python. In addition, you will learn to manage structured data (SQL) and unstructured data (Python) At the end of this course, you will gain the basic understanding of programming and managing data in a data science driven world.

You will also learn:

·   Understand multiple definitions of business intelligence and its relationship to analytics

·   Understand how companies employ BI to shape strategy, monitor performance, and achieve competitive advantage

·   Be able to identify opportunities for using different business analytical skills in a variety of business cases

·   Understand database management and data warehousing and become competent in implementing them

·   Learn to gather, analyze, summarize and visualize data to solve basic business problems

·   Be able to program with SQL and Python

·   Understand the challenges of big data and the technologies used to build models on and draw inferences from large data sets

Prerequisites: Admission into the MSBA program. CAM students should contact Graduate Academic Services to pursue enrollment in this course. MBA students will be required to review approximately 2 hours of pre-work videos.
Credits 3.00

OIM6600: Scaling a New Business Within the Enterprise Through Digital

OIM6600 Scaling a New Business Within the Enterprise Through Digital
3 Credits (MSAEL Core)

Digitized processes and platforms are an essential approach for leaders to scale major projects and initiatives in an organization. Cloud computing enable digital platforms that focus on operations, employee collaboration, customer relationships, and machine-to-machine connections such as the Internet of Things (IoT) to capture, analyze, and share data and insights. Instead of experimenting in an incubation state, the entire organization has to get involved with the innovation process. In this course, we explore how and when to use these digital platforms. This includes not only the rollout of the digital change from an operations and resourcing perspective but understanding who the active and passive champions and resistors are and working with them to drive diffusion. We will also discuss operations challenges and solutions associated with moving from a pilot to full scale production. Finally, the course will expose students to emerging technology enablers (e.g. data visualization, 3D printing, robotics, machine learning, augmented/virtual reality tools) and effectively identify the role they can play in the organization's growth and renewal.

Prerequisites: MOB6600 and EPS6600
Credits 3.00

OIM6601: Project Management Under Uncertainty

OIM6601 Project Management Under Uncertainty
3 Credits (MSAEL Core)

This course offers methods and frameworks for commercializing nascent technologies that offer potentially breakthrough value to the market and therefore, enormous reward for the firm, but whose value propositions and applications are highly uncertain at the outset. Aside from readings and cases, students' job will be to undertake a project either from their own organization or one provided by the faculty and, applying the tools and methods of the course, understand the technology, learn how to articulate it in terms of market opportunity, scope out the potential applications, and begin doing the hard work of evaluating the potential of the opportunity, incubating it and determining next steps.

Prerequisites: MOB6600 and EPS6600; OIM 6600
Credits 3.00

OIM7501: Intro to Database Management

OIM7501 Introduction to Database Management
1.5 Elective Credits

SQL forms the cornerstone of all relational database operations. The ability to write the SQL language is essential for those who develop database applications. This course provides a solid foundation of the SQL programming language that enables students to build, query and manipulate databases. Working in SQL Server Management, the students will be actively engaged in a hands-on classroom experience.

The list of topics include: Understand entity-relationship modeling (ER Model) at the conceptual level; Data design terminology, SQL Basics, Joins and Views, Conditional Logic, Procedures, Functions.

Prerequisites: None
Credits 1.50

OIM7502: Advanced Programming Business Analytics

OIM7502 Advanced Programming for Business Analytics
3 Elective Credits

Python is a general-purpose programming language that has rapidly become one of the most popular languages for data science. Python allows users to quickly and efficiently collect, clean, analyze, visualize and narrate using any kind of data (structured, semi-structured or un-structured); irrespective of how messy the data might be. In this course, students will advance their python skills for data science. Students use a variety of data to learn powerful ways to conduct data analytics and learn helpful data science tools along the way. This will equip students to conduct their own analyses towards the end of the course.

Prerequisites: OIM 6301
Credits 3.00

OIM7503: Experiment to Scale

OIM7503 Experiment to Scale
3 Elective Credits

Innovators in all industries are searching for ways to bring products and services to market at an even faster pace and to scale. However, companies face a myriad of challenges that make such growth difficult, namely: environmental uncertainty, unquestioned industry standards, and seemingly stagnant organizational cultures. And while ideating and prototyping new ideas becomes more manageable for firms, bringing those ideas to scale is still elusive Experimentation has recently been revered as the way forward to address these challenges. In this course, students will study historical and more recent experimentation techniques from technology and operations management. Students will compare and contrast these techniques and apply them to a project.
Credits 3.00

OIM7504: Social Innovation Design Studio

OIM7504 Social Innovation Design Studio: Impacting the Future of Business

3 Credits

This new 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 organizational 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. This is a signature learning experience for the updated Intensity Track in Business and Social Innovation.

Prerequisites: None
Credits 3.00

OIM7505: Digital Transformation

OIM7505 Digital Transformation
3 Elective Credits

The digitalization of products, processes, and business models is accelerating the rate of change in every industry and how organizations deliver value. While the majority of organizations report having initiated digital transformation efforts, studies highlight that fewer than 30% of these digital initiatives deliver positive results. However, no single digital transformation strategy applies to every company's situation, as digital transformation depends as much on the business context and organizational design, culture, and talent as it does on digital technologies.

In this course, we will use the case method to explore digital transformation efforts for a number of organizations across a variety of industries, and learn about the emerging technologies (e.g., AI, blockchain, extended reality, robotics) driving their transformation. Students will gain critical-thinking skills, work in groups, learn to apply different perspectives and frameworks to analyze complex business scenarios, and practice communication skills. Case analyses and in-class discussions will be complemented with a digital transformation consulting project.

Prerequisites: OIM7800
Credits 3.00

OIM7506: Design&analytic Intl Healthcare Solution

OIM7506 Design and Analytic International Healthcare Solution

3 Credits

Improved health is central to a country's economic and social development, with 10-30% percent of gross national product (GDP) per capita attributed to differences in countries' investments in health and education over the long term. Global Health 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 health innovations in low- and middle-income settings. For our second offering of the course, students will be paired with medical students from Unifacisa Educaçâo in Campina Grande, Brazil.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 follow the design thinking process, paired with approaches from healthcare management and entrepreneurship, medical anthropology and sociology, and information technology to prototype and test solutions that address organizational challenges. Organizational challenges may relate to care delivery services or technologies needed within clinic settings or in the community.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. Students will have the opportunity to share their projects with the broader global health community through the Kerry Murphy Healey Center for Health Innovation and Entrepreneurship at Babson.
Credits 3.00

OIM7507: Supply Chain Analytics

OIM 7507: Supply Chain Analytics

3 credits

Traditionally, supply chains were seen as sources of cost that were necessary to achieve the goals of buying, selling, manufacturing, assembling, warehousing, transporting, and delivering goods. More recently, managers have come to understand the potential of the supply chain as a source of competitive advantage and expand efforts beyond cost minimization and into the realm of profit maximization and expanding market share. At the same time, supply chains have become increasingly large and complex with the potential for thousands of suppliers, manufacturers, distributms, and retailers to be included in the supply chain for a single product. This increase in supply chain size has coincided with exponential increases in the amount of data collected and maintained by firms and the computing power we have available to analyze it. Problems which were entirely intractable decades ago can now be solved at scale in a matter of minutes. As technology has increased the number of problems that can be solved at industrial scale, firms have shifted from primarily focusing on descriptive analytics to utilizing the power of predictive and prescriptive analytics to solve supply chain problems.

This course is designed to provide you with a broad introduction to the uses of prescriptive analytics to optimize common supply chain decisions associated with purchasing, manufacturing, distributing, and retailing goods and services. The focus will be on identifying areas of Supply Chain Management where optimization and simulation are helpful tools, selecting and implementing appropriate models given the context, and interpreting those models and their limitations. We will discuss a variety of decisions across the different functions of the supply chain and the role of optimization and data in making those decisions. Students will gain a foundational understanding of how analytics can be applied to Supply Chains, the currently available tools and software, and how to recognize common pitfalls or issues.

Prerequisites: None
Credits 3.00

OIM7508: Tech,design&eps for Sustainable Systems

OIM 7508: Technology, Design and Entrepreneurship for Sustainable Systems

3 elective credits

How can technology, design, and entrepreneurship accelerate the development of sustainable systems and contribute to the success of climate change innovation and decarbonization?

Net zero, ESG, decarbonization, and circularity are becoming essential topics for businesses to address and integrate in their business models for climate change and social impact. Nordic economies such as Denmark is ahead of much of the rest of the world in transformation to a sustainable economy via experimentation and implementation of sustainability-oriented technologies and design in sustainable systems such as energy systems, sustainable production, waste management, food systems, mobility, and urban infrastructure.

In Denmark a sustainable economic system is in progress, which is circular, unique, and aspirational. Circular economy operates with a harmonious and ethical relationship with socio-ecological systems. As we factor greenhouse gas emissions, waste, energy, materials into circular models, we must apply technology and entrepreneurship for creating innovations for circular economy. We must also employ entrepreneurial thinking to build business models that are profitable as well as impactful for the economy, society, and the environment. Danish companies are among global market leaders that are adapting to operate in sustainable economic systems and advance circular economy.

In this course you will explore how technology, design, and entrepreneurship address challenges and opportunities in the design, development, and scaling of sustainable system innovations. You will gain knowledge and skills on systems analysis, finding strategic leverages, and circular innovation development and experimentation with Entrepreneurial Thought and Action® (ET&A) method. During the trip you will interact with business leaders engaged in sustainable transformation of key economic areas involving energy, life sciences, transportation, food, and industrial production. You will learn how they have integrated sustainability in business strategy, tactics, and operations, and how they lead their organizations towards a sustainable future. You will then apply your observations, learnings, and insights from your visit into creating entrepreneurial and sustainable business practices back in US.

Credits 3.00

OIM7511: Future Lab:complx Prob Sovl Social Impac

OIM7511 Future Lab: Complex Problem Solving for Social Impact
3 Elective Credits

Sinan Erzurumlu, Faculty Director at FutureLab & Prof. of Innovation and Ops Mngment
Cheryl Kiser, Executive Director, The Lewis Institute & Babson Social Innovation Lab

FutureLab combines the entrepreneurial mindset and social design principles to engage students, organizations and community to explore pioneering entrepreneurial challenges and create economic and social/environmental progress for selected partner organizations. The FutureLab is a discovery and action-learning lab. It involves experiential learning in service to address challenges in real time and in real contexts. As a FutureLab student partner, you will collaborate with an ensemble of faculty members and partner organizations to explore their challenges and develop solutions for social impact at scale. You should be prepared to engage in an active learning environment and apply principles of complex problem solving for social impact.

Given the increasing preference shown by employers for demonstrated problem solving experience, this lab will provide you with the opportunity to add a very realistic problem-solving experience to the portfolio of qualifications on your resumes. We envision regular, ongoing interaction with our partners, with details to be determined in collaboration with these partners. You will gain skills in creativity, critical thinking, innovation, complex problem solving, social change, entrepreneurial leadership and influence. Depending on the demands of the project, you will apply these skills towards framing the problem and co-creating solutions with community and partner organization.

The 14-week lab experience is designed for active learning, experimenting, generating and launching an implementation plan. Student partners of prior semesters addressed various problems, such as improving the efficiency and effectiveness of key patient care processes for a major academic medical center and analyzing the mobility challenges of older adults for governmental organizations. It is important to know that this is a team-based engagement and anticipate the flexible investment of time and effort that high-performance teams and deep work often demands. This Lab requires a high willingness to work in a flexible timeframe and framework. Student partners may be interviewed prior to class by the Lab faculty team.
Credits 3.00

OIM7512: Future Lab:design-Led Innovation

OIM7512 Future Lab: Design-led Innovation
3 Elective Credits

The FutureLab is a discovery and action-learning lab. It involves experiential learning in service to address challenges in real time and in real contexts. As a FutureLab student partner, you will collaborate with an ensemble of faculty members and partner organizations to explore their challenges and develop solutions for social impact at scale. You should be prepared to engage in self-paced team projects in an active learning environment. You will combine the entrepreneurial mindset and apply principles of complex problem solving for social impact.

Given the increasing preference shown by employers for demonstrated problem solving experience, this lab will provide you with the opportunity to add a very realistic problem solving experience to the portfolio of qualifications on your resumes. We envision regular, ongoing interaction with our partners, with details to be determined in collaboration with these partners. You will gain skills in creativity, critical thinking, innovation, complex problem solving, social change, and entrepreneurial leadership and influence. Depending on the demands of the project, you will apply these skills towards framing the problem and co-creating solutions with community and partner organization.

The 14-week lab experience is designed for active learning, experimenting, generating and launching an implementation plan. Student partners of prior semesters addressed various problems, such as improving the efficiency and effectiveness of key patient care processes for a major academic medical center and analyzing the mobility challenges of older adults for governmental organizations. The focus of the Lab is going to be on mobility and connectivity challenges. It is important to know that this is a team-based engagement and anticipate the flexible investment of time and effort that high-performance teams and deep work often demands. This Lab requires a high willingness to work in a flexible time frame and framework. Student partners may be interviewed prior to class by the Lab faculty team.
Credits 3.00

OIM7515: Enterprise 2.0 Building Social Networks

OIM7515 Enterprise 2.0 Building Social Networks to Improve Business Performance
3 Credits

Enterprise 2.0 is the term to describe organizations that use social platforms and technologies that enable emergent collaboration. Organizations must now capture, distribute and apply 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 including how it pertains the current reality of hybrid work. The goal is to go "beyond the hype" and provide a science and methodology to measure the value of these social platforms, including Facebook, Twitter, Instagram, YouTube, the Metaverse, Microsoft Teams, and Slack. We will explore how social collaboration tools are being used by organizations to identify subject-matter experts, find unstructured knowledge when they need it and to leverage the "wisdom of the crowds" for experimentation and learning.

Student projects will emphasize a "hands-on" approach to understanding the latest social platforms. We will use organizational network analysis (ONA) software, a methodology to analyze the structure of social networks, or the people-to-people connections in organizations. ONA is an increasingly popular application used by both management consultants and internal organizational practices to understand information flows and "influencers" inside and outside a company. We will also explore personal network analysis (PNA) using EgoNet software and social listening platforms, such as NUVI, to understand customer influencers.

Prerequisites: None
Credits 3.00

OIM7522: Leading Sustainable Innovation

OIM7522 Leading Sustainable Innovation
3 Elective Credits

The era of corporations integrating sustainable practices is being surpassed by a new age of corporations actively transforming the market to make it more sustainable. Enterprise integration is geared toward present-day measures of success; market transformation will help companies create tomorrow's measures. This course prepares entrepreneurial leaders to create systemic transformation and apply practical decision-making with the purpose of socio-ecological and economic value. In this course you will learn different approaches including systems thinking to design, develop and implement sustainability-oriented innovations. After completing this course, you will be able to

(1)   Critically examine the relationship between business practices and socio-ecological system,
(2)   Understand and apply the concepts of sustainability thinking and practice (externalities, process thinking, and systems and design thinking) to design, develop and implement sustainability-oriented innovations with socio-ecological systemic impacts,
(3)   Understand how to operationalize the four elements of sustainability thinking and practice (purpose and strategic intent, stakeholder involvement, metrics, design and implementation of innovations)
(4)   Develop knowledge and skillset to take lead in formulating an effective sustainability strategy for the transformation of a conventional organization
Credits 0.00

OIM7525: Ai Experimentation

OIM 7525 Artificial Intelligence Experimentation
3 Elective Credits

Artificial Intelligence (AI) Experimentation is an experiential course where student teams leverage AI concepts and tools to design digital business concepts and apply Agile project management methods and tools to explore business concepts and case studies. Students will learn key skills including how to:

1. Develop AI value propositions and business concepts using generative AI tools such as MS Co-Pilot and ChatGPT.
2. Practice Agile project/product management including Scrum methodologies and using tools such as Trello and MS Planner to help teams plan and organize projects, manage progress, and collaborate.
3. Prototype and create AI-related digital interfaces and solutions such as generative AI agents and agentic workflows.
4. Design and implement business experiments leveraging AI and analytics.
5. Test business concepts and ideas, evaluate solutions, iterate, and learn.

The course aims to train business graduates who are confident working with AI and applying Agile tools to the development of innovative technological solutions. The course does not require previous AI, programming, Agile, or prototyping experience.

Prerequisites: None
Credits 1.50

OIM7529: Building Sustainable Business Models

OIM7529 Sustainability Innovation
1.5 Elective Credits

Our economic systems are running on an enormous ecological deficit. However, there's some good news for entrepreneurial leaders everywhere; everything needs to be redesigned. What you get when you have new technologies, new user needs, new markets, and new business plans is new opportunities for sustainable development. With this mindset, the industrial and economic systems are in sustainability transformation from the industrial age to the climate change and social impact age.

In this new age, entrepreneurial leaders must understand the socio-ecological impacts of their businesses, and integrate sustainability risks and opportunities into discussions and decisions on risk, revenue, and business strategy. They must explore and develop innovations with sustainability priorities for their markets and industries. They must be able to evaluate value and impact at scale in the context of short- and long-term strategic decision making. Otherwise, their businesses will be inevitably extinct in the climate change and social impact age.

This course aims to prepare entrepreneurial leaders for critical sustainability transformation. Students will gain knowledge about the sustainability challenges (e.g., energy, transportation, waste, carbon management, agriculture, production and consumption) and practical skills for exploring sustainability innovations and accelerating the growth of sustainable businesses (e.g, net zero, zero-carbon tech, decarbonization, ESG, UN SDG). Students will 1) learn and employ integrated systems thinking to address social responsibility, ecological integrity, and value creation; 2) apply an innovation process framework to generate sustainability ideas and develop business strategies; and 3) assess the suitability, scalability, and sustainability of innovations for consumers/users, investors, and other stakeholders of interest.

Students who are interested in any of the following roles may find this course useful:

- An entrepreneur wanting to understand sustainability as a business opportunity
- An individual or corporate strategy group developing a sustainability strategy
- An individual or corporate strategy group seeking growth through sustainability innovations
- A leader wanting to develop a culture of sustainability and organizational change
- An R&D group aiming to integrate sustainability into its innovation process
- A financier deciding whether to invest in a sustainability-oriented entrepreneur

Prerequisite: NONE
Credits 1.50

OIM7545: Artificial Intelligence for Business

OIM7545 Artificial Intelligence for Business
3 Blended Credits

F2F Meeting Dates TBD

This course introduces students to cognitive technologies (another phrase for "artificial intelligence") and addresses their value and implementation in business. A variety of cognitive tools will be covered, from machine learning to natural language processing to "deep learning." Both the functions performed by these technologies and the business issues they generate—including the roles to be performed by humans in knowledge work processes of the future—will be addressed in the course.

Some instruction is provided by online videos on cognitive technologies. There will be several guest lectures from external experts on various cognitive technologies and management issues. No programming background is required, although students will need to study materials about how cognitive technologies work.
Credits 3.00

OIM7546: Analytical Managers and Organization

OIM7546 Analytical Managers and Organization
3 Blended Credits

This course is designed to teach MBA students what it means to be an analytical manager, and how to build the capabilities required to be a highly analytical organization. It addresses the non-statistical topics in analytical decision-making at the individual level (including framing the problem and communicating the results), which should complement statistically oriented courses at Babson. It also addresses the key factors (in the DELTTA model—data, enterprise, leadership, targets, technology, and analysts) necessary to succeed with analytics at the organizational level. It incorporates new course content specifically relevant to big data and analytics based on it. The course specifically delves into how both large and entrepreneurial organizations are addressing big data and analytics, and focuses in particular on how digital and online firms use and manage analytics. We'll discuss various industries' and functions' use of analytics, but the only one addressed in any depth is web analytics for digitally-oriented businesses.
Credits 3.00

OIM7555: Product Design & Development

OIM7555 Product Design and Development
3 Elective Credits

Product Design and Development (PDD) is an integrated management course that provides students with a field-based understanding of the fundamentals of conceiving, evaluating, and developing successful new physical products. One works in a team-based environment learning how to translate a new product idea into a product concept and final design. The course extends the design toolkit introduced in core MBA courses, preparing students to create final working prototypes to be used to pursue funding for venture launch.

Weissman Foundry resources are used extensively to develop product prototypes. Student teams propose projects or are matched with projects in collaboration with participating client companies. The course culminates in the MBA Product Design Fair where teams present final product prototypes.

The course covers emerging topics and tools in sustainable product design as well as the use of generative artificial intelligence in the design process. While there is some case-based learning, the primary focus is on experiential learning through creating new products. The course is particularly relevant for students interested in launching ventures based on physical products, those seeking employment in companies with a product focus, those wishing to learn more about the design and innovation process through engaging in a semester-long development project, and those interested in product management roles. (3.0 Credit Hours)

Prerequisites: None
Credits 3.00

OIM7556: Cybersecurity

OIM7556 Cybersecurity
1.5 Elective Credits

The course is designed for the next generation managers who need to appreciate both the technical aspects and business impacts of cybersecurity in the enterprise. Different types of security break from a manager's perspective are explored. Students will also learn to design or support cybersecurity initiatives such as a risk management, policy creation, incident response and continuous improvement. The course uses a combination of readings and current events, class discussion and quest speakers for learning.

Prerequisites: None
Credits 1.50

OIM7565: Blockchain Ventures

OIM7565 Blockchain Ventures
1.5 Elective Credits

This course is for students wishing to explore blockchain technology (and specifically NFTs). Kicking off with a review of the technology's initial application, the cryptocurrency Bitcoin, students will gain an understanding of the commercial, technical and public policy fundamentals of blockchain technology, distributed ledgers and smart contracts in both open sourced and private applications. We then will deep dive into the Ethereum ecosystem, where we cover how it works, review 'the merge', and provide case studies of NFTs in gaming, music among other industries. Along the way, we will explore the markets and regulatory landscape for cryptocurrencies, DAOs, coin offerings, other tokens, as well as new forms of financing through crypto. An important distinction will be made between leveraging the technology of Blockchain into a business, and NFTs, which are a specific use of blockchain technology.

Prerequisites: None
Credits 1.50

OIM7572: Supply Chain Management

OIM7572 Supply Chain Management
3 Elective Credits

Supply Chain Management (SCM) is primarily the management of flows. These flows involve multiple, interactive parties. Thus, asymmetric interests & information pooling often govern the Chain itself as it interprets the uncertainty inherent in both supply and demand. The goal of all supply chains is to satisfy or exceed customer's expectations and to do so at sustainable and reliable levels of profitability. The achievement of these goals is both enabled and challenged by the nature of complex systems in an increasingly globalized economy. In many industries supply chains are the primary determinant of product cost, capital efficiency and customer satisfaction. Indeed, in certain firms, Supply Chain Management is a compelling source of competitive advantage and shareholder interest.

This course is a foundational elective designed to provide students with an integrated perspective of SCM; with enough specificity to critically assess the strategic fit of an existing supply chain design and to offer discrete recommendations for improvement. Students will also learn to recognize best practices in supply chain management, identify possible supply chain barriers to effectively scaling a venture, and assess the effectiveness of advanced technologies such as robotics, blockchain and AI to further improve supply chain execution & product/service life-cycle management. As such the course will be an essential component to the portfolio of studies of those pursuing advanced management skills & research. The course is intended for CEO's, COO's, CSO's, Product Managers and Operations leaders in ventures where the supply chain is an instrument of strategic intent & actualization.

This course is structured on the fundamental assertion that a system is more than the sum of its parts. As systems, supply chains may exhibit adaptive, dynamic, self-resilient and even goal seeking behaviors. Our scope of study is through a lens involving networks, platforms and ecosystems — often well beyond the hard boundaries of a firm. For purposes of our course, Supply Chain Management is defined as the transdisciplinary & integrated approach to managing the flow of goods/services, information, and capital, from raw materials through to the end user — and increasingly the conversion of end-of-life products back into sourcing streams.

Prerequisites: 1) NONE for those involved in Specialty Masters Programs (MSBA, MSF, MSEL)

2) Completion of OIM 7800 for all other students
Credits 3.00

OIM7580: Independent Research

OIM7580 Independent Research
1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

OIM7604: Special Topics: Eps in a Digital World

OIM7604 Special Topics: Entrepreneurship in a Digital World

Digital technologies, processes and business models are impacting all aspects of businesses today, from startups to large organizations that need to practice corporate intrapreneurship. This course will focus on how digital strategies, tactics, and tools can be leveraged by today's entrepreneurial leaders to innovate, grow, and renew initiatives in their organizations. We will study how digital platforms can be used to scale operations, improve decision-making, and enable new business models to grow customers and revenue. Topics will include cloud computing platforms that focus on operations, employee collaboration, customer relationships, and machine-to-machine connections such as the Internet of Things (IoT) to capture, analyze, and share data and insights. New digital business models will be explored that will inform corporate strategy and business opportunities. Students will gain hands-on experience using popular data analytics and visualization tools, such as Tableau, to explore opportunities, gather insights, and make more informed decisions. The course will expose students to emerging technology enablers, such as machine learning and augmented/virtual reality tools, and effectively identify the role they can play in the organization's growth and renewal. Finally, we will discuss digital development and implementation strategies, including agile methods, to deliver digital technologies and gain adoption throughout the organization.
Credits 3.00

OIM7800: Operations and Information Management

OIM7800 Operations and Information Management
2 Credits (Core MBA)

If you have taken and passed OPS7200, you cannot register for OIM7800, as these two courses are equivalent

This course focuses on the role of operations and information in executing a firm's strategy and delivering the organization's products and/or services. Within this focus, students learn to apply operations design and strategy in three ways. First, they learn to configure resources and design processes to achieve performance, identify improvement opportunities, and leverage strategic capabilities for sustainable growth. Second, they learn the strategic role of technology and data, and use data for improving the operational model. Third, they study the operational model of innovation to create sustainable value for an organization. With an emphasis on building long-term sustainable models, this course helps managers consider environmental and social impact in their operating models.
Credits 2.00

OIM9500: Oim Credit

Credits 3.00

OIM9521: Innovation Processes

OIM9521 Innovation Processes
1.5 Intensive Elective Credits

Over the past two decades, a combination of changes in political, technological, and cultural arenas have dramatically affected the way in which companies, organizations, and individuals innovate. In this course, we will explore the critical parameters of various innovation processes, learn about their advantages and disadvantages, and compare the contexts in which these processes operate. The goal of this course is to develop an understanding of what it takes to design and operate various innovation processes.

In the first offering of the course, the emphasis will be placed on open innovation processes, design thinking and lean start-up, and coordination issues of complex innovation processes. This course is positioned between our existing offerings Product Design and Development (MOB-7555), which provides an in-depth experience on the project level, and Leading Innovation: Creating Organic Growth (MOB-9525), which discusses managerial and strategic challenges on the firm level in the context of industry and competition. In contrast, the new course Innovation Processes will focus on the mechanisms of how design and manage effective innovation processes.
Credits 1.50

OIM9526: #cx #xd Innovation

OIM9526 #CX #XD Innovation
(Formerly MOB9526 #CX #UX #XD)
1.5 Intensive Elective Credits

This course will complement an existing graduate 1.5-credit elective called Strategies for Innovation and Growth. It is also a good complement to the Managing Technological Innovation course. As their titles suggest, the latter course is overwhelmingly focused on technology based products and hi-tech industries while the former is focused on how can large firms can create and sustain innovation and growth activities. This course will complement two existing graduate 1.5-credit electives (1) Leading Innovation @ Gorillas, Chimps & Monkeys and (2) Innovation Processes.

All countries go through life cycles-agriculture, manufacturing, services and knowledge. The majority of the developed world can be considered today to be primarily in the post-service knowledge based industries. Providing services in addition to goods, which were at one time a differentiator for most businesses are more or less commoditized today. Several trends have emerged over the last 15 years: (1) Move from Services to Experiences; (2) Emergence of new Digital and Networked Economies; (3) Information and Knowledge Intense Economies; (4) the rise of the new post-PC industry, also known as the TIME industry, i.e., the convergence of the Telecom, Information, Media and Entertainment industries and (5) new forms of Designing & Delivering Great Customer Experiences. This course explores the innovations that are driving all these trends as primarily applied to a broad section of service industries-Airlines, Retail, Hospitality, Healthcare, Financial, B2B, TIME and even Not-for-Profits.

This course will cover: understanding the customer psychology and perceptions in service interactions; explore concepts, methods and tools to dream, define, design and deliver great customer experiences; innovative strategies to use customer experience as a differentiator; and how the convergence of digital technologies — data, voice & video — is helping firms to engage customers in new and innovative ways.

This course is typically offered in the following semesters: Fall/Spring/Summer
Credits 1.50

OIM9530: Competing on Analytics

OIM9530 Competing on Analytics
1.5 Intensive Elective Credits

Meeting Dates TBD
Drop Deadline TBD

McKinsey Global Institute is predicting a shortage of over a million managers and analysts with the analytics know-how to make effective decisions. In this course, you will learn about some of the most important analytics-related trends, how enterprises and entire industries are being transformed by analytics, and how to build a competitive data strategy and team. We will also discuss various approaches and tools for analyzing structured and unstructured data.
To complement our strategy discussion, we will explore some popular business intelligence tools. You will have the opportunity to get "hands-on" with a few of these tools.
The highlight of this course will be an industry-specific team project employing concepts and best practices discussed in class.
Note (1): If you have professional analytics experience, please contact the professor in advance of registering to assure alignment with your interests and needs.
Note (2): You will need a reasonably current PC or Mac. Mac users will need to download an app from the Apple AppStore. Details will be provided in advance of class.
Credits 1.50

OIM9550: Innovating with Wearable Technology

OIM9550 Innovating with Wearable Technology
1.5 Intensive Elective Credits

Meeting Dates TBD

Drop Deadline TBD

Digital entrepreneurs should be agile experimenters, capable of innovating by combining available technologies and services into digital products and platforms. In this course students will learn about the lean digital startup and follow agile principles to conceive and create a wearable technology device with a clear value proposition. The course will include an introduction to wearable hardware programming and involve hands-on work with an open source wearable technology prototyping platform.
Credits 1.50

OLN7500: Cross Registration at Olin College

OLN7500 Engineering for Humanity: Helping Elders Age in Place Through Partnerships For Healthy Living (Olin College Spring 2013 Course, specially aimed at 3-College students)

Olin College: Engr 2141/AHSE 2141
Instructors: Caitrin Lynch and Ela Ben-Ur
Day/Time: Mondays and Thursdays, 12:30-3 [time can be shifted slightly to accommodate
commute time and lunch; contact the profs]

Do you want to make a positive difference in the lives of older adults in the local
community? We're looking for students with passion to help others and with diverse
backgrounds in arts, humanities, social sciences, business, and/or technical fields. This
innovative, intergenerational course is a partnership between college/graduate students
and local senior citizens. It is co-taught by two Olin College professors with experience in anthropology, design, and mechanical engineering, and will take place at Olin College and in the local communities (home visits and fieldtrips). We will partner Wellesley-Babson-Olin student teams with local senior citizen volunteers, and ultimately the students will design real, implemented solutions to specific everyday problems.

Projects will be customized to meet the needs of the senior citizen partners. Possible projects: students might design a device to help someone who has difficulty reaching up to change a light bulb, something to help hold a newspaper steady with shaky hands, or something to enable someone to get clothes out of a dryer that is difficult to stoop down to reach. The class meets 2x/week; some sessions are devoted to co-design with the client population or to team meetings, other sessions involve guest speakers and fieldtrips, others are for discussion of topics relevant to aging and/or design. No prerequisites; a sense of adventure highly recommended.

More info? See http://e4h.olin.edu/spring2013.html
Questions? Contact Caitrin Lynch clynch@olin.edu

Prerequisites: None
Credits 2.00

OLN7501: Cross Registration at Olin College

Credits 2.00

OPS6110: Msel Ops

OPS6110 Operations Management

MSEL Course

1.5 Credits

In enterprises of any kind, managing operations effectively is essential to success. The course explores the role of operations in enabling a firm's strategy, affecting its business model, and in creating extensible systems to capture value for multiple stakeholder classes. Students will identify critical systems, design solutions, and apply problem solving practices in ways that could potentially reset competitive conventions or enable a new initiative or venture to overcome constraints posed by a nascent & uncertain operating environment.
Credits 1.50

OPS7200: Technology and Operations Management

OPS7200 Technology & Operations Management

2 Credits

Technology & Operations Management (TOM) - This course introduces students to the fundamental components of a firm's operating systems, be it a mature enterprise or an early stage company. The course introduces the new methods and models to analyze, diagnose and improve operations activities for both manufacturing and service firms. We examine key issues for competitiveness including operations strategy, innovation, product and process design and development, global supply chain management, quality management, and sustainable operations. Developing a strong appreciation for the contribution of technology and operations to a company's market success is an essential element of effective decision-making for entrepreneurs and leaders of all types of organizations.
Credits 2.00

QTM6110: Data Exploration (Quantitative Methods)

QTM6110 Data Exploration (Quantitative Methods)

MSEL Course

1.5 Credits

Data is valuable when it is used to make good decisions and avoid bad ones. We consider the value of data as a resource by studying how the variety of information available can be displayed, interpreted and communicated. Students will see the different approaches suggested by both traditional statistical methods and the recent advances in big data analytics. The course will emphasize the ways in which managers and entrepreneurs are both producers and consumers of data.
Credits 1.50

QTM6300: Machine Learning for Business

QTM6300 Machine Learning for Business
(Formerly Data Exploration and Analytics)
3 Blended Credits

This course will examine the methods and challenges faced in turning data into insightful analytics in business. With data sizes significantly increasing in the last decade, extracting meaningful information to compete successfully is essential. You will accomplish this by learning techniques for data gathering, data analysis, and visualization as well as in discussion on companies currently trying to turn the information they gather into business opportunities. We will learn a variety of methods and software for finding patterns(such as regression, neural networks, association rules, CART, forecasting etc.), building models, and ultimately making decisions using large data sets. Guest speakers who are executives and consultants in the field of analytics and visualization will discuss how they address these challenges in their companies. This is a hands-on course with in-class exercises and group projects to help students learn and apply data analysis techniques preparing them for the practical challenges analysts face in the real world. We will address questions such as:

- How does Amazon recommend products based on your past purchases?
- How to forecast energy consumption based on historical weather and consumption data?
- How do credit-card companies detect fraud?
- What challenges does Big Data pose to companies and how to handle these challenges?
Credits 3.00

QTM6600: Analytics for Decision Makers

QTM6600 Analytics for Decision-Makers
1.5 Credits (MSAEL core)

Data exploration and data-driven decision making are integral in identifying and validating business opportunities. Depending on the nature of the problem and the institutional context, techniques ranging from classical statistical methods (descriptive and inferential statistics) to more recent advances in big data and tools (Excel, R, Tableau) might provide the greatest utility and deepest insights. In this course, we encounter selection of these techniques and develop our ability to formulate analytics problems in ambiguous contexts, quantify performance of various solutions, and articulate the key results of our analysis to a non-technical audience, including using visualization methods.

Prerequisites: MOB6600 and EPS6600
Credits 1.50

QTM7200: Data, Models and Decisions

QTM7200 Data, Models and Decisions

2 Credits

Data, Models and Decisions (DMD) - This course is concerned with identifying variation, measuring it, and managing it to make informed decisions. Topics include: numerical and graphical description of data, confidence intervals, hypothesis testing, regression, decision analysis, and simulation. Applications to Economics, Finance, Marketing, and Operations illustrate the use of these quantitative tools in applied contexts. The course utilizes spreadsheet, statistical, and simulation software.
Credits 2.00

QTM7515: Reinforce Learn&seq Dec Making Practice

QTM 7515: Reinforcement Learning and Sequential Decision Making in Practice

3 credits

This course is a practical hands-on introduction to analytical models for sequential decision making, which involves making a series of decisions over time with the goal of improving metrics of interest. Reinforcement Learning (RL) - a field of Artificial Intelligence (Al) that brought us Google DeepMind's AlphaGo and self-driving cars - is a focal area of the course. You will learn about classical RL concepts and techniques, such as bandit problems, Markov Decision Processes, dynamic programming, Monte Carlo methods, and temporal difference learning. However, the main overall objective of the course is to illustrate the interaction and use of numerous analytical techniques necessary to solve actual business problems from diverse areas like marketing, inventory management, supply chain management, healthcare operations, manufacturing, financial services, and humanitarian logistics. The course is set up as a guided journey through the lifecycle of several projects that the instructor has completed with actual organizations, increasing in complexity as the semester progresses. The open-source programming language Python and possibly other software tools will be utilized as needed during the course.

 Note: This course is self contained. However, you will get more out of the course if you take it after taking at least one other modeling course at Babson (e.g., QTM7800, QTM7571/QTM6300, QTM9510, ECN7520/ECN6300/ ECN63100). You do not need to have programming experience before taking the course.

(QTM 7800 for MBA students) or (QTM 6300 for MSBA students) Or (MSF Students)
Credits 3.00

QTM7571: Machine Learning Methods for Bus

QTM7571 Introduction to Machine Learning Methods for Business
(Formerly Business Intelligence, Analytics & Visualization)
3 Credits

This course introduces machine learning methods for business intelligence. Given the ease of data collection and storage, extracting meaningful information from data has become an essential trait for competitiveness, for companies large and small. In this course, you will learn a variety of supervised and unsupervised machine learning methods that companies use to turn data into insights, such as linear regression, k-nearest neighbors, logistic regression, classification and regression trees, etc. You will get hands-on experience in data pre-processing, generating business predictions, and model performance evaluation. Your learnings will be in practical contexts with in-class exercises and projects.

The various methods covered in this course will be implemented using a programming language. No prior knowledge in programming is required.

Prerequisites: QTM 7200 OR QTM7800
Credits 3.00

QTM7580: Independent Research

QTM7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

QTM7800: Business Analytics

QTM7800 Business Analytics

2 Credits (Core MBA)

If you have taken and passed QTM7200, you cannot register for QTM7800, as these two courses are equivalent

In the BA stream of the course, regression models are used to understand dependence relations and thereby improve the accuracy of predictive modeling. Sensitivity analyses are used to determine which factors drive our decisions, and, thus, determine which factors need to be carefully managed. In the OIM stream of the paired course, strategic tradeoffs are discussed to understand the operations and information models for a variety of settings (e.g., startups, nascent or established organizations) and thereby improve any model by utilizing resources (e.g., physical assets, people, data, digital technologies, markets) and processes for the flow of goods, people and information.
Credits 2.00

QTM9510: Optimization Methods and Applications

QTM9510 Optimization Methods and Applications

3 Credits

This is a hands-on course in quantitative business modeling designed to give you a practical approach to the main techniques necessary to make better business decisions and provide business insights. Models discussed span different business disciplines including finance, operations, transportation and supply chain, marketing, and human resources. Throughout the course, our focus is going to be on the mathematical and spreadsheet modeling in optimization, and on best practices for developing and solving optimization models. Students will work on an entrepreneurial, experiential case study at the end of the course.
Credits 3.00

QTM9515: Introduction to Data Science

QTM9515 Introduction to Data Science
(Formerly Introduction to Data Science and Business Analytics)
1.5 Intensive Elective Credits

This course is an introduction to data science — the science of iterative exploration of data that can be used to gain insights and optimize business processes. The course is set up as a journey through the data analytics lifecycle of a project based on an actual company and introduces predictive analytics techniques in the context of real-world applications from diverse business areas. A map of applications and an overview is provided for advanced methods for data visualization, logistic regression, decision tree learning methods, clustering, and association rules. The course utilizes the advanced visualization software Tableau, the free open-source statistical modeling language R, and various other tools like cloud computing to gain insights from data. The case studies include data sets from a variety of industries and companies, including financial planning startups, online retailers, telecommunications companies, and healthcare organizations.

Prerequisites: QTM7200 or QTM7800
Credits 1.50

RES7580: Independent Research

XXX7580 Independent Research

*****Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Student Affairs*****

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 Graduate Programs and Student Affairs. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment 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 Graduate School. The research project normally carries 1.5 or 3 credits.
For more information and a proposal outline please visit: http://life.babson.edu/organization/GPSA
Credits 3.00

SCN7500: Market Driven Sustainability Solutions

SCN 7500: Using the Science of System Thinking to Identify Market Driven Sustainability Solutions

3 Credits

The sustainability problems facing our society are extreme and wide-reaching - however, the pervasive nature of these problems result in amble business opportunities for the open-minded, knowledgeable, and creative leader. Sustainability-related issues are no longer an altruistic "tack on" to business strategy and development - but rather an integral component of current economic and business success.

This course will tackle the biggest sustainability challenges facing our global society through use of system thinking framework. Systems thinking provides a holistic way of examining the interconnected aspects of an issue, allowing the skills learned in this course to be highly transferable to a host of other challenges beyond sustainability related issues.

The course cover fundamentals of system thinking and then apply those tools to various sustainability problems. Much of the content will apply to climate change because this crisis is leading directly to new business opportunities, such as alternative energy markets, mineral supply shortages and the development of a battery recycling industry, altered global shipping routes due to opening of Arctic sea ice, burgeoning carbon credit markets to offset emissions, shifting consumer preferences, etc. Also, the far-reaching nature of climate change allows us to also touch on other related sustainability topics as they relate to business and the economy, such as water resource conservation and the circular economy, regenerative agriculture, global inequality, and the role of global geopolitics in solving sustainability problems.

Our focus will be solutions oriented. To do this we will learn to use a to draw causal loop diagrams, identify leverage points, and visualize the role of feedback loops and various policy initiatives in solving sustainability problems. Guest speakers from the private sector will provide additional context for application of these tools in the workplace. Supplemental readings will highlight how to translate knowledge into effective leadership in the workplace. We will practice making fact-based arguments through in-class debates about controversial topics related to sustainability solutions (e.g., carbon tax, plastic bans, which countries are responsible for paying for climate damages). Team learning is an essential component of the course; multiple group projects will enable students to work together to apply the tools taught in this course to identify climate solutions.

Prerequisites: None

Credits 3.00

STR6100: Strategy

MOB6100 Strategy

MSEL Course

3 Credits

The goal of this course is to develop knowledge and skills needed to understand and evaluate a firm's strategy as an analyst, recommend future strategic actions as a consultant, and manage the strategic direction of a firm as a manager. By the end of the course, students will: become familiar with the analytical tools used to perform dynamic industry analyses; discover how competitors' different competitive positionings respond to, and build on, industry structures; understand the nature of competitive dynamics in an industry; discover the link between competitive positioning, internal capabilities, and business model development; understand the specificities of competing in a variety of industries and countries simultaneously; and develop the ability to search for, identify, and research diverse strategic issues, challenges and opportunities, and to design and develop innovative solutions. An important part of the course is devoted to a real-life consulting project, in which students work as a team to develop a strategic recommendation for a partner firm.
Credits 3.00

STR7500: Strategy Execution

STR7500 Strategy Execution
 3 Credits

This course in Strategy Execution is designed to introduce students to the complexity, and challenges associated with implementing a developed strategy into both emerging and existing markets. There are three major objectives in the course.

1. The first is to help students articulate a philosophy designed to guide in successfully executing strategic initiatives. Here, you will explore the concepts of intended versus emergent strategy, the operating environment versus the executing environment and the various levers of power available to managers to utilize in the successful execution of business-level strategy.

2. The second objective is to explore both successful and unsuccessful firm-level strategy executions. Using the case method, we will explore the various levers of power available to managers analyzing and critiquing the outcomes of various firms' efforts to execute a business level strategic initiative.

3. The third objective is in two parts. The first part is to give students hands-on experience via an online simulation in strategy execution. Strategy execution is best learned by doing. The intent is to expose students to the complexities of strategy implementation where information is incomplete and unanticipated challenges to implementing a strategy emerge from unexpected sources. Students learn to prioritize, work within tight time schedules, learn to cope with limited resources, and respond to unexpected demands. The second part is to fully demonstrate your understanding of the complex relationships that characterize strategy execution during the final exam.

For more information: http://www.kaltura.com/tiny/ownhj

Prerequisites: MOB7202 or MOB7801 or STR7800
Credits 3.00

STR7501: Moonshot Innov:strat Behind Leaps in Prog

STR7501: Moonshot Innovation: The Strategies Behind Giant Leaps in Progress

3 credits

This course will give Babson graduate students 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: 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 considered essential 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 those 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.
Credits 3.00

STR7502: Strategy&economic Disruption in Iceland

STR 7502: Strategy and Economic Disruption in Iceland

3 credits

Iceland's economic and business systems have faced multiple disruptive events. In 2008, the nation allowed its entire banking system to fail amid the Great Recession. As elsewhere, the COVID-19 Pandemic forced many businesses to innovate and adapt rapidly, and the following resurgence and further growth of tourism and recreation are rapidly displacing traditional fishing and agricultural economies. The nation's unique geography also presents unique challenges against natural disasters while providing the opportunity of abundant green energy. Throughout these disruptions, business owners and entrepreneurs have remained ahead of the curve and continuously innovated and adapted to changing situations while leading the world in renewable energy and gender equity. This course involves an interdisciplinary approach toward understanding strategy, economics, and entrepreneurship amid disruption and what successful business leaders have done to continually adapt and find new opportunities in a rapidly and drastically changing environment. Students will attend orientation and debriefing sessions before and after a 10-day study tour to Reykjavik, where they will meet and learn from business leaders and entrepreneurs.

Credits 3.00

STR7504: Mysteries, Puzzles and Imagination

STR7504 Mysteries, Puzzles, and Imagination
3 Elective 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 routinely rank critical thinking and problem solving as prized skills that are difficult to find in business school graduates. A rising number of companies now look for these skills using case interviews.

We will solve problems that are puzzles and mysteries, and we will slay problems that are wicked. Wicked problems are messy, multifaceted, lack sufficient information, and are difficult to solve. It is easy to get them wrong, especially under time pressure. 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.

The course has a workshop format to emphasize in-class exercises and practice. We will minimize the use of 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: None
Credits 3.00

STR7508: International Consulting Experience

MFE 7508: International Consulting Experience

3 Credits

Learn and apply the skills, knowledge and attitudes necessary to become a successful consultant in a global context. In mixed small teams of undergraduate and graduate students, experience what it is like to work directly with an international startup company, at the decision maker level. Make an impact providing strategic advice, working on global environmental, social, and economic challenges. Receive guidance from the faculty advisor while learning about the local culture, economy, and historical & current business trends that impact your client's business. Conduct and analyze primary and secondary research and present your findings and recommendations to the client. Each project is unique and influenced by the current business climate.

Application Required through Glavin Office
Credits 3.00

STR7509: Decisions

STR7509 Decisions, Decisions, Decisions - How Managers Make Good and Bad Choices
3 Credits

MBA students are exposed to a wide variety of concepts and tools which should enable them to make intelligent decisions. However, the decision-making performance of corporate managers, most of them trained in these concepts and tools, is very uneven.

This course will seek to enable a student to understand some key factors that can influence the quality of decision making. Using case examples from both business and government, the course will build on a basic understanding of analysis and decision making to expose participants to the circumstances that can limit the effectiveness of the techniques they have learned and help them understand the challenges they will face as members of leadership teams making complex choices throughout their careers. Students will also learn about the factors involved in providing information for decision-making, and the roles that information technology plays in decision situations.

At the conclusion of the course, students will have an appreciation for the factors they will encounter in leadership roles and the methods they can employ to ensure that they contribute to the making of good decisions. Their exposure to the broad topics presented should also acquaint them with areas which may draw their interest for more intensive study in specific academic disciplines.

Prerequisites: None
Credits 3.00

STR7513: Management Consulting

STR7513 Management Consulting
3 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.

For more information click this link: www.kaltura.com/ tiny/tjdwy

Co-requisites: MOB7202 or MOB7801
Credits 3.00

STR7531: Strategy & the Ceo

STR7531 Strategy & the CEO
3 Elective Credits

Today's CEOs are viewed either as visionaries and corporate wizards, or liabilities and dead weight leading their organizations to stagnation or ruin. Society and investors increasingly look to the CEO as responsible for a company's strategy and its overall performance. How should CEOs approach their jobs? What are the things only the CEO can do? What are the characteristics of a good CEO?

By examining the role of the CEO, this course aims to deepen our understanding of strategy and leadership. We will bring the CEO perspective into the classroom – through regular guest CEOs, videos and case discussions – and outside of class through live interaction with the leader of your own organization or another of your choosing. Hear directly from CEOs how they think about strategy, what is different about their current role from previous functional leadership positions, and what they have struggled with or been surprised by in the job. Think through the intersection of strategy and leadership through case-based discussions and a simulation in which you play the role of CEO.

At the end of the course, students will have a deeper, more hands-on view of strategy and organizational leadership. Students will learn how taking a "CEO perspective" can improve decision-making, problem solving and one's leadership profile at any level of an organization.

For more information: http://www.kaltura.com/tiny/ x4wey

Prerequisites: None (strongly recommended to take Strategy (MOB7801 or STR 7800) first)
Credits 3.00

STR7552: Leading Business Turnarounds

STR7552 Leading Business Turnarounds

(Formerly MOB7552)

3 Credits

Students who took this as MOB7552 cannot register for this course.

How (and why) does one catch a falling knife? The Leading Business Turnarounds course will address the strategic, financial, operational and organizational issues confronting senior executives managing a turnaround situation. It is intended to: impart the practical knowledge needed to assess the business and financial severity of a turnaround candidate; develop an action plan to address the immediate crisis conditions facing the organization; define how to evaluate and build the necessary management team to implement the mid-term stabilization plan; define the exit strategy options (sale, bankruptcy, shutdown, or revitalization) to be pursued; and create a communication plan for the critical stakeholders affected by corporate distress. Turnaround leadership styles and actions will be investigated. Students will develop familiarity with the management and organizational assessment tools used in turnaround situations. They also will understand the financial and managerial actions necessary for developing and implementing sound turnaround strategies. Importantly, organizational implications of these plans will be probed and discussed, with focus given on how people are affected by management's actions. Finally, students will learn situational turnaround leadership techniques for use in different turnaround situations.

For more information: http://www.kaltura.com/tiny/ntrbi

Prerequisites: FIN7200 or FIN7800 and MOB7202 or MOB7801 or STR 7800
Credits 3.00

STR7559: Global Strategic Management

STR7559 Global Strategic Management
3 Credits

This course is the only required course for those who seek a Global Management Concentration (Requirement A). The course aims at understanding the development and implementation of broad global strategies by businesses. The course expands students' strategic thinking and combines it with a global perspective. The strategic elements include business systems analysis, competitive strategies, key success factors, and strategic imperatives. We will look at a number of issues relevant to international business such as global opportunity analysis, market(s) selection, assessing international competitors, selecting generic or complex global strategies, geographic priority setting, resource allocation across geographies and products, global functional strategies, and organizational implications. Students learn to develop global strategies, paying attention to their implementation through organizational innovations such as fostering a global mindset within the organization and using global strategic alliances. Teaching is discussion driven and involves case analysis.

For more information: http://www.kaltura.com/tiny/vyvyo

Prerequisites: MOB 7202 or MOB 7801 or STR 7800
Credits 3.00

STR7580: Independent Research

STR7580 Independent Research

1.5-3 Credits

Independent research is available for all academic divisions. Registration is manual for students through Graduate Programs and Office of Graduate Academic Services.

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 Graduate Academic Services. Please note that a student is responsible for recruiting a faculty advisor through the student's own initiative and obtain the advisor's prior consent/commitment before applying for an independent research project. The research project normally carries 1.5 or 3 credits.

For more information and a proposal outline please visit: http://www.babson.edu/Academics/graduate/mba/Pages/independent-research.aspx
Credits 3.00

STR7800: Strategy

STR7800 Strategy

2 Credits (Core MBA)

If you have taken and passed MOB7202/MOB7801, you cannot register for STR7800 as these courses are equivalent

This integrative course focuses on strategic and competitive analysis to enable entrepreneurial action. How can we identify the main strategic issues facing our company? How should we position our business strategically to compete effectively? What sources of competitive advantage can we create, exploit and sustain? What capabilities do we need to launch the business, grow the business, and adapt successfully to changes in the environment? Students will need to demonstrate that they can write coherently about strategic developments and options.
Credits 2.00

TAX7580: Independent Research

TAX7580 Independent Research
1.5 Credits
Credits 1.50