



BENTLEY
UNIVERSITY

GRADUATE CATALOGUE

2021–2022



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GRADUATE CATALOGUE

MESSAGE FROM THE DEAN

I extend to you heartiest congratulations on selecting Bentley University's McCallum Graduate School of Business. For more than a century, Bentley has been a national leader in business education. We will provide you with a state-of-the-art business education delivered by world-class faculty with relevant expertise and cutting-edge business skills. The transformative learning experience you receive will equip you with market-driven abilities and specialized expertise that are crucial for a most fulfilling professional career.

Since 1973, Bentley's graduate programs have offered students access to the school's distinctive approach to higher learning. Our objective is more than simply assisting you in procuring a rewarding position in business. We support your development as a professional and as a leader committed to adding value to organizations. We encourage you to collaborate with your professors and to utilize our industry-focused centers and Office of Career Development, which can enhance your connection to our global alumni network.

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

Commencing a graduate program of study can be challenging, particularly as you attempt to balance the demands of education which those of family, friends, and work. Bentley's dedicated staff of advisors are available to assist you in developing a schedule that is convenient, flexible, and tailored to you. As you launch your advanced program of study and set out on the road of lifelong learning, I wish you much satisfaction and great success as a graduate student at Bentley's McCallum Graduate School of Business.

Sincerely,

William J. Read
Dean of Business

Bentley University Mission Statement

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

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

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Accreditations

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

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

Bentley University is accredited by the European Quality Improvement System (EQUIS), which benchmarks quality in management and business

education. EQUIS seeks to advance the mission of the European Foundation for Management Development by raising the global standard of management education. Accredited institutions must meet high measures of quality in all dimensions of their programs and activities and demonstrate a high degree of internationalism. Bentley is one of three business schools in the United States and 183 worldwide to earn EQUIS accreditation.

Programs

- PHD Programs (p. 6)
- MBA and MS Programs (p. 6)
- Non-Degree Graduate Certificates (p. 11)
- Blended Term Option (<https://nextcatalog.bentley.edu/graduate/programs/falcon-fast-track/>)

PhD Programs

Bentley offers two programs that feature a fresh approach to doctoral study. Our PhD programs combine real-world research with the academic excellence and intellectual depth that can only be found at the intersection of business and the arts and sciences.

Applied, real-world research that enhances teaching is at the center of our educational model – and a priority at Bentley. The Bentley PhD programs in Accountancy and Business prepare students for successful careers in academia by ensuring students critically engage with existing literature and conduct rigorous, publishable research.

The Bentley Accountancy PhD

Curriculum

Course	Title	Credits
Required Courses		42
PHD 1640	Quant Workshop	0
PACC 1604	SBC: Accountancy Workshop (Part I)	0
PACC 1604	SBC: Accountancy Workshop (Part II)	0
PACC 1604	SBC: Accountancy Workshop (Part III)	0
PACC 1604	SBC: Accountancy Workshop (Part IV)	3
PHD 1750	Independent Research Project	3
PHD 1650	Teaching Practicum	0
PHD 1502	Quantitative Analysis I	3
PHD 1504	Quantitative Analysis II	3
PHD 1506	Quantitative Research Meth I	3
PHD 1503	Qualitative Methods	3
PACC 1602	SBC: Auditing & Assurance	3
PACC 1605	SBC: Jdgmt & Decision Making	3
PACC 1603	SBC: Managerial Control Sysys	3
PACC 1601	SBC: Financial Accountancy	3
PHD 1850	Dissertation	0
Two PhD-level Elective Courses not Listed Above		6
Two Elective Method Courses not Listed Above		6

The Bentley Business PhD

Curriculum

Course	Title	Credits
Required Courses		42
PHD 1640	Quant Workshop	0
PBU 1604	SBC: Business Workshop (Part I)	0
PBU 1604	SBC: Business Workshop (Part II)	0
PBU 1604	SBC: Business Workshop (Part III)	0
PBU 1604	SBC: Business Workshop (Part IV)	3
PHD 1750	Independent Research Project	3
PHD 1650	Teaching Practicum	0
PHD 1502	Quantitative Analysis I	3
PHD 1503	Qualitative Methods	3
PHD 1504	Quantitative Analysis II	3
PHD 1506	Quantitative Research Meth I	3
PHD 1850	Dissertation	0
Six PhD-level Elective Courses not Listed Above		18
Two Elective Method Courses not Listed Above		6

¹ The Business Workshop is no credit until the second term.

MBA and MS Programs

The McCallum Graduate School of Business offer full-time and part-time MBA programs with concentrations in Accountancy, Business Analytics, Finance, Law and Taxation, Information Systems and Technology, Leadership and Marketing.

In addition, Master of Science degrees may be pursued in Accountancy, Accounting Analytics, Business Analytics, Finance (plus an optional Financial Analytics track), Human Factors in Information Design, and Taxation.

MBA Curriculum: Full-time/Part-time/Accelerated Online

Curriculum

Course	Title	Credits
Foundation Requirements (up to 15 credits)		
Students with the appropriate background may be waived from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 523	Marketing Management	3
GR 524	Accounting for Decision-Making	3
GR 525	Financial Statement Analysis for Decision-Making	3

Note: Students may be waived from three Foundation Courses without being required to add electives. If four Foundation Courses are waived, one added elective is required. If five Foundation Courses are waived, two added electives are required.

Program Requirements (30-36 credits)

MBA Core Courses (18 credits)

GR 601	Strategic Information Technology Alignment	3
GR 602	Business Process Management	3
GR 603	Leading Responsibly	3
GR 604	Global Strategy	3
GR 606	Designing for the Value Chain	3
GR 645	Law, Ethics and Social Responsibility	3

Electives (12-18 credits)¹

Four electives are required and may be completed in either of the following options:

Option 1: Declare one of the concentrations below and select four courses from the concentration's list of offerings.

Accountancy
Business Analytics
Finance
Information Systems and Technology
Law and Taxation
Leadership
Marketing

Option 2: Take four courses for a general MBA.

¹ If more than three Foundation Courses are waived, students must add electives. See Note under Foundation Requirements. MBA students enrolled in the accelerated online format may only concentrate in leadership.

Note: Refer to the MBA Concentration (<https://www.bentley.edu/offices/academic-services/graduate-students/academic-programs/#Concentrations>) document for the specific courses in each MBA concentration. MBA students are not allowed to have more than four elective courses from the same academic discipline (e.g., AC, FI, TX) count toward their degree. All course work must be completed within five years.

Master of Science in Accountancy Curriculum

Course	Title	Credits
Pre-Program Foundation Courses (9 credits)		
Students with the appropriate background may be waived from from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 525	Financial Statement Analysis for Decision-Making	3
Program Requirements (30 credits)		
Accountancy Foundation or Unrestricted Electives (9 credits)		
Students with the appropriate background will be allowed to substitute unrestricted electives for the following three courses:		
AC 611	Financial Accounting Problems I	3
AC 612	Financial Accounting Problems II	3
AC 621	Managerial Accounting	3
Accountancy Core (12 credits)		
AC 730	Business Processes and Controls Assessment	3

AC 741	Financial Statement Audit	3
AC 750	Federal Income Taxation	3
AC 793	Professional Accounting Research and Policy	3

Electives (9 credits)

Select a minimum of two courses in Accountancy at the 700 level or higher from the following list:

AC 701	Internship in Accounting Practice
AC 713	Advanced Topics in Financial Accounting
AC 714	Business Reporting and Analysis
AC 731	Financial Information Systems
AC 742	Information Technology Audit
AC 744	Internal Audit
AC 753	Tax Factors in Business Decisions
AC 754	Accounting for Income Taxes
AC 771	Government and Not for Profit Accounting, Reporting and Auditing
AC 772	Principles of Fraud Investigation
AC 773	Fraud and Forensic Accounting
AC 781	International Dimensions of Accounting

The remaining elective may be in the Accountancy (AC) at the 700 level or higher or non-Accountancy courses at the 600 level or higher.

Note: Electives may be chosen according to the student's interest or to fulfill requirements for a graduate certificate in a related area — for example, fraud and forensic accounting, taxation, financial planning, business ethics or business analytics. All course work must be completed within 5 years.

Master of Science in Accounting Analytics

The Master of Science in Accounting Analytics degree combines courses from Accountancy, Computer Information Systems, Finance, Information and Process Management, and Mathematical Sciences to prepare students for data-rich, technology-intensive careers in public accounting or corporate settings. The STEM-designated degree, the first of its kind in New England, consists of ten courses and can be completed in one year by students with appropriate accounting preparation.

The MSAA program provides graduates with a unique skill set designed to fulfill the growing demand by professional accounting and corporate employers for new staff members with deep and integrated accounting, technology and analytics knowledge. Students will find the program a valuable alternative to meeting the 150-hour requirement for CPA certification (<https://www.aicpa.org/becomeacpa/gettingstarted.html>). The program also provides opportunities for those not seeking CPA certification and experienced staff who are seeking to enhance their skills and knowledge. The degree also prepares graduates to sit for other globally recognized credentials such as the Certified Information System Auditor (<http://www.isaca.org/Certification/CISA-Certified-Information-Systems-Auditor/Pages/default.aspx>) (CISA) designation.

Course	Title	Credits
Pre-Program Foundation Courses (18 credits)		
Students with the appropriate background may be waived from the following courses:		

GR 521	Managerial Statistics	3	CS 605	Data Management and SQL for Analytics	3
AC 611	Financial Accounting Problems I	3	IPM 652	Managing with Analytics	3
AC 612	Financial Accounting Problems II	3	MA 610	Optimization and Simulation for Business Decisions	3
AC 730	Business Processes and Controls Assessment	3	MA 611	Time Series Analysis	3
AC 741	Financial Statement Audit	3	MA 710	Data Mining	3
IDCC 620	Managerial Communication	3	ST 625	Quantitative Analysis for Business	3
or			ST 635	Intermediate Statistical Modeling for Business	3
IDCC 711	Argumentation Strategies for Business	3			
REQUIRED COURSES (24 credits)			Electives 9		
Analytics Core			Select any three courses from the following electives or, with permission from the MSBA program director, any 600-level or higher elective.		
CS 605	Data Management and SQL for Analytics	3	CS 602	Data-Driven Development With Python	
IPM 652	Managing with Analytics	3	CS 603	Object-Oriented Application Development	
ST 625	Quantitative Analysis for Business	3	CS 612	Web-Based Application Development	
Accounting Analytics Core			CS 650	Data Management Architectures	
AC 777	Accounting Analytics in Practice		CS 733	Artificial Intelligence Techniques and Applications	
AC 742	Information Technology Audit	3	MG 630	Emotionally Intelligent Leadership	
FI 631	Financial Modeling	3	EC 611	The Macroeconomics of Financial Markets	
MA 705	Data Science	3	EC 631	Market Structure and Firm Strategy	
ST 635	Intermediate Statistical Modeling for Business	3	FI 623	Investments	
ELECTIVE COURSES (6 credits)			FI 635	Fixed Income Valuation and Strategies	
AC 701	Internship in Accounting Practice	3	FI 640	Equity Valuation	
AC 731	Financial Information Systems	3	FI 645	Derivatives	
AC 772	Principles of Fraud Investigation	3	GR 602	Business Process Management	
AC 773	Fraud and Forensic Accounting	3	GR 603	Leading Responsibly (with Program Director Permission)	
AC 793	Professional Accounting Research and Policy	3	HF 730	Visualizing Information	
CS 602	Data-Driven Development With Python	3	IPM 723	Information Security, Controls and Ethics	
CS 603	Object-Oriented Application Development	3	IPM 755	Special Topics in Information and Process Management	
CS 650	Data Management Architectures	3	MA 705	Data Science	
CS 733	Artificial Intelligence Techniques and Applications	3	MA 706	Design of Experiments for Business	
CS 753	Business Intelligence Methods and Technologies	3	MA 707	Introduction to Machine Learning	
IPM 723	Information Security, Controls and Ethics	3	MG 632	Leading Effective Work Teams	
IPM 740	Enterprise Systems Planning and Configuration	3	MG 635	Negotiating	
MA 707	Introduction to Machine Learning	3	MG 645	Leading Change	
			MK 711	Marketing Research and Analysis	
			MK 725	E-Marketing	
			MK 726	Customer Data Analysis and Relationship Marketing	
			MK 758	Enhancing Creativity	
			ST 701	Internship in Business Data Analysis	
			MA 799	Experimental Course in MA	
			CS 753	Business Intelligence Methods and Technologies	

Please note: All course work must be completed within five years.

Master of Science in Business Analytics Curriculum

Course	Title	Credits
Pre-Program Foundation Courses		
Students with the appropriate background may be waived from the following course:		
GR 521	Managerial Statistics	3
Program Requirements		30
Required Analytics Courses		21

Please Note: All course work must be completed within five years.

Master of Science in Finance

The Master of Finance degree integrates advanced analytics with the theories and applications of finance. Much like today's workplace, the

curriculum is infused with technology that gives graduates a competitive edge in the job market. The Bentley MSF has two paths. The first is a 10-course Finance path that can be completed in 9 to 15 months. The second is a STEM-designated 10-course Financial Analytics path that has more of a mathematical and capital markets focus that can be completed in 12 to 15 months. Select from the tabs for a detailed description of both paths.

All coursework must be completed within five years.

Master of Science in Finance Curriculum

Course	Title	Credits
Foundation Requirements (up to 9 credits)		
Students with the appropriate background may be waived from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
Program Requirements (30 credits)		
Core Courses (15 credits)		
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts	3
FI 631	Financial Modeling ¹	3
FI 751	International Financial Management ²	3
ST 625	Quantitative Analysis for Business	3
Electives (15 credits)		
Select a minimum of four courses in Finance (FI) from the following list. The remaining fifth elective may be in Finance or any non-Finance elective at the 600 level or above.		15
FI 627	Corporate Finance: Applications and Advanced Topics	
FI 635	Fixed Income Valuation and Strategies	
FI 640	Equity Valuation	
FI 645	Derivatives	
FI 650	Quantitative Investment Management	
FI 685	Financial Strategy	
FI 730	Management of Financial Institutions	
FI 735	Mergers and Acquisitions	
FI 774	Computational Finance ³	
FI 787	Large Investments and International Project Finance	
FI 701	Internship in Finance ⁴	

1. Prerequisite, FI 625 or AC 612

2. Pre or co-requisite, FI 625

3. Prerequisites: GR 526, FI 623, FI 645 recommend as additional prerequisite

4. Completion of two graduate finance courses is required

Master of Science in Finance: Financial Analytics

Course	Title	Credits
Foundation Requirements (up to 12 credits)		
Students with the appropriate background may be waived from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
GR 526	Calculus	3
Required Courses (24 credits)		
CS 605	Data Management and SQL for Analytics	3
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts	3
FI 631	Financial Modeling	3
FI 645	Derivatives	3
FI 774	Computational Finance	3
IPM 652	Managing with Analytics	3
ST 625	Quantitative Analysis for Business	3
Finance Elective (3 credits)		
Select one FI course at the 600-level or higher.		
Analytics Elective (3 credits)		
Select one CS, MA, or ST course at the 600-level or higher		

Master of Science in Human Factors in Information Design Curriculum

Course	Title	Credits
Requirements 9 credits		
HF 700	Foundations in Human Factors	3
HF 710	Managing a User-Centered Design Team ¹	3
or HF 725	User Experience Leadership and Management	
HF 750	Testing and Assessment Programs	3
HF elective courses 15 credits		
HF 720	Localization and the Global Market	
HF 730	Visualizing Information	
HF 740	Information Architecture: User-Centered Design for the World Wide Web	
HF 751	Measuring the User Experience	
HF 755	Special Topics in Human-Computer Interaction (HCI)	
HF 760	Intelligent User Interfaces	
HF 761	Mobile Design	
HF 765	Emerging Interfaces	
HF 766	Multimodal Experience Design	
HF 770	Prototyping and Interaction Design	
HF 780	Field Methods	
HF 785	Ethnography for Experience Design	
HF 790	Internship in Human Factors in Information Design	

HF 795	Research Methods for Human Factors
HF 800	User Experience Thesis
non-HF elective courses 6 credits	
CS 602	Data-Driven Development With Python
CS 603	Object-Oriented Application Development
CS 607	Cybersecurity
CS 703	Looking into the Future: Automation and Digital Technologies
GBE 790	Global Business Experience
GR 602	Business Process Management
GR 603	Leading Responsibly
IDCC 711	Argumentation Strategies for Business
IPM 652	Managing with Analytics
MG 632	Leading Effective Work Teams
MG 635	Negotiating
MG 645	Leading Change
MG 646	Leading Technology-Based Organizations
MG 651	Project Management
MG 652	Strategic Innovation
ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

¹ Student permitted to take both HF 710 Managing a User-Centered Design Team and HF 725 User Experience Leadership and Management and count one as an elective.

Please note: All course work must be completed within five years.

Please note: Successful completion of Bentley's UX continuing education certificate program with a grade of B or higher prior to the start of the Master of Science in Human Factors in Information Design program will be honored as 6 elective credits to the Master of Science in Human Factors in Information Design program.

Master of Science in Human Factors in Information Design: California and Online

Curriculum

Course	Title	Credits
Program Requirements (30 credits)		
Required Courses (12 credits)		
HF 700	Foundations in Human Factors	3
HF 710	Managing a User-Centered Design Team ¹	3
HF 715	Innovation Boot Camp	3
HF 725	User Experience Leadership and Management ¹	3
HF 750	Testing and Assessment Programs	3
Human Factors Electives (12 credits)		
Select four of the following:		12
HF 720	Localization and the Global Market	
HF 730	Visualizing Information	

HF 740	Information Architecture: User-Centered Design for the World Wide Web
HF 751	Measuring the User Experience
HF 755	Special Topics in Human-Computer Interaction (HCI)
HF 760	Intelligent User Interfaces
HF 761	Mobile Design
HF 765	Emerging Interfaces
HF 770	Prototyping and Interaction Design
HF 780	Field Methods
HF 785	Ethnography for Experience Design
HF 790	Internship in Human Factors in Information Design
HF 795	Research Methods for Human Factors
HF 800	User Experience Thesis

Non-Human Factors Electives (6 credits)

After consultation with the MSHFID program director, select two graduate courses at the 600 level or higher. 6

¹ Student permitted to take both HF 710 Managing a User-Centered Design Team and HF 725 User Experience Leadership and Management and count one as an elective.

Please note: All course work must be completed within five years.

Please note: Successful completion of Bentley's UX continuing education certificate program with a grade of B or higher prior to the start of the Master of Science in Human Factors in Information Design program will be honored as 6 elective credits to the Master of Science in Human Factors in Information Design program.

Master of Science in Taxation Curriculum

Course	Title	Credits
Program Requirements (30 credits)		
Taxation Core (15 credits)		
TX 600	Professional Tax Practice ¹	3
TX 601	Federal Taxation of Income	3
TX 602	Transactions	3
TX 603	Corporations and Shareholders	3
TX 604	Multi-Jurisdictional Taxation	3
Electives (15 credits)		
Select five of the following or any other graduate courses at the 600 level or higher.		15
TX 704	Federal Taxation of Income from Trusts and Estates	
TX 707	Pass-Through Entities and Closely Held Businesses	
TX 711	Mergers and Acquisitions	
TX 731	Investment Companies and Other Financial Products	
TX 732	Intellectual Properties	
TX 733	Tax Aspects of Buying and Selling a Business	
TX 741	Tax Accounting Problems	

TX 761	State and Local Tax Practice
TX 771	International Tax Practice
TX 781	Internship in Tax Practice

¹ Professional Tax Practice is recommended to be taken as one of the first courses in the MST program.

Please note: All course work must be completed within five years.

Non-Degree Graduate Certificates

Non-Degree Graduate Certificates

Bentley offers a variety of non-degree Graduate Certificates (<https://www.bentley.edu/academics/graduate-programs/certificates/>). Upon completion of a non-degree certificate students may apply to a Bentley Master's program. The certificate courses are stackable towards several graduate degrees (MBA and/or MS degrees, as indicated in the certificate description), as long as a minimum 3.0 GPA is achieved in the certificate.

Academic Programs and Resources

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- Disability Services (p. 11)
- Center for International Students and Scholars (p. 12)
- English Language Learning Resources (p. 12)
- Graduate Student Academic Advising and Engagement (p. 13)
- Graduate Career Development (p. 13)
- Graduate Student Housing (p. 14)
- Graduate Student Organizations (p. 14)
- Health, Counseling and Wellness (p. 14)
- Registrar's Office (p. 15)

Bentley Library

The library is a state-of-the-art building in the heart of the campus. It is an inviting place for research, quiet study, and collaboration. With 123 computer workstations, 24 technology-rich collaborative study rooms with online reservation capability, seating for 773, and a research instruction classroom, the Bentley Library is the hub of academic life on campus. The three-story building is also home to the Writing Center, ESOL Center, IT Client Services Help Desk, the RSM Art Gallery, and the Deloitte Café. The Bentley Library is a full member of the Boston Library Consortium (BLC), a network of 20 academic and special libraries located in Massachusetts, Connecticut, New Hampshire, and Rhode Island. Students, faculty, and researchers of BLC member libraries are provided with enhanced interlibrary loan and document delivery services, as well as access to onsite resources and reference services at these libraries. The library also provides a Museum Pass program, offering passes for free or discounted admission to several Boston-area museums and attractions.

Staff

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

Collections

The Baker Library collection includes 185,000 volumes, a print periodical collection of 480 current subscriptions, a collection of 6,500 DVDs, 500 audiobooks, and a popular reading collection of more than 600 titles. The library also houses several special collections, including faculty publications, career resources, and the Bentley University archives. The library's online resources for research and scholarship include 479,000 e-books, 115,000 streaming films, and more than 150 online research databases linked to 55,000 full-text journals, articles and reports – all of which offer the university community 24/7 access to a wealth of information. Scholars @ Bentley (<https://scholars.bentley.edu/>) is a digital archive that collects and preserves the intellectual output of Bentley faculty and students. This service of the Bentley Library provides open, worldwide access to these research materials and promotes Bentley scholarship, teaching, and learning.

Electronic Databases

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

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

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

Disability Services

Bentley University is committed to offering an accessible, equitable and inclusive learning environment for all students with disabilities. Housed in Academic Services, Disability Services provides accommodations and services that promote individual growth and self-advocacy. Through collaboration and innovative programming, the staff strives to inform and educate all members of the Bentley community and promote diversity that respects and appreciates disability. We work closely with undergraduate and graduate students with various types of:

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

The major components of these services include:

- Academic accommodations
- Assistance with accessibility issues

- Community education
- Individual coaching and support

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

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

Students may contact the Director of Disability Services, Stephanie S. Brodeur, CRC, LRC at 781.891.2004 or via email at sbrodeur@bentley.edu.

Center for International Students and Scholars

The mission of the Center for International Students and Scholars (<https://www.bentley.edu/ciss/>) (CISS) is to support international students and scholars in their campus integration and educational pursuits. The CISS team consists of government-approved Designated School Officials (DSOs) who possess in-depth knowledge of F and J immigration regulations. Through advising, they keep the institution, scholars and students, including recent graduates on Optional Practical Training, in compliance with immigration laws.

In addition to compliance responsibilities, the CISS is committed to the development of international students and scholars. We provide personal advising and orientation training on academic and everyday life in the United States through a variety of programs, including: WorldView ambassadors (<https://www.bentley.edu/university-life/diversity-equity-inclusion/worldview/>), Connections Beyond Borders (<https://www.bentley.edu/university-life/diversity-equity-inclusion/international-community/>), curricular practical training (CPT (<https://www.bentley.edu/offices/center-international-student-scholars/curricular-practical-training/>)) and optional practical training (OPT (<https://www.bentley.edu/campus-life/culture-diversity/international-students-and-scholars/optional-practical-training-opt/>)) workshops and Open Dialogues for new students, among others.

Other campus-wide events offered by the center include the fall CultureFest, in collaboration with the Multicultural Center, and spring Festival of Colors with the International Student Association (ISA). The CISS advises many student organizations including the ISA. The center is committed to providing a caring and supportive atmosphere for the university's 1000+ international students and scholars from more than 75 countries.

Location: Student Center 310

International Student Distance Learning Hybrid and Online Course Policy

International students attending Bentley University on the F-1 Visa have special regulations for online and hybrid classes. The Department of Homeland Security requires F-1 students to maintain a full course of study, and the course of study must lead to the attainment of a specific degree. A full course of study is defined as a minimum of: 12 credit hours for undergraduate and 9 credit hours for graduate students. F-1 students can count only one online/distance learning class or three credits of online/distance learning course per semester toward the full course of study requirement [8 C.F.R. 214.2(f)(6)(i)(G)].

For hybrid courses, international students are required to maintain physical presence in these classes by attending at least 50% of the class sessions in person. Please note that any hybrid course in which physical attendance in class totals less than 50% will count as the one allowed online/distance learning course.

*Hybrid classes where students have the option to either participate online or in class will be considered online/distance classes if students chose not to be physically present.

Failure to comply with the regulation [8 C.F.R. 214.2(f)(6)(i)(G)] will be a violation of a student's F-1 status.

English Language Learning Resources

Bentley University graduate students who are English Speakers of Other Languages (ESOL) can receive English-language support for their academic coursework through two learning resources: the ESOL and Mary Wright, Senior Lecturer in English and Media Studies and Coordinator of Graduate Tutorials.

One-on-One Tutorial Help Includes:

- **Writing:** Students can bring course papers at any stage of the writing process for feedback on clarity, organization, and development.
- **Grammar:** Individualized grammar lessons can help students to correct and better monitor patterns of error.
- **Presentation Skills:** Students can practice presentations with or without PowerPoint slides and receive feedback on their performances.
- **Pronunciation:** Students can polish their English-speaking skills based on feedback and suggested strategies for increasing the clarity, stress and intonation of their pronunciation. Additionally, they can receive lessons for strengthening vowels and consonants that are often challenging given their language backgrounds.
- **Speaking and Conversation Practice:** Students can practice speaking about academic issues and current events such as those covered in *The Wall Street Journal* or *The New York Times*. The Graduate School also offers the Conversation Partners Program, where students are matched with an American for further one-on-one conversations.

ESOL Center

In the ESOL Center, faculty tutors who specialize in working with multilingual learners provide English-language support for academic coursework and writing at all stages from brainstorming through the final drafting process. Additionally, students can receive help related to research, source citations, individual and group oral presentation

practice, Power Point slides, pronunciation, and conversation enrichment for building vocabulary and fluency.

Appointments: Weekday and evening appointments are available. Students can schedule appointments up to two weeks in advance through <https://bentleyesol.mywconline.net> (<https://bentleyesol.mywconline.net/>).

For further information about the ESOL Center, please call the Director at 781-891-2862.

Location: Bentley Library, Lower Level, Room 026

Graduate Tutorial Services with Mary Wright

English-language support is also available through instructor **Mary Wright's tutorial services**. Graduates can get help with academic writing for their courses, targeted grammar reviews, presentation skills, executive-level vocabulary development, pronunciation, and conversation practice related to academic topics and skills for actively participating in class discussions.

Appointments: Weekday times are available through Mary Wright's tutorials. For any questions regarding appointments, students can contact Mary Wright at mwright@bentley.edu.

Location: Adamian Building, Room 095

Graduate Student Academic Services

Graduate Student Academic Advising and Engagement

Academic Advising and Support

Graduate Academic Advising is responsible for supporting student learning through academic advising services. Programs and services are directed toward fostering students' academic progress and achievement. All graduate academic advising adheres to the university's academic integrity policies, academic policies and practices, and the community values and expectations espoused in the **Bentley Core Values**.

To support this mission, we offer one-on-one academic advising meetings and provide academic support programs. The graduate academic advising team is part of a comprehensive campus advising system designed to connect students with MS and MBA program director, internship coordinators, and other campus resources and professionals.

Student Engagement

Within Graduate Student Academic Services, our objective is to help graduate students identify resources on campus which can make the graduate student experience one that is robust, engaging and meaningful. The graduate school supports a lively community of full-time and part-time students from around the world, whose diverse experiences and backgrounds contribute to learning and personal development beyond the scope of the academic program of study. Our students are offered unique professional and social opportunities accessible to all graduate students, whether their experience takes place on campus or is experienced through remote modalities.

We are committed to providing graduate students with support outside of the classroom to enhance the graduate student experience. Students are encouraged to participate in Graduate Student Orientation and pursue

involvement and leadership opportunities within the governance structure of the Graduate Student Association and affiliated organizations.

Location and Access to Services

Graduate Academic Advising and Student Engagement is located in Jennison 336. Students are encouraged to meet with any member of our team during business hours. Students can login to Workday (<https://my.bentley.edu/>) and click on Academics to set up 30-minute appointments with an advisor. Appointments can be for an office visit, a telephone call, or a virtual meeting over the Internet. Students may also send advising and engagement questions to gradvising@bentley.edu or call 781-891-2348 and can expect a timely response. For the latest information about our services and hours of operation, visit the Graduate Student Academic Advising and Engagement webpage (<https://www.bentley.edu/offices/academic-services/graduate-students/advising/>).

Graduate Career Development

Graduate Career Development

The Pulsifer Graduate Career Development (<https://www.bentley.edu/university-life/career-development/pulsifer-graduate-career-development/>) (**GCD**) Center takes pride in providing innovative, personalized service and works closely with students to help them make informed decisions about choosing, changing or advancing their career. The GCD Team (<https://www.bentley.edu/offices/career-development-support/graduate-career-development-staff/>) provides the highest-caliber resources, programs and coaching delivered one-on-one, in group workshops and online. We strive to engage students in the career preparation process by supporting their individuality and teaching the skills and strategies to help them achieve their short- and long-term career goals.

Additionally, as members of the Bentley community, students will have the opportunity to expand and foster strategic relationships with a global alumni network and employers who highly value Bentley talent. The office's work with students does not end at graduation; as Bentley alumni, students are entitled to lifelong career development.

Location: LaCava 220, Virtual Appointments Available

Graduate Career Development Intensive Seminar Series (CDI 501)

This six-session series provides Bentley graduate students with the cutting-edge skills necessary to establish a professional presence in person, online, and in writing. A vibrant professional presence provides a competitive edge in today's economic environment; it also establishes the foundation for sustainable career success in the future. Classes are available in various formats including asynchronously online and in the in-person sessions are conducted once a week for 80 minutes. The sessions are offered at times that complement students' class schedules. Topics include: strengths and goal assessment; résumé and cover letter writing; elevator pitch development; networking and informational interviewing; utilizing social media for the job search; 21st century job search techniques; and leveraging HandShake as well as a host of other online global job search tools.

Internship Program

Internships enable graduate students to integrate conceptual knowledge with practical field-based experience. Career Development staff and Faculty Internship Coordinators collaborate to develop these opportunities, which often serve as a springboard to full-time employment at a company. Credit-bearing internship are courses

governed by academic policies and procedures. For information about this, refer to the section on Field Based Learning under Academic Policies and Procedures in this Catalogue. International students should consult with the Center for International Students and Scholars (<https://www.bentley.edu/offices/center-international-student-scholars/>) regarding internships and visa requirements and regulations.

Campus Recruiting by Employers

Local, national and international employers, representing a variety of business, industry, government and nonprofit organizations, recruit at Bentley on a regular basis. In addition, two career fairs attract more than 100 companies to Bentley in the fall and spring. Graduate Career Development also hosts special events, such as Career Conversations and a career fair specifically for graduate students; and targeted Career Communities to connect students with a broad range of employers and industry experts.

Online Job Postings

With a Handshake password, students can electronically access jobs and internships, 24 hours a day. On this platform, students can brand themselves and update their profile for employers to find them. Companies can also post jobs specifically targeted to Bentley Graduate School students. Each year, more than 400 local, regional and national companies visit the campus to conduct initial interviews with students who are seeking professional positions or internships. Students also have access to EFMD, which is a global job board that exposes students to opportunities around the world.

Powerful Network of Alumni

Bentley alumni and fellow graduate students can be valuable resources for connecting with potential employers. LinkedIn (<https://www.linkedin.com/>) is a business-oriented social networking site mainly used for professional networking and is the best place to connect with fellow Bentley students as well as alumni for career-related knowledge, information, referrals and advice across industries and geographic locations worldwide. As soon as you become a matriculating student, using your Bentley email, you can request admission to the Bentley Community on LinkedIn (<https://www.linkedin.com/>).

Graduate Student Housing

Bentley University has partnered with Off-Campus Partners to provide graduate students with the ability to search for and find off-campus housing accommodations in the Waltham and Greater Boston Area. Graduate students who are looking for off-campus accommodations or roommates can visit our Bentley University Off-Campus Housing Service (<https://offcampushousing.bentley.edu/>). This free service allows you to search, save and compare housing listings from throughout Greater Boston and provides you with Roommate Finder to link up with potential roommates.

Please note: You will need a Bentley email address to sign up to use the site. If you do not already have a Bentley log-in, please email Graduate Engagement to retrieve guest credentials.

At this time, Bentley University is no longer offering on-campus housing for graduate students.

Graduate Student Organizations

Graduate Student Association (GSA) and Affiliated Graduate Student Organizations

The mission of the Graduate Student Association is to create a professional and social environment that promotes personal and professional growth for all graduate students; influence graduate school policies that enrich the graduate school experience socially, academically and professionally; and unify students in the commitment to build relationships that establish a strong network in the business world. Each event provided by the GSA and affiliated graduate student organization provides an opportunity to connect with classmates through clubs and organizations tied to your personal and professional interests.

Participating in a student organization teaches valuable skills in leadership, teamwork and collaboration. The Graduate Student Association (GSA) is the recognized governing body for the graduate school which aims to better the university environment by representing all graduate students at Bentley. GSA plans events, administers the graduate student activity fee, and oversee a roster of affiliated graduate student organizations that focus on academic programs and disciplines, leadership development, philanthropy, and cultural affiliation and celebration. The GSA represents graduate students on Bentley administrative committees and on the Graduate Council, which is responsible for institutional policies and curricula. Visit the GSA website (<https://www.bentleygsa.com/>) for a list of upcoming events and links to the GSA's active affiliated graduate student organizations.

Health, Counseling and Wellness

Health, Counseling and Wellness

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

The Center for Health and Wellness

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

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

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

day appointments. Appointments can be made in person or by calling 781.891.2222.

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

There is no overnight health facility on campus. In an emergency or if a student is very ill while the center is closed, University Police may be called at 781.891.3131; they will provide emergency response and transportation or call an ambulance if necessary. University Police is available 24 hours per day, seven days per week, at 781.891.2201 (for emergencies: 781.891.3131). Locations and telephone numbers of local clinics for non-urgent problems are available at The Center for Health and Wellness (<https://www.bentley.edu/university-life/student-health/>) or at the University Police Station.

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

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

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

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

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

Wellness

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

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

weekly fitness classes, coordinate therapy dog visits, and bring other stress-reduction programming to Bentley.

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

Counseling Center

Located on the second floor of the Callahan Building, the Counseling Center (<https://www.bentley.edu/university-life/student-health/counseling-center/>) is staffed by psychologists and doctoral interns who can meet with students experiencing a range of adjustment, stress and mental health-related issues. For those students who would benefit, we provide confidential, short-term individual and group therapy. Psychiatric medication services may be available for students who are working with therapists in the Counseling Center.

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

The office is accredited by the International Association of Counseling Services and abides by the ethical standards of the American Psychological Association. No information is released to any party — including family — without consent by the client, except in emergencies or as required by law. Appointments can be made by phone (781.891.2274) or in person. Emergency hours are available for students in crisis.

Registrar's Office

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

Registration

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

Revised Schedules and Course Cancellations

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

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

Transcript Requests

Bentley students may order an official transcript (https://exchange.parchment.com/send/adds/?main_page=time_out&s_id=5kVvYXESKry50knC&bentl=rq|4v1bj1c6isbgn8424k05f9) online. There is a \$3.50 fee for each transcript. Students have access to their unofficial transcripts through their Degree Works Audit.

Commencement

Bentley confers degrees three times per year, consistent with the meetings of the Board of Trustees. Students completing degree requirements at the conclusion of the spring term will be considered spring graduates. Students completing degree requirements at the conclusion of the summer term will be considered October/November graduates. Students completing degree requirements at the conclusion of the summer intensive week in May *will not be considered spring graduates*. Students completing degree requirements at the conclusion of the fall term will be considered February/March graduates.

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

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

Students that do not meet the 2.0 minimum GPA in the minor will be dropped from the minor except in the case of the Bachelor of Arts degree where the minor is required. Failure to meet the GPA for the required minor would make the student ineligible to graduate.

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

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

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

Academic Learning Centers and Labs Center for Languages and International Collaboration (CLIC) LAB

The goal of the Center for Languages and International Collaboration (CLIC (<http://www.bentley.edu/centers/clic/>)) is to provide support for both faculty and students in exploring pedagogical innovation in the fields of language learning. CLIC offers an array of ground-breaking technology, such as original language software and virtual reality, that aims at enhancing the Modern Languages course curricula. CLIC intends to create a social space and develop communities of practice where intercultural exchanges can flourish, and multilingual communication can thrive.

Location: Adamian 162

CIS Sandbox

Celebrating its 10th year during 2020-2021 as Bentley's Technology Social Learning Space, the CIS Sandbox (<https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcis.bentley.edu%2Fsandbox%2F&data=02%7C01%7CPAUCOIN%40bentley.edu%7Ca6a553184a3c4e7711ec08d6d5e2e3ad%7C9030beae3cfc4788a9e2130204ff1f10%7C0%7C0%7C636931567803555981&sd%3D&reserved=0>) prepares students to succeed in their CIS courses and to thrive in a technology-driven business world. As a campus destination for informal technology education, the CIS Sandbox provides peer-led tutoring services for IT 101 and CIS courses. Students may drop in in-person or online to meet with a tutor, make an appointment for a 1-1 session, or meet with other students in their class with a tutor assigned to support their class.

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

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

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

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

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

The LEAF is designed to allow students hands-on experience by integrating technology into their areas of study and work together on

group projects and case studies. Additionally, students will find peer led tutoring for the subject areas covered by the lab.

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

Location: Lindsay 21

The Mathematics Learning Center

The Math Center (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bentley.edu%2Foffices%2Facademic-services%2Fmathematics-learning-center&data=04%7C01%7Cjbang%40bentley.edu%7C6f1e6836ca8b4f492c0808d93a700b77%7C9030beae3cfc4788a9e2130204ff1f10%7C0%7C0%7C637605075194844820%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikh1bWw6JXVVCi6Mn0%3D%7C1000&sdata=Xv%2FFvTvEnJshBuTXVG1WNkDimyx37dOGwHLOW07ZmRg%3D&reserved=0>) provides drop-in tutoring to undergraduate and graduate students enrolled in mathematics or statistics courses at Bentley. The goal is to have students leave a tutoring session with an increased understanding and confidence in their own ability to do mathematics. The center is directed by a full-time faculty member but is staffed entirely by Bentley students. Most days and evenings Math Center offers drop-in, no appointment needed hours to help with math courses at Bentley University. During all hours of operation, students may get help with all 100-level math courses, and there are selected hours in which students may get help with math electives, graduate courses and GB 213 (Business Statistics). Computer assistance as it relates to a mathematics course is also provided.

Location: Jennison 218

The Writing Center

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

Location: Library, Lower Level, 023

English for Speakers of Other Languages (ESOL) Center

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

Location: Library, Lower Level, 026

Academic Centers

W. Michael Hoffman Center for Business Ethics

Founded in 1976, the internationally renowned W. Michael Hoffman Center for Business Ethics (<https://www.bentley.edu/centers/center-for-business-ethics/>) (HCBE) provides leadership in creating organizational cultures that align effective business performance with ethical business conduct. To this end, the center applies expertise, research, education and a collaborative approach to disseminating best practices. With its vast network of scholars and practitioners, HCBE provides a multidisciplinary forum for research and education in business ethics. In 1991, the Ethics and Compliance Officer Association (ECO), an international association of ethics and compliance professionals, was founded by HCBE. In 2014, the ECOA merged with the Ethics Resource Center to form the Ethics & Compliance Initiative (ECI). Every year, HCBE and ECI offer "Managing Ethics in Organizations," the premier executive education program in the field. Through conferences and events, the center regularly brings business and academic leaders to campus to address key issues and current events. With the sponsorship of the State Street Foundation, HCBE annually hosts the Global Business Ethics Symposium and Teaching Workshop.

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

The Jeanne and Dan Valente Center for Arts and Sciences

The Valente Center's (<https://www.bentley.edu/centers/valente-center/>) mission is to sustain the arts and sciences as a vital, integral and challenging aspect of undergraduate and graduate education at Bentley. The Valente Center contributes to the overall intellectual life on campus through the organization of panel discussions on pressing national and international topics, the Dean of Arts and Sciences Lecture Series, short-term visits by humanities scholars and longer visits by faculty from across a range of fields in the arts and sciences. The center supports faculty research through internal fellowships, student research assistantships, the working seminar series, workshops on academic publishing and grant writing, and the humanities research seminar with participating fellows from Boston-area institutions. The center also fosters student research and intellectual engagement through the provision of research assistantships, the Albano self-directed student seminars and the Undergraduate Fellows ("Great Books") Seminar. The Valente Center is especially keen to cultivate research and teaching at the intersection of arts, sciences and business. The center also consciously tries to raise the national and international profile of Bentley's arts and sciences disciplines.

Location: AAC 247

Technology and High-Tech Centers

High-Tech Classrooms

All of Bentley's classrooms are equipped with multimedia computers and display technology, which faculty employ as appropriate to enhance the presentation of course material.

The CIS Sandbox

Celebrating its 10th year during 2020-2021 as Bentley's Technology Social Learning Space, the CIS Sandbox (<https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcis.bentley.edu%2Fsandbox%2F&data=02%7C01%7CPAUCOIN%40bentley.edu%7Ca6a553184a3c4e7711ec08d6d5e2e3ad%7C9030beae3cfc4788a9e2130204ff1f10%7C0%7C636931567803555981&isdata=1&isq=1&isq=2&isq=3&isq=4&isq=5&isq=6&isq=7&isq=8&isq=9&isq=10&isq=11&isq=12&isq=13&isq=14&isq=15&isq=16&isq=17&isq=18&isq=19&isq=20&isq=21&isq=22&isq=23&isq=24&isq=25&isq=26&isq=27&isq=28&isq=29&isq=30&isq=31&isq=32&isq=33&isq=34&isq=35&isq=36&isq=37&isq=38&isq=39&isq=40&isq=41&isq=42&isq=43&isq=44&isq=45&isq=46&isq=47&isq=48&isq=49&isq=50&isq=51&isq=52&isq=53&isq=54&isq=55&isq=56&isq=57&isq=58&isq=59&isq=60&isq=61&isq=62&isq=63&isq=64&isq=65&isq=66&isq=67&isq=68&isq=69&isq=70&isq=71&isq=72&isq=73&isq=74&isq=75&isq=76&isq=77&isq=78&isq=79&isq=80&isq=81&isq=82&isq=83&isq=84&isq=85&isq=86&isq=87&isq=88&isq=89&isq=90&isq=91&isq=92&isq=93&isq=94&isq=95&isq=96&isq=97&isq=98&isq=99&isq=100>) prepares students to succeed in their CIS courses and to thrive in a technology-driven business world. As a campus destination for informal technology education, the CIS Sandbox provides peer-led tutoring services for IT 101 and CIS courses. Students may drop in in-person or online to meet with a tutor, make an appointment for a 1-1 session, or meet with other students in their class with a tutor assigned to support their class.

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

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

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

User Experience Center (UXC)

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

Our affiliation with the master's program in Human Factors in Information Design (p. 9) provides the center (<https://www.bentley.edu/centers/user-experience-center/>) with unique access to internationally-recognized experts and the latest research in the fields of user experience, design, human factors, usability, marketing, and business.

Location: Smith Academic Technology Center

THE HUGHEY CENTER FOR FINANCIAL SERVICES (HCFS)

The Hughey Center for Financial Services (or the Trading Room (<https://www.bentley.edu/centers/trading-room/>)) is a world class academic facility providing students with hands-on, practical, and experiential learning opportunities in areas such as equity and fixed income research, portfolio management, risk management, and analytical decision

making. The HCFS enables students to stay current in their fields and gain certifications in Bloomberg (Bloomberg Markets Concepts), Factset (Financial Modeling), and Morningstar. In addition, students have the opportunity to engage in multiple thought leadership sessions that are run throughout the year, including sessions on Blockchain, Behavioral Finance, ESG, Lifecycle of a Trade and Conversations with Senior Investment Professionals. For more information, please contact Jay Sultan, Director of The Hughey Center for Financial Services at jsultan@bentley.edu.

Location: Smith Academic Technology Center

Admission and Financial Aid

Admission and Financial Aid

Finding the resources to finance graduate school can be a challenge. Bentley offers several types of financial assistance, including scholarships, grants, assistantships and loans. Some awards are need-based, while others recognize academic achievement or merit. The staff members in Graduate Admission and Financial Assistance can answer questions and offer guidance on the programs most appropriate for a student's financial situation.

Tuition and Fees

Select the Tuition and Fees tab of the catalogue for information

Additional information for graduate students can be found online at the Office of Financial Assistance website (<http://www.bentley.edu/offices/financial-assistance/graduate-aid/>).

Other Fees and Expenses

To help graduate students estimate their financial obligations, an approximate annual budget for the 2020-2021 year is outlined online at [bentley.edu/graduate/admission-financial-aid/tuition-financial-aid/average-budget](http://www.bentley.edu/graduate/admission-financial-aid/tuition-financial-aid/average-budget) (<http://www.bentley.edu/graduate/admission-financial-aid/tuition-financial-aid/average-budget/>). International students should see the International Student Data form in the application booklet for the amount of funds they are required to document. All costs are subject to change.

Billing and Collection Policy

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

Tuition Refunds

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

Withdrawal percent of tuition charges, net of scholarships, to be refunded

Date of registration through the drop/add period:

Withdrawal period	Amount to be credited
First full week of semester	100 percent
Second full week of the semester	80 percent
Third full week of the semester	60 percent
Fourth full week of the semester	40 percent

Fifth full week of the semester	20 percent
After fifth week	No refund

Note: Refer to the academic calendar for specific refund dates and for courses other than full-semester. In case of withdrawal, scholarships initially credited toward tuition due are subject to the same withdrawal credit percentage as the tuition charge. In other words, there are no cash refunds of scholarships. In the event of disciplinary suspension or expulsion from the university, no refund of tuition charges will be made.

Financial Assistance

The purpose of financial assistance is to help eligible students pay for their educational expenses. There are two forms of financial assistance available to graduate students. First, the Bentley McCallum Graduate School offers a number of assistantships and scholarships based primarily on achievement or merit; consideration is also given to geographic location and contributions to the entering class. Second, the Office of Financial Assistance administers need-based financial aid programs and also offers non-need-based loans, using a combination of federal and institutional formulas to determine eligibility.

Neither need-based grant assistance nor federal loans are available to international students. However, private educational loans may be available to those with a co-applicant who is a U.S. citizen or permanent resident.

Contact the Office of Financial Assistance (<http://www.bentley.edu/offices/financial-assistance/graduate-aid/>) at 781.891.3441 for more information.

Merit-Based Aid

The Bentley McCallum Graduate School of Business awards merit-based aid to academically outstanding full-time and part-time students at the time of admission to a degree program. Merit-based aid includes scholarships and assistantships. Scholarships are awarded in varying amounts and posted to a student's account as tuition remission. A limited number of graduate assistantships are awarded to full-time degree applicants who demonstrate the capacity for excellence in research.

How to Apply

To be considered for any type of merit-based aid, a candidate must select that option on their application for admission. The Admission Committee will review all materials submitted with the candidate's admission application. The majority of merit-based awards are made for the fall semester. Students are required to maintain a specified level of enrollment and a 3.0 GPA to retain eligibility for any merit aid.

Graduate Assistantships

In addition to their awarded scholarship, graduate assistants earn pay for approximately fifteen hours per week of work performed with a faculty member or administrator in a variety of research, educational and administrative activities during the fall and spring semester. Assistantships are competitively awarded based on merit.

Graduate Scholarships

A limited number of scholarships are awarded to new full-time and part-time degree students. Selection is based on academic and/or professional achievement; standardized test scores; contribution to the entering class; and diversity of cultural, ethnic and geographic background. Eligible students will be notified by the Admissions Office.

Walker Scholarship

The recipient of the Arthur H. Walker scholarship is chosen each year (pending funding availability) at the end of the March registration period. To be eligible, a continuing student must be pursuing an MBA, with a concentration in Management who has completed 30 or more credits at Bentley. A faculty sub-committee meets each year to determine the scholarship recipient.

Students are traditionally notified in early April after the period to finish any incomplete grades has passed.

O'Connell Scholarship

The recipient of the Jeremiah J. and M. Patricia O'Connell scholarship is chosen each year (pending funding availability) at the end of the March registration period. To be eligible, a continuing student must be pursuing an MBA and meet the following criteria: 1) has completed at least 30 credits of Bentley graduate coursework; 2) majored in an arts and sciences discipline in his or her undergraduate degree; and 3) has the highest GPA of the population meeting the aforementioned criteria. Students are traditionally notified in early April after the period to finish any incomplete grades has passed.

Diversity Scholarships

Bentley focuses on the academic success and support of Asian-American, Latino, African-American, Native American and multiracial (MOSAIC) students. In keeping with the university's goal to foster diversity on campus and eliminate financial barriers to a graduate education, the Bentley Graduate School of Business maintains partnerships with several organizations that offer merit-based scholarships for their members. Contact Graduate Admission for more information on current partnerships and guidelines.

Graduate Work Opportunities

Graduate students are eligible to apply for paid work positions in various departments on campus. Opportunities are posted at the start of each term on the Student Employment website: bentley.edu/offices/student-employment (<http://bentley.edu/offices/student-employment/>).

Institutional Need-Based Aid and Federal Loan Programs

Bentley offers limited need-based grant funding to students who demonstrate eligibility according to an institutional need-analysis methodology. To be eligible for Bentley need-based grants, students must meet priority filing deadlines, be registered on a full-time basis (minimum of nine credits per semester) and meet all the criteria for federal aid.

Students may also apply for federal student loan funding to help finance their educational expenses. To qualify for federal loans, students must:

- Be registered for a minimum of 4.5 credit hours per semester;
- Be U.S. citizens or eligible non-citizens;
- Maintain satisfactory academic progress; and
- Complete all required financial aid application materials.

Applying for Aid

All aid applicants must submit the 2020-2021 Free Application for Federal Student Aid (FAFSA). This form can be completed at [fafsa.gov](https://studentaid.ed.gov/sa/fafsa/) (<https://studentaid.ed.gov/sa/fafsa/>). The Bentley school code for the FAFSA is 002124.

All aid applicants must also complete the Bentley Graduate Aid Application (<https://forms.office.com/Pages/ResponsePage.aspx?id=rr4wkPw8iEep4hMCPB8fEP29yvvImrFApbo8PIQElmtUMINHVOVRNOTJIWTCBAtFpDfV0QwLkZ0Fj4n>).

Students applying for Bentley grant funds must submit signed copies of their 2018 federal tax returns, including all schedules and W-2s. Students in the Falcon Fast-Track Program are also required to submit a CSS Profile Form with parent data should they wish to be considered. The CSS Profile can be completed at profileonline.collegeboard.com (<https://cssprofile.collegeboard.org/>).

Students who want to meet with a financial aid counselor should contact the Office of Financial Assistance at 781.891.3441 to schedule an appointment.

Return of Funds Policy for Federal Aid Recipients

A federal regulation specifies how colleges must determine the amount of federal financial aid students earn if they withdraw from all classes during the semester. The law requires that, when a student withdraws, the amount of federal aid that he or she has earned up to that point is determined by a specific formula. If a student receives (or had applied to his or her account) less assistance than the amount that he or she earned, he or she will be able to receive those additional funds. If the student received more assistance than he or she earned, the excess funds must be returned. The amount of assistance that a student has earned is determined by the percentage of the semester completed. For example, if a student completed 30 percent of the semester, he or she earned 30 percent of the federal aid he or she was originally scheduled to receive. Once a student has completed more than 60 percent of the semester, he or she is considered to have earned all of his or her federal assistance. If a student received excess funds that must be returned, Bentley must return a portion of the excess equal to the lesser of the student's qualifying institutional charges for the term multiplied by the unearned percentage of his or her funds, or the entire amount of the excess funds. If Bentley must return part of a student's financial aid, and the removal of those funds from the student's account creates a balance due, he or she will be billed for this balance. If the university is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that a student must return should be repaid in accordance with the terms of the promissory note. That is, a student makes scheduled payments to the holder of the loan over a period of time. For example: A student has tuition charges of \$19,952 and no room or board charges for the fall semester. The student pays \$9,702 toward the bill; the rest is covered by a Federal Stafford Loan of \$10,250. The student withdraws from the university after completing 40 percent of the semester. The student is considered to have earned 40 percent of the aid received, or \$4,100. The remaining 60 percent, or \$6,150, must be returned. Bentley will return \$6,150 of the loan from the student's account to the lender. This leaves an unpaid balance of \$6,150 on the student's account. The student is responsible for paying this amount and will be billed accordingly, since not all of the aid used to pay the initial bill was considered to have been earned by the student. Please contact Student Financial Services with any questions regarding federal financial aid.

Federal Direct Unsubsidized Stafford Loan Program

The Federal Direct Unsubsidized Stafford Loan program provides up to \$20,500 each academic year. A loan origination fee will be deducted from the loan prior to disbursement.

Interest accrues (accumulates) on an unsubsidized loan from the time of disbursement. Borrowers can pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow

it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student elects not to pay the interest as it accrues, the loan will increase because interest will be charged on a higher principal amount. Full repayment begins six months after graduation or after the borrower drops below half-time enrollment (fewer than 4.5 credit hours per semester). Depending on the total amount borrowed, students may have up to 10 years to repay loan funds.

Federal Direct Graduate PLUS Loan Program

The Federal Direct PLUS Loan is available to qualifying graduate students who have completed the FAFSA for the appropriate academic year and have accepted the Federal Direct Unsubsidized Stafford Loan, but still need additional funding. Students are eligible to borrow for educational expenses up to the cost of attendance minus all other financial aid received. An origination fee will be deducted from the loan before disbursement. The U.S. Department of Education will evaluate the borrower's credit history to determine eligibility. Students must also maintain at least half-time enrollment status (minimum of 4.5 credits) in each enrolled semester and meet other basic eligibility requirements.

All federal loan applicants borrowing for the first time are required to electronically sign a master promissory note and complete a loan counseling exercise to learn about their rights and responsibilities as a borrower. Both tasks can be completed on the web at studentaid.gov (<https://studentloans.gov/myDirectLoan/index.action/>). No loan will be disbursed until these requirements are completed.

Satisfactory Academic Progress (SAP)

To be eligible to receive Bentley institutional grant aid, students must be in good academic standing as determined by the Bentley Graduate School at the time that financial aid awards are made. A GPA of 2.7 in both the major/concentration area is required for graduation. Two F grades, or a total of three C+ or F grades in any combination, are grounds for dismissal and reason for review by the Graduate Academic Performance Committee.

To receive Federal Direct Unsubsidized and Graduate PLUS Loan funds, satisfactory academic progress must be maintained and is determined by both a qualitative and quantitative appraisal. Qualitatively, students must maintain a cumulative GPA of 2.7. Quantitatively, students must successfully complete (finishing with a passing grade) at least 67 percent of all attempted courses. An attempted course is one in which the student is enrolled after the second week of classes. Transfer credits accepted toward completion of a student's program are also counted as both credits attempted and completed. Failure, withdrawal after the second week, or an incomplete (I) in a class constitutes an attempted course that is not successfully completed. Although aid is generally not available for repeat course work, repeated courses will be counted in measuring this standard. In addition, aid applicants may not attempt more than 150 percent of the number of credits required for their degree. For instance, if a student's degree requires 30 credit hours, he or she may not attempt more than 45 credit hours to achieve this degree.

Students who fail to meet these SAP standards at the end of a term will be issued a Financial Aid Warning. Students given a warning will remain eligible for assistance for the next semester of attendance, but must achieve the minimum 2.70 cumulative grade point average requirement and 67 percent completion rate at the conclusion of that term. After a term on Financial Aid Warning, students who fail to meet the satisfactory academic progress standards described above will lose eligibility for institutional and federal need-based assistance. Students will be notified

in writing by the Office of Financial Assistance if they have lost aid eligibility.

Students with significant and documented extenuating circumstances may appeal to regain aid eligibility through the Office of Graduate Student and Academic Services. Appeals must be made in writing and are required to include an explanation as to why the student failed to make SAP and what has changed that will allow the student to successfully make SAP at the next evaluation. Appeals are approved or denied at the discretion of the Director of Graduate Student and Academic Services. Students whose appeals are approved are placed on SAP Probation and are thereby granted one additional semester of aid.

In general, students will be granted only one semester of SAP Probation during their academic career. Students are expected to meet the standards of academic progress upon completion of the semester for which they were granted probation.

For the Awarding of Institutional Funds

Students must be making satisfactory academic progress. See policy above.

Alternative Student Loan Programs

Bentley will process and certify an alternative student loan with any chosen lender. You are responsible for determining the amount you wish to borrow. We encourage you to carefully compare rates and terms of alternative loans before making any decision on what loan program is best for you. Bentley will certify your loan for the cost of attendance, less financial aid, unless you specify an amount lower than this number. Our office has created a list of lenders (<http://www.elmselect.com/#/>) you may wish to consider based on their service and longevity. You may use any lender you would like, and are not obligated to choose one from this list.

Since alternative loans are based on credit scores and not financial need, it is not necessary to complete the FAFSA to apply.

However, domestic students who plan to attend on a half-time basis are strongly encouraged to apply for federal loan funding before pursuing an alternative student loan. International students may apply for some alternative loans with a co-applicant who is a U.S. citizen or permanent resident. Some programs are available for less than half-time enrollment. If you would like further information or loan applications, please call the Office of Financial Assistance at 781.891.3441 or send an email to finaid@bentley.edu.

Tuition and Fees

Commitment Deposit (Nonrefundable)

New U.S. Students and International Students

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

Tuition and Fees

Tuition and fees for the 2021/2022 year will be available on the Student Financial Services website here (<https://www.bentley.edu/offices/student-financial-services/costs-and-billing/>)

BENTLEY UNIVERSITY PAYMENT PLAN AND PAYMENT OPTIONS

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

ROOM AND BOARD

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

If a student believes they have an extenuating circumstance they may **request permission** to terminate the housing contract by completing and submitting the appropriate **Contract Release Form** available on the Housing Portal. Submitting this form does not automatically grant you a release from the Housing and Meal Plan Contract, as contract releases are not granted often. All students who submit the Contract Release Form prior to **the release date outlined in the housing contract** for the fall academic year will not require the permission of the Director of the Residential Center or their designee to terminate their housing contract.

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

OTHER EXPENDITURES

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

TUITION REFUNDS

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

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

Withdrawal period	Amount to be credited
First week	100 percent
Second week	80 percent
Third week	60 percent
Fourth week	40 percent

Fifth week	20 percent
No refund after end of fifth week.	

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

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

Note: Bentley University has partnered with Liberty Mutual to offer Tuition Insurance. The insurance provides 100% reimbursement for tuition, room, board and most other fees. Learn more and review the plan coverage to determine if it meets your needs at: www.libertymutual.com/bentleytuition (<http://www.libertymutual.com/bentleytuition/>)

FEDERAL POLICY FOR RETURN OF FEDERAL FUNDS

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

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

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

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

EXAMPLE

A student has tuition charges of \$27,675 and no room or board charges for the fall semester. The student pays \$25,925 toward the bill and the rest is covered by a federal Stafford Loan for \$1,750. The student withdraws from the university after completing 40 percent of the semester. The student is considered to have earned 40 percent of the aid received, or \$700. The remaining 60 percent, or \$1,050, must be returned. Bentley will return \$1,050 of the loan from the student's account

to the lender. This leaves an unpaid balance of \$1,050 on the student's account. The student will be billed by the university for this amount and is responsible for paying, since not all of the aid used to pay the initial bill was considered to have been earned by the student.

APPLICATION OF FINANCIAL ASSISTANCE TO STUDENT ACCOUNT

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

STUDENT FINANCIAL SERVICES BILLING AND COLLECTION POLICY

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

Student Rights and Responsibilities THE BENTLEY CORE VALUES

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

Caring

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

Collaboration

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

Diversity

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

Honesty

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

Impact

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

Learning

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

Respect

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

UNIVERSITY POLICIES

Bentley University does not discriminate in admission or access to or treatment or employment in any of its educational programs or activities, including scholarships, loans and athletics, on the basis of race, color, religion, sex, sexual orientation, gender identity and/or expression, marital status, age, national origin, citizenship status, disability, genetic information, military or veteran status. Bentley University maintains and supports affirmative action plans for its workplace in compliance with federal law. Equal opportunity extends to all aspects of the employment relationship, including hiring, promotions, training, working conditions, compensation and benefits. Bentley University's policies and practices reflect the university's commitment to nondiscrimination in all areas of employment. The university complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and Revenue Procedure 75-50 prohibiting such discrimination. Anyone believing that they have experienced adverse treatment may register a complaint with the Title IX coordinator, Liz Humphries at 781.891.2225 or the Deputy Title IX Coordinator, Justin Woodard at 781.891.2319, as well as with Kelly Kelleher, Business Partner and Deputy Title IX Coordinator for Faculty and Staff, at 781.891.2676. Please visit <https://www.bentley.edu/offices/student-affairs/title-ix-resources> (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bentley.edu%2Foffices%2Fstudent-affairs%2Ftitle-ix-resources&data=04%7C01%7Cjbang%40bentley.edu%7C0c6264daed1e49bd5ad008d91b965419%7C9030beae3cfc4788a9e2130264ff110%7C0%7C0%7C537571134774895487%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkJ1hWwMLCJkVC6Mm0%3D%7C1000&sdata=nY%2BsXUhtu1GU0hPUdx9EcWmXb02xg7QbBeKFGnrCc0%3D&reserved=0>) for the most up to date Policy documents and resources.

RIGHTS REGARDING EDUCATIONAL RECORDS

BENTLEY UNIVERSITY POLICY FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

certain circumstances stated in the statute and its regulations and as noted below.

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

NOTICE

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

ACCESS/AMENDMENT TO EDUCATIONAL RECORDS

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

LOCATION OF EDUCATIONAL RECORDS

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

DIRECTORY INFORMATION

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

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

DISCLOSURE WITHOUT CONSENT-STATUTORY EXCEPTIONS

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

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

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

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

COMPLAINT PROCEDURE

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

BENTLEY UNIVERSITY POLICY AMENDMENTS

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

AFFIDAVITS OF VOTER REGISTRATION FORMS

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

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

Academic Policies

Students enrolled in the university are responsible for familiarizing themselves with and understanding the implications of all institutional policies, procedures and requirements affecting progress toward their academic goals. These include, but are not limited to, degree and major course requirements, and the university’s grading and course repeat policies. Students who fail to comply with these policies, procedures and requirements do so at their own risk.

Graduate Course Waiver Policy

As part of a student’s acceptance, Graduate Admissions will list the courses that a student is eligible to waive. Students may petition to have denied waivers reevaluated.

- Prior to the end of Add/Swap/Drop during the first semester, the process is as follows:
 - Students submit petition(s) for reevaluation of denied waivers via their Slate portal providing detailed documentation about each course they completed and an explanation of why they believe the course should be waived.
 - Students will be notified of the results of their appeal.
 - Students are not to contact program directors directly to ask about appeals during this time. Program directors will refer all requests in this period to Graduate Admissions.
 - Graduate Admissions will continue with late appeals through the Add/Drop period.
- After the Add/Drop period ends, a student must work directly with the designated representative for each course using the Post Add/Drop Waiver Appeal Form (<https://d2f5upgbvbx8pz.cloudfront.net/sites/default/files/inline-files/Post%20Matriculation%20Waiver%20Form%20and%20Policy.6.11.19.pdf>) available on the Registrar and GSAS websites.
 - The “Waiver Appeal” form must be completed and all required documentation attached and sent to the designated departmental representative noted on the form. The departmental representative will make the final decision.
 - If requesting multiple waivers, a separate form for each course must be submitted to the course contact person for the specific course. Contacts are listed on the form.
 - A copy of the approved waiver form, which must include the departmental representative’s signature, will be forwarded to the Registrar’s Office. The Registrar will enter the waiver into the student record.
- No waiver appeals will be accepted once a student has completed his/her first semester of study at Bentley. Exceptions to this will be at the discretion of the program directors, but such exceptions should be rare and should be reserved for situations that are out of the student’s control.

Course Substitutions

In four of the Master of Science programs, specific established substitutions may be made for courses based upon a student’s prior academic history on those topics. The degree programs are:

- Master of Science in Accounting Analytics
- Master or Science in Accountancy
- Master of Science in Finance (and Analytics Track)

Substitution are unique to each degree program. Substitutions will not reduce the number of courses required for the completion of the degree program. Rather, specific established courses will be substituted from a list unique to each degree. This should be discussed with the Graduate Admissions Officer during the application process. Specific information for each program is available of the Graduate Student Academic Services Program page under Waivers and Substitutions. (<https://www.bentley.edu/offices/academic-services/graduate-students/academic-programs>)

Grading Policy

Grade	Alphabetical	Numerical Equivalent
4.0	A	95-100
3.7	A-	90-94

3.3	B+	87-89
3.0	B	83-86
2.7	B-	80-82
2.3	C+	77-79
	F	Below 77
	P	Pass: Equivalent to 2.7 or better
	I	Incomplete
	W	Assigned to indicate a withdrawal during the period starting at the third week of class and continuing through two-thirds if the semester

There is no audit option for graduate-level courses.

Receipt of Grades

Term grades for full-semester courses are due from faculty within 72 hours of the final exam for a term. Once grades have been received and processed, students may learn their grades by accessing Workday (https://my.bentley.edu/?_ga=1.107731979.821591837.1455046458). (https://my.bentley.edu/?_ga=2.203443604.568088650.1562874767-825748308.1562874767)

Note: A status of “Good Standing” is needed to register for classes without consulting with an academic advisor, but it does not indicate eligibility to graduate. A GPA of 2.7 in the major/concentration and degree GPA is required for graduation.

International Student Distance Learning Hybrid and Online Course Policy

International students attending Bentley University on the F-1 Visa have special regulations for online and hybrid classes. The Department of Homeland Security requires F-1 students to maintain a full course of study, and the course of study must lead to the attainment of a specific educational or professional objective. A full course of study is defined as a minimum of: 12 credit hours for undergraduate and 9 credit hours for graduate students. F-1 students can count only one 100% online/distance learning class or three credits of online/distance learning course per semester toward the full course of study requirement [8 C.F.R. 214.2(f)(6)(i)(G)].

For hybrid courses, international students are required to maintain physical presence in these classes by attending at least 50 percent of the class sessions in person. Any hybrid course in which physical attendance in class is less than 50 percent will count as one of the online or distance learning courses allowed for an international student. Failure to comply with the regulation [8 C.F.R. 214.2(f)(6)(i)(G)] will be a violation of a student’s F-1 visa status ([http://www.bentley.edu/campus-life/culture-diversity/international-students-and-scholars/current-students/#F-1 Student Regulations](http://www.bentley.edu/campus-life/culture-diversity/international-students-and-scholars/current-students/#F-1%20Student%20Regulations)).

Policy for Resolution of Course Grade Disputes

In very rare instances, students may dispute a course grade. Such cases will be considered by a faculty-led review process described below. Every

attempt should be made to preserve confidentiality for all involved in the process.

At any point during the process, the student may terminate the process and accept the original course grade. The Bentley University administration, including Deans, has no authority to change course grades.

- All grading disputes shall begin with the student arranging a conference with the instructor. The student must initiate the dispute resolution process within 30 days of the posting of the final course grade.
- If the dispute has not been resolved after the student-instructor conference, the student may choose to request a conference with the department chair of the instructor’s primary department, which is normally the department in which the course is offered. If the course in question has a course coordinator, such as for General Business courses, the course coordinator shall be included in this meeting, even if the course coordinator is from a different academic department.
- If the instructor for the course with the disputed grade is the department chair, the student should contact the Chair of the Faculty Senate to request that a hearing committee be convened.
- Prior to the conference with the department chair, a written detailed explanation of the complaint, along with supporting documents, will be submitted by the student to the department chair.
- After the conference with the student, the department chair shall consult with the instructor.
 - If the department chair believes that the instructor graded correctly, the process ends and the course grade will not be changed.
 - If the department chair believes that the student may have been graded incorrectly, the department chair will suggest that the instructor consider reevaluating the course grade.
- If the instructor still does not believe a course grade change is warranted, the department chair shall request that the Chair of the Faculty Senate convene a hearing committee of three tenured faculty members to resolve the case.
- The Chair of the Faculty Senate is directed to choose by lot three tenured faculty members from all eligible faculty members. Members of the instructor’s primary academic department are ineligible. The Chair of the Faculty Senate will ask the three-member hearing committee to select a committee chair, who will inform the instructor’s department chair that the hearing committee has been formed, except in the case where the instructor is the department chair.
- The hearing committee will examine all evidence from the instructor and from the student disputing the course grade. Within one week of the hearing committee’s final decision, written findings and the hearing committee’s decision will be forwarded to the student, instructor, department chair and course coordinator, if appropriate.
 - If the hearing committee rejects the assertion by the student that the course grade is incorrect, the process ends and the course grade will not be changed.
 - If the hearing committee decides in favor of the student and the instructor is unwilling to follow the hearing committee’s recommendation, the hearing committee shall direct the Registrar to replace an F or other grade with an S grade. The course will count toward graduation, but will not be included in the student’s grade point average.

9. Within 10 business days of receiving the hearing committee's written decision, the student must respond in writing to the hearing committee chair, accepting either the hearing committee's decision or the original grade. If the student does not respond, the original grade stands. Then the Hearing Committee Chair will inform the Registrar, department chair, instructor, course coordinator and student of the outcome of the dispute process.

Missed Exam or Quiz Policy

A student who is absent from a regular examination or quiz may take a make-up examination in that course only with the approval of the instructor. Such approval is given only when, in the opinion of the instructor, the student was unavoidably absent from the regular examination for a valid and sufficient reason, such as serious illness or death in the immediate family. If possible, the student should notify the instructor prior to the regular examination.

Final Exam Policy

If a student has three final examinations scheduled on the same day, the student has the option to work with all three faculty members to find one to reschedule. If no faculty member agrees to an alternative agreeable to the student, then the middle exam must be rescheduled. Students must request rescheduling at least two weeks prior to the scheduled examination time.

Academic Standing Policy

Graduate students can carry three different types of academic standing noted on a transcript by term: Good Standing, Academic Warning, Academic Probation or Academic Dismissal.

Academic standing is noted by term and will only be retroactively altered for a specific term in the event of a university-sanctioned grade change or reversal of an academic dismissal decision upon appeal; repeated courses will not change a student's academic standing for a given term.

- Good Standing: a student with an overall grade point average at or above 2.7.
- Academic Warning: a semester grade point average below a 2.7.
- Academic Probation: a student with an overall grade point average below 2.7, after review by the Graduate Academic Performance Committee, is sent an Academic Probation letter with directives and conditions that must be met to avoid subsequent academic review or dismissal
- Academic Dismissal: a student is permanently dismissed from an academic program after not meeting the terms of Academic Probation or as determined by Graduate Academic Performance Committee.

Note: A status of "Good Standing" is needed to register for classes without consulting with an academic advisor, but it does not indicate eligibility to graduate. A GPA of 2.7 in both the major/concentrations, as well as the overall GPA, is required for graduation.

Grade Point Average

The overall GPA reflects the average of all coursework completed at the graduate level at Bentley. This average is calculated by multiplying each course grade earned by the semester hours of credits to figure the total quality points. Then the total quality points earned are divided by the total hours of coursework completed to arrive at the grade point average. The overall GPA is the average reflected on each semester's grade report and on a student's transcript. Graduate students who have completed

multiple degrees at the graduate level or who have taken additional graduate-level courses beyond the course requirements specified for a degree should note that their overall GPA and degree GPA could differ. The degree GPA reflects the average of the course work required to complete the requirements of one degree or certificate program including any required Pre-Program or Business Fundamental courses. ***This average is calculated similarly to the overall GPA, but only includes the courses applicable to the degree or certificate program being pursued. In cases where a student has completed multiple degrees/certificates or has taken more courses than are required for a degree, the degree GPA is the GPA used to qualify a student for graduation honors and nomination to honor societies.*** The degree GPA is not printed on a student's transcript.

Graduate Academic Performance Policy

A 2.7 cumulative grade point average in all courses required for the degree or certificate and in the selected major/concentration is required to graduate. The Graduate Academic Performance Committee, a body of faculty and administrators acting on behalf of the Dean of Business and the McCallum Graduate School, will review all student academic records for a violation of the Graduate Academic Performance Policy when:

- A graduate student earns an overall GPA below 2.7; or
- A graduate student earns two or more grades below B-

The Graduate Academic Performance Committee reviews students after the fall, spring and summer terms. Upon completion of the Graduate Academic Performance Review Process, the chair of the Graduate Academic Performance Committee will send those students reviewed official correspondence. The correspondence will explain the outcome of the review and any specified sanctions.

Academic Sanctions

Actions taken by the Graduate Academic Performance Committee after an academic record has been reviewed include:

- Academic Warning: results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified that further reviews can result in additional sanctions up to and including Academic Dismissal; there is no opportunity for appeal.
- Academic Probation: results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified that adjustments are necessary to continue making progress toward a degree and that further reviews can result in additional sanctions up to and including Academic Dismissal; academic adjustments may include, but are not limited to, repeating failed courses, changes in current course load or a short-term leave of absence; there is no opportunity for appeal.
- Academic Dismissal: results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified of the decision and the Committee's reasoning behind the decision.

Academic Performance Appeal Process

Any appeal must be made in writing to the Dean of Business and the McCallum Graduate School via the Chair of the Graduate Academic Performance Committee within seven calendar days of the original official email. The Dean, or designee, will review written appeals and documentation and determine whether to uphold, alter or reverse the decision of the Graduate Academic Performance Committee. The Dean

will notify the student in writing of the final outcome of the appeal once all materials have been reviewed.

In the interim, sanctions issued by the Graduate Academic Performance Committee, including dismissal, will not take effect until a final decision on an appeal is communicated to the student in an official email by the Dean or designee.

All written appeals must include the rationale for disputing the initial appeal decision. Appeals should meet one of the criteria listed below:

1. New material or information unavailable to the Academic Performance Committee at the time of the hearing becomes available. New information must highlight unusual or unexpected circumstances, beyond a student's control or planning, and occurring during the term/s in question. In addition, students must supply official documentation for stated information.
2. Evidence is provided that the stated process or protocol has not been followed.

Incomplete Grade Policy

As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade is a temporary designation issued when required work, which can be made up, is not completed by the end of the semester.

Eligibility for an Incomplete Grade

- An incomplete grade may be granted to a student at the discretion of a faculty member as an accommodation due to the student only when the student is experiencing unforeseen and extraordinary circumstances at the end of the semester.
- A student must have consistently demonstrated passing academic work prior to the request for an incomplete.
- Incompletes are not automatically granted for students who miss large amounts of class due to illness or personal circumstances. Instructors *must not* issue an incomplete due to lack of class attendance and/or a lack of completed work. An incomplete grade should *not* be issued in the following situations:
 - The student needs to attend and repeat most of the course.
 - The student stopped attending class.
 - To allow the student the opportunity to complete additional work or improve upon previously completed requirements after the semester has ended
 - A faculty member's failure to complete grading by the deadline is not a permissible reason to issue an incomplete. When a grade designation is required, the faculty member, Registrar, and department chair will coordinate such designation.

An incomplete grade issued in the fall or winter session term must be completed no later March 1 of the subsequent spring semester. An incomplete grade issued in the spring or summer term must be completed no later than October 1 of the subsequent fall semester. Faculty members have the discretion to require outstanding coursework to be submitted earlier than the deadlines stated above. Faculty members should email the Registrar's office to set a deadline earlier than those stated above. It is the student's responsibility to work with the faculty member to clear the incomplete grade.

An incomplete grade not completed within the required period will automatically convert to an 'F'. The completion deadline for an incomplete grade may not be extended. A faculty member has up to one

year from the last day of the semester for which the incomplete was granted to change a grade. A change of grade may not be submitted after this one year period without permission from the Associate Provost for Undergraduate Education.

Course Repeat Policy

The following policy applies to repeating any course:

- A student may only repeat the same course in which an F grade has been earned; this is the only way to remove the F grade from the student's overall GPA.
- A failed course may be repeated only once.
- A student may only repeat a total of two courses.
- Only the second grade enters into the grade point average, but the F grade will remain on the transcript.
- If the course is no longer offered or not available prior to a student's graduation, the student must seek approval from the program director or the department chair of the failed course to select an appropriate replacement course.
- Students cannot repeat Global Business Experience (GBE) courses to the same country with the same professor, nor can a GBE to another country count as a repeat for an F grade obtained in a previous GBE regardless of a different destination and/or professor.
- If the student chooses not to repeat the course, the F will always be calculated in the student's GPA.

Religious Observances Policy

Bentley University is committed to supporting a diverse and inclusive campus culture. We recognize the diversity of religious traditions represented in the campus community, and affirm the rights of students to receive reasonable accommodations when their sincerely held religious observances conflict with an academic requirement, except when such an accommodation would create an undue hardship. We offer reasonable religious accommodations in accordance with Massachusetts state law and Bentley core values.

Massachusetts General Laws, Chapter 151C, Section 2B states:

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

The following are guidelines for students and faculty to follow in order to arrive at an agreed upon accommodation:

For students:

If a student anticipates being unable to attend class, take an exam, or turn in an assignment because of a religious observance, they are

strongly encouraged to discuss their needs with their professors at the outset of the semester, but not less than two weeks before the day of the religious observance in order to ensure that the faculty member and the student can adequately determine an appropriate accommodation. Students are expected to work with the faculty member to identify an accommodation that satisfies the specific need of the student while maintaining the necessary academic requirements. In general, reasonable religious observance accommodations will be made for the day of the religious observance but not for any days preceding or succeeding it.

For faculty:

Faculty are expected to respect the religious traditions of their students and make reasonable accommodations when academic requirements conflict with a student's sincerely held religious beliefs or practices, unless when such accommodations would cause undue hardship. Faculty should not expect the student to disclose their religious affiliation in order to receive a religious accommodation. Faculty are expected to work with the student to identify an accommodation that meets the student's needs and those of the class and that maintains equity for all students in the class. A day missed under this accommodation cannot be counted against the attendance policy.

For students and faculty:

Academic Services is a resource to students and faculty when determining reasonable accommodations for religious observances. Students and faculty can reach out to Academic Services at any time with questions regarding how to agree upon a reasonable accommodation. A student is encouraged to work with their professors directly, but they may also choose to work solely with Academic Services, who will then liaise with their professor. Once an accommodation is agreed upon, that agreement should be documented in writing; an email between the student and professor can serve as such documentation.

Time to Degree Completion Policy

Students must complete their degree program/s (including any concurrent degrees and certificates) within five years of their initial admit term. Beyond five years, without an approved Leave of Absence, a student would be required to apply for re-admission to the Graduate School with the understanding that previous course work and GMAT/GRE scores would no longer be counted toward the degree program/s; exams and courses must be retaken. A student can apply for a leave of absence for a period of up to two years. An approved leave of absence can allow a student up to seven years maximum to complete a degree program/s. For information on taking a leave of absence, contact Graduate Student Academic Advising.

Leave of Absence Policy

Graduate Students please note: Upon admission to the McCallum Graduate School, all graduate students have five years in which to complete their program(s). If a graduate student is considering a leave of absence, Graduate Academic Advising & Engagement should be contacted at gradvising@bentley.edu to discuss the impact of a leave of absence on academic progression and access to University resources.

Graduate Students in the Beth Israel Deaconess Medical Center cohorts please refer to your Terms & Conditions in regards to the leave of absence process.

Academic Services, in conjunction with the Dean of Students office, will oversee the consistent application of approving/denying requests across the Graduate School for extenuating life circumstances that prevent degree progress. Examples of such circumstances include, but are not limited to, having a child, serious illness, or the death of a close family member. In rare cases, leaves may be retroactive. In a case of a retroactive Leave of Absence (<https://www.bentley.edu/offices/student-affairs/leave-absence/>), sufficient documentation must be provided and the requested extension must be within seven years total of the date of matriculation at the university. These circumstances may require documentation.

In some situations, a documented Leave of Absence is not required for domestic students. However, F-1 visa holders must submit a Leave of Absence form regardless of the duration of the leave. A student's active academic status will remain in place for two semesters, not counting summer and winter terms.

Domestic students wishing to take a term or year away from school for work or reasons not covered above are not required to request a leave of absence as long as the degree is completed in accordance with the Time to Degree Completion Policy.

For more details about the leave of absence and withdrawal/transfer processes, please see the Student Handbook (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bentley.edu%2Fthe-student-handbook&data=04%7C01%7Cjbang%40bentley.edu%7C452e62033b584a8e10b108d91ef15dc9%7C9030beae3cfc4788a9e2130204ff1f%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhWwiiLC%7C1000&sdata=1w55K0pyGLeHSXxM1p2SMNzYp%2FWH77ttZ4rAf%2FC0F8%3D&reserved=0>). For any questions, please email LOA@bentley.edu.

Withdrawal from the University

If a student decides that s/he is unable to continue attending Bentley, the student must officially withdraw from the university by filling out the Leave of Absence/Withdrawal form, <https://www.bentley.edu/offices/student-affairs/leave-absence> (<https://www.bentley.edu/offices/student-affairs/leave-absence/>). It is recommended that students considering withdrawal from the University consult with an advisor in Graduate Student Academic Services. Once a decision has been made to withdraw, the student must contact the Registrar's office by email requesting to be withdrawn from the degree program and the university.

Discontinuing class attendance or not taking exams does not constitute an official withdrawal from Bentley, nor does it reduce a student's financial obligations. A withdrawal from the university must be completed by the last day of classes for the current semester.

Withdrawal from individual courses is a different procedure; all students process course withdrawals through Workday.

Residence Requirements/Course Away Policy

Students must complete all degree requirements in residence at the Bentley Graduate School. Under rare and special circumstances after matriculation, a student may petition for a waiver of the Residence Requirement for a maximum of two courses (6 credits). Petitions for up to two courses (6 credits) of work completed at another institution will be considered. Courses must be completed at an AACSB- or EQUIS-accredited institution. Courses must also be the final two courses needed

to complete the degree program. In all cases, courses must be at the graduate level and carry credits equivalent to meeting the requirements of the Bentley degree. Boston-area colleges and universities will not be considered for a waiver of the residence requirement. Such appeals should be addressed to the Graduate Student and Academic Services. A course-away grade of B- must be earned for credit to be awarded toward a Bentley University degree.

Commencement Participation Policy

Along with those students who have completed degree requirements within an academic year, other graduate students may be allowed to participate in the spring commencement ceremony, provided the following conditions are met:

1. A student's account must be paid in full;
2. After the spring semester, no more than six credits must remain for degree completion;
3. A minimum 2.7 GPA is required for both the cumulative average of courses that qualify for a degree/certificate and major/concentrations average;
4. The student must register for his or her final course(s) prior to the graduation ceremony;
5. By no later than the date specified by the Registrar's office, a student completing their program of study must **apply for program completion** through Workday (https://my.bentley.edu/?_ga=2.203443604.568088650.1562874767-825748308.1562874767).
6. The student must not be subject to review by the Academic Performance Committee.

Additional Commencement Participation Information

1. The above policy in no way obliges the Graduate School to offer any specific summer course.
2. A student allowed to participate in commencement prior to the completion of final courses will have his or her name listed in the commencement program with the May completion candidates. A special annotation, "Anticipated completion of degree in October of XXXX," will appear and no graduation honors will be listed.
3. Diploma orders will be requested during the semester in which the degree will actually be completed.
4. A student who participates in commencement prior to the completion of studies will also have his or her name listed in the subsequent year's commencement program. If graduation honors are earned, they will be noted in this listing.
5. Diplomas will be awarded only after all degree requirements have been completed.
6. Beta Gamma Sigma nominees will include only those students who anticipate completion of their degree requirements within the nomination year.

Graduation Honors

Honors at graduation are awarded to those students receiving degrees who have achieved the following Overall GPA:

- High Distinction: 3.80 to 4.0
- Distinction: 3.60 to 3.799

Graduation honors are not awarded to certificate candidates. GPAs are not rounded. See Grade Point Average for explanation of GPA.

Academic Integrity

Academic Integrity Policy and Procedures

Bentley students and faculty are held to the highest standards of ethical behavior and moral conduct. Faculty are expected to adhere to Bentley's Ethics policy and the ethics conventions of their disciplines. Each student is expected to abide by the Honor Code and to become familiar with the entire academic integrity system.

The Bentley Honor Code

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

I. Academic Integrity System Structure

1. *Academic Integrity Council*: consists of at least five faculty volunteers selected by the Nominations Committee, as well as a graduate student and an undergraduate student designated annually by their respective student government associations. The Academic Integrity Council reviews the state of academic integrity in the Bentley community; advises the Director of Academic Integrity on the process and procedures of the Academic Integrity System; and recommends Faculty Manual revisions as appropriate. A faculty member of the council serves as chair when an Academic Integrity Hearing (hereafter a Hearing) is required.
2. *Director of Academic Integrity (the Director)*: is appointed by the Provost; works with academic departments and the student organizations to implement proactive education and prevention related to issues of academic integrity; reports to the Deans Council; oversees the academic integrity process to insure its adherence to the spirit and letter of Bentley's Academic Integrity System; and consults frequently with faculty, students and the Academic Integrity Council. When necessary, the Director organizes Hearings and stores Academic Integrity Incident Reports (the only official record, hereafter Reports). In the event of an integrity case filed by the Director, the Provost appoints a temporary Director. The Director is also responsible for insuring that all faculty members new to Bentley are familiar with the Honor Code and Academic Integrity System.

II. Faculty and Student Responsibilities and Rights in the Academic Integrity System

1. Faculty Responsibilities and Rights

All faculty members are responsible for promoting academic integrity by managing their classes, assignments, and examinations so as to reduce temptation and opportunity for plagiarism and cheating. Faculty are required to clearly define the expectations and procedures for academic work, either as part of the individual assignment or in the syllabus or other document that presents coursework guidelines. These include, for example, overall classroom assessment procedures; examination protocols; and guidelines for citing sources in written work, for collaborating and/or receiving outside assistance on homework and other assignments.

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

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

2. *Student Responsibilities and Rights*

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

Students are also expected to uphold the Academic Integrity System. Therefore a student who is aware of a possible violation of the standards established in the Academic Integrity System is expected to report the suspected violation to a faculty member or the Director. A student who is suspected of committing a violation must respond promptly and honestly when informed of a suspected academic integrity violation and must provide information that may aid in the investigation of an alleged violation.

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

3. *Role of Observers*

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

III. Violation Levels Defined and Recommended Sanctions

Violations are categorized as either Level I or Level II based on severity. The level of an alleged violation determines the appropriate steps in the academic integrity process and recommended sanctions.

1. *Levels Defined*

- a. A Level I violation is a single incident involving a minor proportion of graded student work within a course, including but not limited to
 - i. failing to apply appropriate conventions for citing and documenting sources;
 - ii. giving assistance to or receiving assistance from another student or any other person on an assignment or exam when such collaboration is prohibited;
 - iii. accessing prohibited materials during an examination.
- b. Any violation not categorized as Level I is a Level II violation. Level II violations are serious breaches of academic integrity. They include, but are not limited to, the following examples:
 - i. committing any violation such as those listed under Level I that pertain to more than a small portion of the course grade;
 - ii. submitting the same work or major portions thereof to satisfy the requirements of more than one course without written permission from each faculty member (including Honors and Capstone requirements);
 - iii. using illicit means of acquiring data, fabricating evidence, falsifying data, or fabricating sources;

- iv. collaborating to exchange information during an examination or engaging in any action during an exam prohibited by the instructor, such as copying another student's work, utilizing prohibited materials (e.g., books, notes, calculators, cell phones or other electronic devices), helping other students to copy another student's work on an examination;
 - v. altering a graded assignment or examination and asking for it to be re-graded;
 - vi. stealing and/or distributing an examination;
 - vii. purchasing or otherwise illicitly acquiring and submitting a paper or any other course materials as your own work;
 - viii. creating a paper or other course materials for sale and/or distribution;
 - ix. having a substitute take an examination or taking an examination for someone else;
 - x. stealing another student's work;
 - xi. intentionally impeding an investigation of an academic integrity incident or giving false witness in a Hearing;
 - xii. engaging in actions designed to hinder the academic success of another student or students, for example, by impeding access to course materials, hiding or removing library resources;
 - xiii. using improper means to access computer files; and/or
 - xiv. forging or falsifying a grade, transcript or diploma.
- c. Any alleged violation involving a student who at the time has an earlier Report on file or under investigation must go to a Hearing.

2. *Recommended Sanctions*

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

IV. Academic Integrity Incident Reports and Consequences

The relevant faculty member should meet with the student(s) to discuss an alleged violation. If the faculty member still suspects that a violation has occurred, a Report must be filed promptly.

1. In the case of an alleged Level I or Level II violation, if the student(s) does not agree that a violation has taken place, the Director will schedule a Hearing.
2. In the case of an alleged Level I or Level II violation, if the student(s) agrees the incident is a violation of academic integrity, the faculty member shall propose a sanction(s) in consultation with the Director.
 - a. For a Level I violation, if the student agrees to the proposed sanction(s), both the faculty member and the student sign the Report and it is forwarded to the Director. The faculty member implements the proposed sanction(s) only after the report has become the official record in the office of the Director. In this

instance, no Hearing is required. If, however, new information becomes available, the Director will schedule a Hearing.

- b. For a Level II violation, if the student agrees to a proposed sanction(s) of lowering an assignment or grade for that course, both the faculty member and the student sign the Report and it is forwarded to the Director. No hearing is required but the faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanction(s) that are more severe require a Hearing.
 - c. For Level I and Level II violations, if the faculty member and student cannot agree upon a sanction(s), the Report is sent to the Director who will schedule a Hearing. The student(s) is not, in this instance, required to sign the Report.
3. Regardless of level, second violations must go to a Hearing.
 4. Regardless of level or prior agreement, the Director has the authority to call a Hearing with the agreement of the student to resolve the incident in the interest of academic integrity.
 5. If a Hearing determines that the allegations were unfounded, the Report is destroyed.
 6. At a Hearing, only the current Report and related information will be disclosed when determining whether the student is responsible for the violation. Once a Hearing has found a student to be responsible for a violation, the Director will disclose prior Report(s), if any, to the Hearing members before sanctions are determined. Only records filed with the Director are actionable.
 7. Within the university, the existence and contents of all Reports are confidential and will be maintained by the Director for seven years.

V. Academic Integrity Hearing

A Hearing is convened by the Director. The Hearing members review evidence of an academic integrity incident, decides if a violation has occurred, and sets sanctions with consideration given to the faculty member's proposed sanction.

1. *Student and Faculty Rights:* When a Hearing is convened, both faculty and students are entitled to:
 - a. a fair Hearing in a reasonable amount of time;
 - b. ample notice of the Hearing, a summary of the violation to be discussed, and an explanation of the Hearing process;
 - c. access to the Director to prepare for the Hearing;
 - d. the presence of witnesses accepted by the Director to give pertinent testimony;
 - e. the opportunity to hear all testimony presented in the Hearing, and to respond to all testimony presented in the Hearing;
 - f. the opportunity to speak on one's behalf;
 - g. the presence of one person who is not an attorney to provide support;
 - h. written notice, within a reasonable amount of time, of the Hearing's findings and any sanctions; and
 - i. notification of appeal decisions, if any.
2. *The Hearing:* A Hearing requires five voting members: three full-time faculty members, of whom at least one is tenured, and at least one is a member of the Academic Integrity Council. The Director solicits students from graduate and undergraduate student government. Student members are either graduate or undergraduate, corresponding with the student(s) subject to the incident review. One faculty member serves as chair of the Hearing. The Director attends all Hearings in a neutral supporting role and is not a voting member of the Hearing. The Hearing membership hears evidence, determines the

presence or absence of an academic integrity violation, and sanctions a student, where appropriate.

3. *Communication:* The Director communicates the findings of the Hearing in writing to the faculty member and student involved within five working days. If a Hearing finds that a violation has occurred, the Report and supporting documentation are retained in confidence for seven academic years by the Director. Outcomes affecting transcripts will be reported to the Registrar and other relevant campus officials. In addition, the Director is authorized to respond to requests from the Honors Program Director and the authorized non-student representative of the Falcon Society to verify that specified students, identified by name and student number, have not had sanctions imposed that violate the program guidelines regarding rules of membership to these program.
4. *Sanctions for Special Circumstances:* Sanctions may involve restrictions on or disqualification from participation in University programs or extra-curricular activities only with a Hearing. When such a sanction is imposed, the Director may disclose only those sanction restrictions involving that program or activity to the relevant campus official.
5. *Sanctions Involving Grades and Graduation:* The timing of the filing of Reports may result in investigation procedures that cannot be concluded before grade reporting or degree auditing for graduation. In the case of incidents that may reasonably be expected to affect a course grade, the faculty member of the course will post a grade of Incomplete, pending the completion of the academic integrity investigation. In the event that this Incomplete affects a graduation requirement, the student shall remain otherwise eligible to "walk at graduation." The right of an Honors Program student to walk with the Honors Program cohort at graduation is governed by Honors Program guidelines. The awarding of the degree and final transcript must await the result of the investigation. In cases where the incident cannot be addressed prior to grade reporting or prior to awarding the degree and final transcript, relevant sanctions may be applied retroactively, including transcript modification and/or rescinding the degree, as determined by a Hearing.
6. *Appeals:* A student may appeal the outcome of a Hearing only when:
 - a. new material or information unavailable at the time of the Hearing becomes available;
 - b. evidence is provided that fair process has not been followed.
 - i. An appeal of Hearing decisions must be submitted in writing to the Provost and must explain in detail the reason for the appeal. It must be submitted no later than five working days from the date of the written notification from the Director informing the student of the Hearing outcome. The student will be notified within a reasonable time whether the appeal will be granted. Sanctions determined by a Hearing will stand until decision on the appeal is made.
 - ii. The Provost's decision as to whether an appeal will be granted is final. If the appeal is denied, the sanction is implemented and the academic integrity process ends. The student cannot appeal the Provost's decision.
 - iii. If an appeal is granted, then the Provost will either determine an appropriate sanction or refer the case to a new Hearing. If the case is to be heard again, the student will be notified within a reasonable time as to the date and time of the Hearing.
 - iv. The Provost, or a designee, will inform the Director of the outcome of any student appeal. The Director will notify other college officials as necessary.

Plagiarism

A serious intellectual crime, plagiarism is the use of another person's original information, language or ideas without acknowledgment, and with the fraudulent claim implicit or explicit that they are one's own. Perhaps students have had teachers who would accept written work copied from magazines, books or encyclopedias. This is not the case at Bentley University.

Among the chief goals of any school, college or university should be the development of intellectual honesty and original thought. Plagiarism surely defeats these goals since it involves fraud, deceit and theft.

To avoid plagiarism, students should carefully distinguish their own thoughts and words from the thoughts and words of others; they also should learn how to make proper attribution when using anyone else's thoughts or words.

A student charged with plagiarism by an instructor will be subject to the provisions of the Bentley University Academic Integrity System. Faculty, students and others having questions about the Academic Integrity System should contact the academic integrity coordinator. Plagiarism may be committed in the following ways:

- Copying. Word-for-word copying is the most obvious plagiarism. Another person's writing must first be enclosed in quotation marks and, second, be explicitly acknowledged in a footnote, endnote or other formal reference. Both quotation marks and reference are necessary, even for quotations of as few as three consecutive words.
- Rearranging. Selecting phrases, sentences or longer passages from another author and concealing them among one's own language is a less obvious form of plagiarism. Such an assemblage must include complete and proper references. To avoid plagiarism, it is not enough merely to rearrange the order of the quoted words or to intersperse some words of the student's own words.
- Paraphrasing. Another form of plagiarism is the paraphrasing or restating of another person's writing or ideas in one's own words, without acknowledging that another's work has been the source.
- Self-plagiarism. Work a student has done for other courses must be properly cited if it is included in another assignment. Permission to use prior work should be granted by the instructor.
- Using work prepared by another person. Using work written by a fellow student or paper mill and providing paper-writing services to another person, regardless of whether payment is involved, are among the most serious violations of Bentley's Academic Integrity Policy. Students should take these prohibitions seriously. Often, the students who commit plagiarism do so unintentionally, as a result of having failed to consider the ethical implications of their actions. Apart from taking plagiarism seriously, students should adopt the strategies noted below to avoid even the appearance of plagiarism.
- Manage time. A chief cause of plagiarism is the failure to prepare early for deadlines. Students will know when their written work is due; they should get started early to avoid desperately seeking anywhere for words and ideas to fill the page.
- Learn how to acknowledge sources. Another cause of plagiarism is not knowing the conventions and procedures that permit graceful and proper acknowledgement.
- Take notes clearly and completely. One of the most common causes of plagiarism is the failure to label all notes taken in the library or elsewhere with the bibliographical information needed for full references.

Teachers at Bentley may legitimately assume that students understand plagiarism and that, therefore, any Bentley student who plagiarizes does so intentionally.

Field-Based Learning

Field-Based Learning is an important part of the graduate curriculum, allowing students to gain valuable industry experience and networking opportunities. Students can explore interests and use knowledge gained from course work in their work environment.

- Students pursuing a single MS or MBA degree may only take a total of two Field-Based Learning courses.
- Dual Degree students may take a total of three Field-Based Learning courses; however, only one such course can be shared across MS and MBA degrees.

Field-based options include:

- Credit-Bearing Internships
- Field-Based Directed Studies
- Global Business Experience courses

Note: Students are limited to taking no more than two Field-Based Learning courses to satisfy elective or concentration requirements. Students pursuing multiple MS degrees, dual degrees and concurrent certificates should speak with an advisor in Graduate Student and Academic Services to determine eligibility.

Graduate Internships

A three-credit internship is subject to the following policies:

- All three-credit internships take place within the beginning and end dates of an academic term. Students may commence working at an internship on the first day of classes and must complete their workplace experience by the last day of final exams. Any deviations from this time line to this must be approved by the internship coordinator and the Associate Dean of Business. International students requesting an exception must submit a petition justifying the need for the timeframe exception and submit it for review and approval by the Center for International Student and Scholars.

International Students who have only one course remaining in their last spring or fall term may not take a three-credit CPT (Curricular Practical Training) as their last course unless they take another on-campus course along with it. The three-credit internship may be an extra course, but not the only course taken in that term. For further clarification, contact the Center for International Students and Scholars.

- A three-credit internship experience cannot be used to extend a one-credit internship; students must clearly distinguish the two in terms of work responsibility and supervision.

A one-credit internship is subject to the following policies:

- Students are limited to one one-credit Internship per degree program.
- All one-credit internships take place within the beginning and end dates of an academic term. Students may commence working at an internship on the first day of classes and must complete their workplace experience by the last day of final exams. Any deviations from this timeline must be approved by the internship coordinator and the Associate Dean of Business. International students requesting an exception must submit a petition justifying

the need for the time frame exception and submit it for review and approval by the Center for International Student and Scholars.

- A one-credit internship experience cannot be used to extend a three-credit internship. Students who are still eligible to do a one-credit internship after a three-credit internship may do it at the same firm with the internship coordinator's approval and must document in the offer letter that it is a different experience. Students must clearly distinguish the two in terms of work responsibility and supervision.
- One-credit internships are 500-level courses and are designed to be extra courses outside the degree requirements and therefore do not satisfy degree requirements.
- All one-credit internships cannot be combined with any other courses to meet the overall number of credits required to graduate.

All credit-bearing internships are subject to the following Registrar's Office policies:

- Current tuition is charged for each credit-bearing internship.
- The application process, including faculty submission of student information to the Registrar, must be completed no later than the Add/Drop deadline of each semester.
- Any courses dropped to accommodate internship course registration beyond the Add/Drop deadline of each semester are subject to published refund deadlines.
- Regular withdrawal deadlines and refund penalties apply once the student has been registered for the internship course through the Registrar's Office.
- Regular grade reporting deadlines apply. Incomplete grades must be changed within 60 days of the last day of the semester to avoid conversion to an F.

International students must meet immigration regulations in order to complete an internship.

Graduate assistants must obtain permission from the Associate Dean of Business to register for an internship course.

Honors and Awards

Beta Gamma Sigma

Beta Gamma Sigma is the national honor society for business students. Election to membership is the highest scholastic honor a graduate student can achieve. Beta Gamma Sigma is the only national scholastic honor society recognized by the Association to Advance Collegiate Schools of Business (AACSB). Nomination to the society occurs each spring and is determined by the degree GPA in effect at that time. Students graduating in the top 20 percent of an academic year's graduates (October, February/March and May total population) receive written notification of their nomination to the society in the spring. To be considered members, nominees must accept the invitation to lifetime membership in Beta Gamma Sigma, and remit the one-time initiation fee. Those who accept the nomination are encouraged to attend the annual induction ceremony held on campus in April.

Dandes Award

The Dandes Award is presented to the graduate student graduating in a given year (October, February and May) who has the highest overall GPA. In cases where there is a tie, the award is presented to all who have the same degree GPA. Students are notified in May after all grades are

posted. Students with outstanding incompletes are not eligible for the Dandes Award.

Independent Study Options

Directed Study

Highly qualified students can, under the guidance of a faculty member, undertake a directed study to conduct in-depth investigation and/or analysis of a specialized topic not currently offered in the program curriculum. These courses are based solely on research or a specially designed project developed in conjunction with a faculty member.

Tutorial

Tutorials enable students to complete a regular course when it is not offered in the current semester. A tutorial follows the standard syllabus for a course with the following modification: the tutorial syllabus must reflect the fact that a student is completing the course independently and not as part of a class of students.

To initiate a tutorial, students must have a special need for the proposed course; e.g., the course is needed to complete a degree at a particular time.

A subset of graduate courses is only available on an independent study basis due to the fact that they are based solely on research or specially designed projects that lend themselves to a single person completing the assignment. These courses include ETH 810 Research in Business Ethics and HF 800 User Experience Thesis.

Procedure for Directed Study or Tutorial

1. Students interested in pursuing either a Directed Study or Tutorial must submit the following for approval before beginning the study:
 - a. A statement explaining the reason for the request
 - b. A syllabus the student has created in collaboration with the faculty member who will be supervising. This syllabus should include the following specific information:
 - i. a brief description of the study
 - ii. goals/objectives
 - iii. required readings/bibliography
 - iv. explanation of course deliverables – i.e., a project, papers, exams
 - v. timeline for completion of course deliverables
 - vi. evaluation procedures – i.e., grading criteria, scope and methods/modes of interaction between the student and the professor
 - c. Directed Study/Tutorial Petition signed by the supervising faculty member and appropriate department chair. The appropriate form can be found in Workday.
2. Once complete, the Associate Dean for Business Programs will be required to sign off on the merit of the proposal.
3. If approved, the student will be registered for the approved course by the Registrar's Office.

Deadlines

- Requests for a Directed Study or Tutorial must be submitted by the first day of the semester that the course will be taken.
- Approval must be granted prior to beginning the study.

Cost

Current tuition (<http://www.bentley.edu/graduate/admission-financial-aid/tuition-financial-aid/>) is charged for each Directed Study or Tutorial.

Transcript Notation

- Directed Study: The course will be recorded on the transcript with a notation of the topic investigated, along with a corresponding course number assigned by an academic department.
- Tutorial: The course will be recorded on the transcript as the appropriate course number and title.

Program Changes or Additions

Adding a Program of Study

Current graduate students interested in pursuing a second graduate credential may submit a request (<https://www.bentley.edu/offices/academic-services/graduate-students/forms/#addchangeaprogramofstudy>) to Graduate Student Academic Services.

When considering adding a program of study, please note:

- Students who wish to pursue an MBA and MS degree may be eligible to share up to four courses (12 credits) between programs taken within the past five years.
- The sharing of up to 12 credits is an option **only** between the MBA and one MS degree. There is no sharing for those wishing to pursue two MS degrees.
- None of the permissible 12 credits shared between an MBA and a 2nd MS degree may be shared with a concurrent certificate. That constitutes triple sharing of credits and is not permitted.
- Students who start a graduate degree as part of a Bentley University advance standing program (which allows sharing of up to four graduate courses between the undergraduate and the graduate degree) are eligible to add a program of study through Graduate Student Academic Services, but cannot share courses between the two graduate degrees. Students who wish to pursue merit aid must apply through the Office of Graduate Admission for the second graduate degree. Sharing of courses between the two graduate degrees is not allowed.
- Students whose original degree accepted the CPA or evidence of passing the bar in lieu of the GMAT/GRE must submit GMAT/GRE scores for acceptance if applying to a degree that requires the GMAT/GRE.
- There is no guarantee that the request for the second degree will be approved. Students must meet the admission requirements for the additional degree.
- Dual degree students may take a total of three Field-Based Learning courses, although only one field-based course can be shared across MS and MBA degrees.

Secondary MS Degree

- Students wishing to pursue a second MS degree must apply through the Office of Graduate Admission for the second MS degree; a second MS degree shares no courses and requires a new and full application and full admission review.
- As no courses are shared, students can take additional Field-Based Learning course/s based on the stated policy in this catalogue. International students must consult with the Center for International Students and Scholars to ensure eligibility based on documentation requirement review and timing should they be interested in this option.

- Under special circumstances, students may be able to use courses that were unused in the first degree if the courses were taken and passed within the five-year time limit for course applicability toward a second degree. Students should consult with Graduate Student and Academic Services, as any previous courses must be completed within five years of the final semester of the second degree.
- Should a required course from a previous MS degree be required of the second MS degree, the second MS degree program director will be responsible for providing a suitable substitution course.

Changing a Program of Study

Students who wish to pursue a program change may submit a request (<https://www.bentley.edu/offices/academic-services/graduate-students/forms/#addchangeaprogramofstudy>) to Graduate Student Academic Services.

When considering changing a program of study, please note:

- Any merit aid awarded upon admission to the original degree program does not apply to the new degree.
- There is no guarantee that the request for a program change will be approved.
- Students are discouraged from requesting a change of program in their final term.

Graduate Course Descriptions

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Accountancy (AC)**AC 590 Internship in Accounting Practice (1 credit)**

This course is a one-credit field-based educational experience for Bentley students with the opportunity to (1) observe management practices in the accounting area, (2) apply hands-on accounting practices and procedures learned in classes, (3) develop professional skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. This Internship option is available to Bentley graduate students. Students must work a minimum of 15 hours per week for a minimum of 10 weeks at an organization and position suitable for the individual student's field learning experience and complete specific requirements during their internship. A student is limited to doing one such one-credit internship before degree completion.

AC 611 Financial Accounting Problems I (3 credits)

Pre-Req: MSA program, MSAA program, Graduate Accountancy Certificate, GR 524, GR 524D, or GR 524P

First in a two-course sequence of financial accounting courses at the professional level. Examines the principles and practices of external financial reporting, with particular emphasis on balance sheet valuations and their relationship to income determination. Reviews basic accounting concepts and the essentials of the accounting process. Covers the application of present value techniques to accounting valuations. Studies in depth the measurement and disclosure problems associated with cash, receivables, inventories, fixed assets and intangibles. Alternative accounting procedures and their impact on financial statements are also examined.

AC 612 Financial Accounting Problems II (3 credits)

Pre-Req: AC 611

This course continues the two-course sequence begun in AC 611 by exploring accounting theory and concepts which form background for external financial reporting. It examines the Generally Accepted Accounting Principles (GAAP) related to the preparation of financial statements, with particular emphasis on the equity side of the balance sheet. Topics covered include current liabilities, long-term debt, leases, pensions, stockholders' equity, earnings per share, accounting for income taxes, accounting changes, and the statement of cash flows.

AC 621 Cost Accounting (3 credits)

Pre-Req: MSA program, MSAA program, Graduate Accountancy Certificate, GR 524, GR 524D, or GR 524P

Covers basic concepts and techniques of cost accounting. Topics include cost accumulation procedures, cost-volume-profit analysis, and operational budgeting. Explores the analysis and presentation of information from a behavioral as well as a quantitative perspective.

AC 700 Directed Study Seminar (3 credits)

Under certain circumstances, students may do the work in one or two courses as a directed study in a one-to-one relationship with a member of the Bentley faculty. Students meet with this faculty advisor periodically and receive guidance and consultation in the subject area of the course. Students should enter into a directed study arrangement with great care and careful planning, as the demands could be greater than a regular classroom environment course. Students must have completed all the required courses prior to entering into a directed study arrangement and may not receive more than six credits in this manner. The fee for a directed study seminar is the same as that for a regular course.

AC 701 Internship in Accounting Practice (3 credits)

Affords students the opportunity to enhance self-realization and direction by integrating prior classroom study with experience in professional employment. Each student is required to prepare a research paper addressing a contemporary accounting issue and a paper on the work experience, under the supervision of a faculty advisor.

AC 713 Advanced Topics in Financial Accounting (3 credits)

Pre- or Co-Req: AC 612

This course presents the theory and concepts regarding specialized topics in financial accounting. It examines business combinations, with emphasis on consolidated financial statements and elimination of inter-company transactions. Topics covered also include accounting for foreign operations, and financial reporting for partnerships, governmental and not-for-profit entities.

AC 714 Business Reporting and Analysis (3 credits)

Pre-Req: AC 611

This course examines current financial reporting and disclosure practices and financial reporting trends. It develops the students' skills in financial reporting measures for solvency, earnings, investment and forecasting implications. The course looks at internal measures useful for management decision-making. It discusses behavioral implications of internal and external reporting through use of current research findings.

AC 730 Business Processes and Controls Assessment (3 credits)

This course examines typical organizational business processes and the information technology that enables those processes. It reviews qualities of information, including those established by authoritative bodies, to assess the ability of information systems to support the business processes and an organization's management. The course focuses on financial and accounting information systems (AIS) and explores several typical AIS application areas. Issues addressed include the effect of emerging technologies on business processes and their related information systems; control issues pertaining to these systems; and the implications of technology-enabled organizational changes on systems design, implementation and management. Students will be introduced to state-of-the-art tools and techniques for examining business processes and information systems and will engage in a project at a company site.

AC 731 Advanced Accounting Information Systems: Modeling Effective Accounting Systems (3 credits)*Pre-Req: AC 730*

This course, designed for students who will be accountants and information systems professionals, shows how they can help management use information technology to effectively control the execution of business activities, while capturing accurate and complete data about those activities in real time. Students will model, analyze and evaluate accounting information systems that support intra- and inter-organizational business processes as well as management control and decision-making. Students will learn to determine and document user requirements, communicate results, and support decision-making. By analyzing and discussing case studies, students will develop the ability to identify key issues, wrestle with conflicting information, and formulate appropriate and feasible recommendations. The course incorporates large-scale projects to enrich the student's experience with an appreciation for the accounting challenges and opportunities posed by information technology.

AC 741 Financial Statement Auditing (3 credits)*Pre-Req: AC 611 & Pre-or Co-req AC 730 for MSA students; GR 524 & Pre or Co-req AC 730 for non-MSA.*

This course is designed to provide a foundation in financial statement auditing. Class sessions cover the economic and social justifications for auditing; the connections between enterprise strategy, business processes, business risks, financial measures, and the audit; the role of internal control in auditing; the technical details of audit planning, testing and reporting; and the social responsibility of the auditor. Investors, analysts and the public face a significant problem in assessing the quality of the financial information that an enterprise reports as it goes about its activities. Arguably, these parties can make better decisions if they can trust the executives and management of the enterprise and if they are reasonably sure that the information they encounter is of high quality. One way to gain both that trust and that assurance is by examining the quality of the information through the process of financial statement auditing.

AC 742 Information Technology Auditing (3 credits)*Pre-Req: AC 741 or AC 744*

This course is designed to examine the practice of information technology (IT) auditing, including professional standards, application of IT and internal control frameworks, and recognition of current and emerging technology-related risks. Class sessions cover topics such as IT general controls, systems development and implementation, the auditor's role related to information security, and data extraction and transformation activities. Through readings, case studies, exercises, and discussion, students will learn to plan, conduct, and report on IT audit activities. Additional topics may include introduction to advanced audit software, business continuity planning, and the role of the IT auditor as a management advisor. Provides a foundation for the Certified Information Systems Auditor exam.

AC 744 Internal Auditing (3 credits)

This course examines the professional standards and attributes required to work in the internal auditing profession. The course emphasizes governance, risk and control practices; as well as core internal audit competencies of communication, collaboration, and critical thinking. Through readings, case studies, and practitioner interaction students will learn to plan and conduct internal audit projects including operational, consulting, and integrated audit engagements; and to report the results of those projects. Additional topics will include application of appropriate information technology as part of the audit process, including exploration of analytical techniques using current software. Provides a foundation for the Certified Internal Auditor exam.

AC 750 Federal Income Taxation (3 credits)*Not open to students who have taken TX 601 or are required to take TX 601*

This course examines individuals, C corporations, S corporations, and partnerships as taxable entities. Topics include the philosophy of taxation, income determination, deductions and credits, acquisition and disposition of property, and related gains and losses. Additional topics, including distribution from and liquidation of business entities, tax planning and tax research, may be covered.

AC 753 Tax Factors in Business Decisions (3 credits)*Pre-Req: AC 750 or TX 601*

This course examines the effect of taxation on business decisions. Topics include choice of business entity, valuation of assets and related cost recovery methods, and compensation issues related to equity-holders and employees. The course focuses on a life-cycle approach to various tax entities. Tax planning and tax research will be integrated into all topics.

AC 754 Accounting for Income Taxes (3 credits)*Pre-Req: AC 612 and (AC 750 for MSA students or TX 603 for MST students)*

The primary objective of this course is to understand taxation in financial reporting. Students will obtain detailed knowledge of accounting methods and periods and should understand how tax provisions are prepared and reflected in all areas of the financial statements. The course will provide a wide knowledge base for professionals to understand the regulations surrounding accounting for income taxes. This course is intended for students who will work in public accounting, either in an audit or tax role, or as a member of a corporate accounting department that would assist with financial statement preparation.

AC 771 Governmental Accounting, Reporting and Auditing (3 credits)*Pre-Req: GR 524, GR 524D, GR 524P, or (MSA student and AC 611)*

This course deals with the measurement and financial reporting problems unique to federal, state and local governments. It covers various aspects of financial statement preparation and interpretation. Reference is made to pronouncements of the AICPA, FASB, GASB and other authoritative sources. Budgeting, budgetary control, and public sector auditing are introduced.

AC 772 Principles of Fraud Investigation (3 credits)

Pre- or Co-Req: GR 524, GR 524D, GR 524P, or AC 611

The course exposes students to the environment of financial fraud, with a focus on asset misappropriation and fraud perpetrated against the organization. It explores the prevailing theories of criminal behavior related to white collar crime, as well as the basics of the regulatory, criminal justice and civil justice systems, relevant federal and state statutes and regulations, and common law related to fraud. The course covers fraud prevention, and detection and investigation tools related to asset misappropriation. It also introduces the digital environment of fraud, including identity theft, cyber crimes and Internet forensics.

AC 773 Fraud and Forensic Accounting (3 credits)

Pre-Req: AC 611. Recommended: AC 612

This course focuses on complex frauds (including financial statement fraud, tax fraud and money laundering), and on non-fraud forensic accounting engagements (including cases of patent infringement, commercial damages and anti-trust). It covers related investigation methods and legal issues, valuation models, reporting and communicating findings, testifying as an expert witness, and other litigation advisory services.

AC 777 Accounting Analytics in Practice (3 credits)

Prereq: (AC 742 or AC 750 or TX 601) and (MA 705 or ST 625) and (CS 605 or AC 731)

This course is designed to provide a culminating experience combining accounting, technology and analytical methods. Students will apply skills acquired in prior courses to large, complex financial data sets resulting in a significant semester-long project. Student teams will address real world accounting, audit and/or tax problems using sophisticated analysis tools to collect, clean and analyze large sets of data, and present project results using appropriate visualization tools and reports.

AC 781 International Dimensions of Accounting (3 credits)

Pre-Req: GR 524, GR 524D, GR 524P, or (MSA student and AC 611)

Building on the premise that sensitivity to international accounting issues is important for professional success in the global business environment, this course examines financial and managerial accounting topics relevant in the international context. It addresses topics such as the differences between U.S. GAAP and IFRS, accounting for foreign currency transactions and translations, international financial statement analysis, contemporary accounting issues, performance evaluation of foreign operations, and international transfer pricing and taxation.

AC 793 Professional Accounting Research and Policy (3 credits)

Pre- or Co-Req: AC 612, AC 730, and AC 741

The course introduces graduate students to professional accounting research. It focuses on how research can help address measurement, uniformity and disclosure issues that regularly arise in business. It reviews and critiques research works and their implications for the practice of accounting. Investigates ethical perspectives and emerging professional issues. The course evaluates policy formulation of professional accounting standards and their impact on business reporting. Students research, analyze, develop and present proposed solutions to accounting and related business cases found in practice using modern information technology resources.

AC 799 Experimental Course in Acctg (3 credits)

Pre-Req: Varies by topic

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Students may repeat experimental courses with a different title or topic for credit.

Career Development (CDI)

CDI 501 Grad Career Develop Intensive I (0 credits)

This course is a non-credit workshops designed to help graduate students craft their graduate-level career development toolbox in their first year for internship and job search success. For questions, please contact the Graduate Career Development Office at 781.891.2164 or GA_GCS@bentley.edu.

This course is a six-week seminar that is exclusively offered to first year graduate students in the fall and focuses on the development of students graduate-level career development toolbox under the instruction of Graduate Career Development advisors. Topics covered include strengths and goal assessment, resume and cover letter writing, elevator pitch development, networking and informational interviewing, utilizing social media for the job search, job search techniques and leveraging BentleyLink (on-campus job posting system). This class will not appear on the graduate transcript.

Computer Information Systems (CS)

CS 590 Internship in Information Technology (1 credit)

A one-credit field-based educational experience for Bentley graduate students, with the opportunity to (1) develop an understanding of computer information systems practices in today's organizations, (2) apply knowledge of computer information systems techniques in a real live setting, (3) develop skills associated with computer-based systems development, deployment and/or support, (4) and develop an understanding and appreciation of today's diverse business culture and values, including team-based performance norms, self-directed team work, and working in a diverse, global business environment. This internship option is available exclusively to Bentley graduate students who have a CS focus in their program of study (MSIT, MBA/MSIT, MBA/IST). Students must work a minimum of 120 hours at an approved organization, complete a reflection paper, and coordinate their performance appraisal with their specified site supervisor

CS 602 Data-Driven Development with Python (3 credits)

Python is an easy to learn, widely versatile programming language whose extensive collection of external libraries makes it a popular choice for business analytics and visualization, data science, artificial intelligence, scientific and numeric computing, and many other applications. Its compatibility with leading analytics tools that are widely used in enterprises also places it in high demand. Students in this course will first learn the fundamentals of programming that are common to all programming languages. They will then work with Python libraries to perform common analytics tasks. No prior programming experience is required.

CS 603 Algorithmic Thinking with Java (3 credits)

This course teaches programming using the Java language, which is widely used in business. By focusing on algorithm development, data structures, logical reasoning skills, and sound programming practices, students learn to analyze and tackle business programs with software solutions. Emphasis is placed on the importance of writing and thoroughly testing code that is well structured and runs efficiently. Students first gain a solid understanding of programming fundamentals before delving into higher-order concepts, including abstract data types. Practical hands-on exercises and assignments using a well-known, integrated development environment reinforce algorithmic thinking, programming, and debugging skills. No prior programming experience is required.

CS 605 Data Management and SQL for Analytics (3 credits)

This course teaches proven techniques for modeling system requirements and managing organizational data resources, with a strong focus on data management. Students will learn how to discover and document database requirements, functional system requirements, and user-interface requirements. Techniques covered in this course include entity-relationship modeling for data analysis, functional dependency and normalization for the logical design of the database, Structured Query Language (SQL) for data management, and use cases for requirements specification.

CS 607 Cybersecurity (3 credits)

This course provides a technical focus on information, computer and network security, which together form the basis for securing enterprise systems and services. It introduces what cybersecurity means, both in the abstract and in the context of business information systems. Students learn relevant cybersecurity issues, technologies and approaches found in the contemporary enterprise. Students recognize and understand threats to privacy, confidentiality, integrity and service availability as well as best practices to defend both digital and physical assets against such threats.

CS 610 Enterprise Architecture (3 credits)

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. These topics are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. Students also read current vendor and analyst publications and hone their ability to communicate technology architecture strategies concisely to a general business audience.

CS 612 Cloud-Based Enterprise Applications (3 credits)

Pre-Req: CS 602 and CS 605

This course provides a hands-on introduction to several cloud based technologies and automation tools that are commonly utilized to develop enterprise applications. The course also considers the impact of these technologies in a business context. Students learn how to develop dynamic, data-driven enterprise applications that are continuously integrated and continuously delivered. These applications enable businesses to interact with their customers, employees, and suppliers, and provide online access to information that supports decision-making. Students enrolled in this course are expected to have basic proficiency in a programming language (Java or Python) and relational databases.

CS 620 Software Project Management (3 credits)

Pre-Req: CS 605, CS 610, and (MSIT student with CS 603 or MSDI student with CS 602)

This course provides the technical knowledge and skills for successfully managing and executing globally distributed software projects in agile and hybrid environments. Topics covered include proposal and contract management, requirements management, modeling, user experience, project planning, effort estimation, staffing, automation, status, and quality assurance. Students will learn the methods and tools that support these processes, develop a toolkit for creating a project plan for a distributed application, and engage in a project to improve these capabilities.

CS 650 Data Analytics Architectures with Big Data (3 credits)

Pre-Req: CS 602 and CS 605

The architecture of modern database systems for data analytics with big data are examined. This course provides a hands-on introduction to several architectures and approaches for data for analytics, including data from operational transactions, sensor data, web logs and social media sites. It explores the different types of data that make up the big data space, and applies capture and storage technologies appropriate for relational and non-relational models, such as clickstreams and user navigation of web sites. Data will be explored using Python-based tools for analytics and visualization. Students enrolled in this course are expected to have basic proficiency in the Python programming language and relational databases.

CS 680 Mobile Application Development (3 credits)

Pre-Req: CS 603 and (Pre- or Co-Req: CS 605)

This course is an introduction to developing mobile applications, beginning with mobile operating system capabilities and application architecture and extending to major components, such as activities, services, broadcast receivers and others. Students learn how to develop interactive applications using widget libraries, web-based services, animation, an SQL database engine, and multithreading. Students in this course are expected to have proficiency in Java, website development and SQL queries.

CS 700 Directed Study (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon, in-depth, independent examination, investigation or analysis of a specialized topic.

CS 701 Internship in Information Technology (3 credits)

This course affords students the opportunity to enhance self-realization and direction by integrating classroom study with experience in vocational learning situations. It requires development of a study plan to identify students' professional goals and to demonstrate how these goals can be furthered through an internship experience. This course includes regular meetings in which students discuss issues and business problems related to their work experience, and defend proposed solutions before fellow students and the internship coordinator

CS 703 Looking into the Future: Automation and Digital Technologies (3 credits)

This course will survey a range of new and evolving digital technologies, their applications and issues surrounding their use. This discussion-based course will be co-taught by several faculty members, who will lead class meetings, followed by discussions examining issues surrounding the use of the presented technologies in practice. The choice of topics will depend on the contributing faculty and vary from one semester to another. Assignments will include extensive readings and reflections on the topics under study, written summaries and group presentations on specific technologies, and the development of forward-looking ideas on applications of technologies of interest to students and faculty members.

CS 733 Artificial Intelligence Techniques and Applications (3 credits)

Pre-Req: CS 602

This course introduces students to the foundations of artificial intelligence (AI) and its use in automation. Fundamental concepts and techniques behind software agents, automated reasoning, machine learning and robotics are introduced and illustrated with applications in various domains. Students will learn how these techniques can be integrated into business operations and functions to increase productivity and to support strategic decision making in organizations. Students will have opportunities to explore AI-based software and tools and discuss the ethical issues related to the development and use of AI.

CS 740 Network and Systems Security (3 credits)

Pre-Req: CS 607, CS 610, or instructor permission

This course provides a technical focus on information, computer and network security, which together form the basis for securing enterprise systems and services. It introduces what enterprise security means, both in the abstract and in the context of real-world information systems. Students learn relevant security issues, technologies and approaches found in the contemporary enterprise. Students recognize and understand threats to confidentiality, integrity and availability as well as best practices to defend against such threats.

CS 753 Business Intelligence Methods and Technologies (3 credits)

Pre-Req: CS 605

This course expands students knowledge and skills gained in database management courses and looks in depth at business intelligence methods and technologies. The course examines the entire business intelligence life cycle, including system architecture design, data processing, modeling, warehousing, online analytical processing and reporting. Case studies of organizations using these technologies to support business intelligence gathering and decision-making are examined. This course also provides hands-on experience with state-of-the-art business intelligence methods and tools.

CS 795 Special Topics Seminar (3 credits)

Pre-Req: Varies by topic

This course offers a structured opportunity for exploring new business applications of emerging hardware or software technologies. It requires active student participation in developing and presenting course materials.

CS 799 Experimental Course in CS (3 credits)

Pre-Req: Varies by topic

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Topics may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

CS 801 Information Technology Management and Policy (3 credits)

This course explores the issues and approaches in managing the information systems function in organizations. It takes a senior management perspective in exploring the development and implementation of plans and policies to achieve efficient and effective information systems. The course addresses issues relating to defining the IT infrastructure and the systems that support the operational, administrative and strategic needs of the organization

CS 881 Computer Information Systems Internship (3 credits)

This course provides an opportunity for advanced MSIT students to exercise theory, knowledge and skills developed through the program, by serving as an information systems professional in a real employment environment. Through the internship coordinator, students solicit and respond to internship offers from commercial, governmental and nonprofit employers. Students maintain contact with the internship coordinator and critically analyze their work experience in a formal paper. Students have the option of making a presentation to the CIS community upon completing the internship, which normally spans one academic term.

Economics (EC)

EC 611 The Macroeconomics of Financial Markets (3 credits)

Pre-Req: (GR 522, GR 522D, or GR 522P) and (GR 525, GR 525D, GR 525P, or FI 625)

This course explores the links between the macroeconomy and financial markets. The course begins by developing a model of the macroeconomy. It will then cover the basic asset valuation models. The remainder of the semester will explore how changes in the macroeconomy affect stock, bond, foreign exchange and derivatives markets, as well as how these markets in turn impact the macroeconomy.

EC 621 Business and Economic Forecasting (3 credits)

Pre-Req: (GR 521, GR 521D, GR 522P) and Pre- or Co-Req: GR 522, GR 522D, or GR 522P

This course presents a range of concepts useful for business, economic and financial forecasting. It introduces the types of forecasts required, simple time-series models, data series smoothing techniques, trend-line fitting and forecasting, linear regression time-series forecasts and Box-Jenkins models. The course examines the selection of appropriate techniques in various business situations and utilizes selected software for business forecasting.

EC 631 Market Structure and Firm Strategy (3 credits)

Pre-Req: GR 522, GR 522D, or GR 522P

This course examines industry organization and the nature of interfirm rivalry within contemporary market environments. It develops microeconomic tools for determining the degree and nature of competition in an industry. The course presents economic models of market structure and firm behavior to explain industry performance. It analyzes market definition using scale economies, merger activity, entry barriers and cartelization. The course investigates strategic firm behavior within well-defined markets. It addresses competitive strategies such as profit maximization, price discrimination, product differentiation and advertising. This course includes a game theoretical approach to demonstrate firm interdependence. It employs a variety of industry case studies to provide institutional context to the analytical issues.

EC 655 The Economics of Globalization (3 credits)

Pre-Req: GR 522, GR 522D, or GR 522P

To be successful in business, it is necessary to understand the impact of global events. For instance, faster economic growth in China leads to higher oil consumption, which causes world oil prices to rise, which can result in inflationary pressures in the United States that would cause the Federal Reserve to raise interest rates, which increases the cost of your loans. The goal of this course is to have students gain knowledge about current issues and to acquire the skills necessary to make these connections. Some of the topics covered in the course include: trade disputes, the expansion of free trade, the euro, China/India and financial crises in developing countries. This course will utilize readings from well-known economists, along with sources such as *The Economist*. In addition to the midterm and final exams, students will write a paper about an international issue of interest to them. Exams will be mostly essays, as the focus is on being able to analyze and discuss issues.

EC 700 Directed Study in Economics (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

EC 701 Internship in Business Economics (3 credits)

This course affords students the opportunity to enhance self-realization and direction by integrating classroom study with experience in vocational learning situations. It requires development of a study plan to identify students' professional goals and to demonstrate how these goals can be enhanced through an internship experience. The course includes regular meetings in which students discuss issues and business problems related to their work experience, and defend proposed solutions before fellow students and the internship coordinator

EC 799 Experimental Course in EC (3 credits)

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Topics may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit

Ethics (ETH)

ETH 700 Ethical Issues in Corporate Life (3 credits)

Pre-req: None

This course introduces principles of ethical thinking and applies them to situations and models for business decision-making. It explores and analyzes business ethics issues relating to the nature of the corporation, work in the corporation, the corporation and society, and the development of the corporate culture. The course provides a conceptual and systematic study of corporate ethics in an effort to develop consistent criteria for business ethics decision-making.

ETH 701 Internship in Business Ethics (3 credits)

This course is a three-credit field-based educational experience for Bentley graduate students that provides the opportunity to (1) observe ethics and compliance practices, (2) apply and test hands-on the ethics/value concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. In order to receive academic credit, students must work 12-14 weeks at an organization suitable for the individual student's field learning experience, and complete specific requirements during the internship, demonstrating the ability to apply and integrate business ethics strategies and concepts

ETH 750 Managing Ethics in Organizations (3 credits)

Managing Ethics in Organizations is an executive-education course open to a limited number of Bentley graduate students in which participants will receive practical advice and theoretical tools for creating and managing highly effective ethics programs. In this one-week intensive, students will work alongside seasoned professionals and newcomers to the ethics and compliance field from around the globe. The faculty consists of about 20 of the leading practitioners and academics in the business ethics field. One Bentley professor will supervise the work of the graduate students. Each instructor will cover specific business ethics topics, ranging from a review of ethical principles to methods for managing ethics investigations in corporations. This course, offered once a year at Bentley, is co-sponsored by the W. Michael Hoffman Center for Business Ethics and the Ethics & Compliance Initiative.

ETH 810 Research in Business Ethics (3 credits)

This course allows students to develop specialized knowledge in business ethics by structuring and completing a faculty-supervised research project. This area of investigation is proposed in writing to a faculty supervisor by the student and must be approved by the supervisor and the program director. Students demonstrate research skills and technical competence through the presentation of a written report outlining the nature and significance of the project chosen and the resulting conclusions. The project may be completed in conjunction with an internship in a sponsoring company that has an ethics program

Finance (FI)

FI 590 Internship in Finance (1 credit)

A one-credit field-based educational experience for Bentley students with the opportunity to (1) observe finance practices, (2) apply and test hands-on the organizational concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. This Internship option is available to Bentley MSF students. Students must work a minimum of 200 hours at an organization suitable for the individual student's field learning experience, and complete specific requirements during their internship in order to receive academic credit. A student is limited to doing one such one-credit internship before degree completion

FI 623 Investments (3 credits)

This course provides fundamental knowledge in key areas of investments. In particular, the course will focus on portfolio theory, asset pricing, equity valuation, fixed income valuation and risk, and option pricing and strategies.

FI 625 Corporate Finance: Theory, Tools and Concepts (3 credits)

Pre-Req: GR 524, GR 524D, or GR 524P. Not open to students who have completed GR 525, GR 525D, or GR 525P

The course extends the basic understanding of financial concepts and tools by emphasizing the modern fundamentals of the theory of finance. It develops the ability to apply financial analysis, planning and valuation techniques to solving financial problems. The course covers issues related to how managers manage the assets in place, identify and evaluate future investment opportunities, and analyze sources and costs of capital necessary to fund these projects. Topics are presented in an environment that includes strategic, global and technological issues where appropriate and relevant.

FI 627 Corporate Finance: Applications and Advanced Topics (3 credits)

Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625

This course hones analytical skills by exploring applications of concepts and tools introduced in GR 525 and FI 625. It is a case-based course where students examine a wide range of topics in corporate finance in a real-world setting. Issues examined can include, but are not limited to, building financial forecasts, estimating a cost of capital, making corporate investment decisions, private equity financing, the decision to go public, long-term financing choices, management buyouts, the economics of mergers, acquisitions and divestitures, and corporate risk management.

FI 631 Financial Modeling (3 credits)

Pre-Req: FI 625, GR 525, GR 525D, or GR 525P

Financial Modeling is focused on applying sophisticated Excel techniques to common modeling problems in finance. Working with text, dates, numbers and formulas, students build a skill set including conditional and Boolean calculations, formatting, cell protection, random figure generation, and data cleansing techniques. That skill set is expanded to include advanced features of Excel including pivot tables, simulation and solver. Subsequently the course will cover macro recording and function construction in the Visual Basic for Applications (VBA) development environment. All techniques learned are applied to common financial modeling problems including forecasting revenue, building detailed internal company budgets, and projecting GAAP financial statements, including the cost of capital and the intrinsic stock valuation.

FI 635 Fixed Income Valuation and Strategies (3 credits)

Pre- or Co-Req: FI 623

Covers the pricing of fixed income securities, examining topics such as bond mathematics, term structure of interest rates, repurchase agreement market, pricing of default risk in the context of high yield corporate bonds, foreign exchange risk in the context of foreign currency denominated bonds, and pricing pre-payment risk in mortgage-backed securities. More advanced topics include the tools and their application under realistic assumptions in the real world, application of duration and convexity under realistic yield curve assumptions, risk and return in the high yield bond market and related structured products, option-adjusted spread modeling in mortgage backed securities pricing, the mortgage derivatives markets, and foreign currency denominated bond investment. Requires econometric analyses that involve using the resources of the Trading Room. Assigned readings include journal articles from applied academic finance journals and research reports from Wall Street firms.

FI 640 Equity Valuation (3 credits)

Pre-Req: FI 623

This course teaches students to value equity securities, starting with the top-down approach and industry analysis/forecasting. It examines valuation theory, models and applications. Students analyze the IPO process to gain a detailed understanding of equity market operation, issues that affect these markets and where they are headed. More advanced topics include the implications of financial statements on cash flow and risk, the exploration of valuing distressed or bankrupt companies, closely held firms, and venture capital situations. The course requires extensive use of applied academic journals, the financial media, and resources available in the Trading Room.

FI 645 Derivatives (3 credits)

Pre- or Co-Req: FI 623

This course provides materials and projects that will allow students to develop a detailed understanding of the design, mechanics and pricing of derivative securities in risk management. The concept of the law of one price will be stressed and includes the application of the tools and inputs (quantitative techniques as developed in ST 625) necessary to value derivative securities. The mathematical requirements of the course are primarily algebraic, but the student will also need to rely on statistical methods and some calculus. Please note that this is not a survey course. It is an intensive introduction to derivative securities pricing and market mechanics.

FI 650 Quantitative Investment Management (3 credits)

Pre-Req: FI 623

This advanced applied course will extend the understanding of security selection and portfolio construction you developed in an Investments course and use a lot of concept you learned in a Statistics class. Our focus will be on the active quantitative management of equity portfolios. The course requires the extensive use of FactSet quantitative tools (Alpha Testing, Screening and Portfolio Analysis). We start with developing an understanding of the importance of investment styles and style benchmarks. We will then turn to studying quantitative factor models (Economic and Fundamental) for stock selection, portfolio construction, and risk management. We will end with the analysis of portfolio performance. This course is a hand-on applied course with a semester long quantitative portfolio manager project that will bring to life the concepts we are learning during the semester.

FI 685 Financial Strategy (3 credits)

Pre-Req: FI 625, GR 525, GR 525D, or GR 525P

This course has three broad objectives. The first is to examine a framework for formulating value-enhancing corporate strategies, both short term and long term. The second is to study a variety of financial policies, and develop an understanding of how financial policy is an integral part of any value-maximizing corporate strategy. The third objective is to apply the value-maximization framework and tools to conduct an in-depth evaluation of corporate strategy for a selected firm. Various strategic decisions to create stakeholder wealth will be discussed through case discussions and analysis of actual companies. Analysis of financial decisions in a framework that views a business strategy as a series of options rather than a series of static cash flows will be discussed.

FI 700 Dir Study in Finance (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic

FI 701 Internship in Finance (3 credits)

To enroll in an internship, the student must contact the Graduate Student and Academic Services Office to begin the appropriate paperwork. Once completed, the student will be manually registered.

Affords students the opportunity to enhance self-realization and direction by integrating classroom study with experience in professional financial environments. Requires development in cooperation with the potential employer of a proposal defining the internship experience. Consistent with the student's professional goals, the proposal should detail either a specific project or a structured development program. Includes regular meetings in which students discuss issues and business problems related to their work experience, and defend proposed solutions before fellow students and the internship coordinator.

FI 730 Management of Financial Institutions (3 credits)

Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625, previously or concurrently

This course analyzes the environment, structure and operation of depository financial institutions while concentrating most heavily on commercial banks. It reviews the complex role of depository institutions within a changing industry and examines criteria used to measure performance. The course presents the analytical methods used to evaluate the efficiency of operations, the market position, and the development of the institutions. Factors leading to growth and profitability, both internal and external to the firm, are evaluated. Issues specific to the international operations of U.S. banks as well as the domestic operations of foreign banks are explored. The course examines the exposure to risk of various kinds and methods used to minimize those risks. Both cases and current issues are used.

FI 735 Mergers and Acquisitions (3 credits)

Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625

This course studies mergers and acquisitions, both as a growth strategy and as a means of increasing the market value of the firm. Students develop the skills to scan the environment for potentially attractive targets, and thereafter, to determine the terms of a merger. Through the case analysis method, students test pre-merger conditions against post-merger facts to form judgments about the soundness of a given merger. Accounting treatment of mergers, as well as the role of tax and antitrust laws, is studied.

FI 751 International Financial Management (3 credits)

Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625, previously or concurrently

This course deals with the international aspects of corporate finance and investing. Areas covered include foreign exchange with emphasis on exchange rate determination, exchange risk, hedging and interest arbitrage, international money and capital markets and international financing, multinational capital budgeting, cost of capital and international portfolio management.

FI 774 Computational Finance (3 credits)

Pre-Req: GR 526 and FI 623

The course covers the application of advanced mathematical methods to solve complex problems in Finance. Mathematical topics will include computational methods, simulation methods, numerical methods and stochastic processes. The course requires an understanding of Calculus 1,2,3 and presumes an advanced understanding of financial markets and instruments, including fixed income and derivatives, for a series of application projects.

FI 787 Large Investments and International Project Finance (3 credits)

Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625

This course provides an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. Students will be introduced to substantial research data and informational resources. Decision-making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up are stressed. Large investment projects across a variety of geographic regions, industrial sectors and stages of project execution are examined. The important differences in risk between domestic and export sector projects will be contrasted, including management of foreign exchange issues and the role of host governments. Case studies and an international development valuation project will add depth to the text material. Comfort with Excel spreadsheets and the analytical tools is recommended.

FI 799 Experimental Course in FI (3 credits)

Pre-Req: Varies by topic

This is a graduate Finance elective course that will provide an understanding of compliance standards and practices, with a particular focus on investment management. Students will construct both active and passive investment portfolios using advanced quantitative tools and then explore through a series of case studies the compliance, regulatory, and reporting requirements of the investment process.

Global Business Experience (GBE)

GBE 790 Global Business Experience (3 credits)

Global Business Experiences are faculty-led courses that last from 10 day to 2 weeks and offer an intensive look at business or cultural practices in a country abroad. These courses are usually offered in January during semester break, in March during Spring Break or in May at the start of the summer semester. Students visit companies daily and meet with business leaders and government officials to further their global mindset and cultural awareness. Through immersion in the business practices of another region, students gain valuable professional skills and develop a stronger bond with their classmates that will benefit them throughout the remainder of their graduate study. Visit the following page for a listing of sites: bentley.edu/offices/international-education/global-business-experiences.

GBE 790D ELMBA/Full Time Global Business Experience (3 credits)

Examines the rapid growth of technology-based companies in Ireland, during a two-week study tour. Immersion in the Irish culture and environment provide the background for understanding Ireland's technology-driven economic transformation over the past decade. The course focuses on the factors, policies and practices behind Ireland's growing competitive advantage in creating and expanding technology-based companies. Also analyzes government policies and business practices that foster increasing global competitiveness and investments in the country's high-tech sector. Visits to local and international high-tech companies offer insights on IT infrastructure and support, and management practices promoting success. Guest speakers from the Irish government and trade bureau, universities, and high-tech business community present their perspectives and participate in discussions

Graduate Interdisciplinary (GR)

GR 521 Managerial Statistics (3 credits)

May not be used as an elective course.

This course covers basic statistical techniques in a managerial setting, and features case studies and conceptual exercises. Statistical topics include effective use of numerical and graphical summaries, estimation and confidence intervals, hypothesis testing and regression. More advanced topics such as data mining, the Bayesian paradigm and principles of model building, may be encountered during projects.

GR 521D Managerial Statistics (3 credits)

This course covers basic statistical techniques in a managerial setting, and features case studies and conceptual exercises. Statistical topics include effective use of numerical and graphical summaries, estimation and confidence intervals, hypothesis testing and regression. More advanced topics such as data mining, the Bayesian paradigm and principles of model building, may be encountered during projects.

GR 521P Managerial Statistics (3 credits)

Open to all students except ELMBA/Full time MBA, and MSMBA. May not be used as an elective course.

This course covers basic statistical techniques in a managerial setting, and features case studies and conceptual exercises. Statistical topics include effective use of numerical and graphical summaries, estimation and confidence intervals, hypothesis testing and regression. More advanced topics such as data mining, the Bayesian paradigm and principles of model building, may be encountered during projects.

GR 522 Economic Environment of the Firm (3 credits)

Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, and MSF. May not be used as an elective

This course examines managerial decision-making from an economic standpoint. The first half (microeconomics) explores how prices, wages and profits are determined in market economies; the advantages and disadvantages of unfettered competition; and the impact of government intervention on market outcomes. The second half (macroeconomics) investigates the factors influencing gross domestic product, interest rates, unemployment, inflation and growth; the causes of the business cycle; the role of the federal government and the Federal Reserve in stabilizing the economy; the impact of technology on productivity and growth; and the influence of international trade and finance on economic activity.

GR 522D Economic Environ of the Firm (3 credits)

Restricted to ELMBA/ Full Time MBA and MSMBA. May not be used as an elective course.

This course examines managerial decision-making from an economic standpoint. The first half (microeconomics) explores how prices, wages and profits are determined in market economies; the advantages and disadvantages of unfettered competition; and the impact of government intervention on market outcomes. The second half (macroeconomics) investigates the factors influencing gross domestic product, interest rates, unemployment, inflation and growth; the causes of the business cycle; the role of the federal government and the Federal Reserve in stabilizing the economy; the impact of technology on productivity and growth; and the influence of international trade and finance on economic activity.

GR 522P Economic Environ of the Firm (3 credits)

Restricted to PMBA/ Part Time MBA, EMBA, MSMBA, MSA, MSBA, and MSF. May not be used as an elective

This course examines managerial decision-making from an economic standpoint. The first half (microeconomics) explores how prices, wages and profits are determined in market economies; the advantages and disadvantages of unfettered competition; and the impact of government intervention on market outcomes. The second half (macroeconomics) investigates the factors influencing gross domestic product, interest rates, unemployment, inflation and growth; the causes of the business cycle; the role of the federal government and the Federal Reserve in stabilizing the economy; the impact of technology on productivity and growth; and the influence of international trade and finance on economic activity.

GR 523 Marketing Management (3 credits)

Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective

This course covers the processes involved in the creation, distribution and sale of products and services, and explores the tasks and decisions facing marketing managers. It focuses on market and competitive analysis, customer behavior, and the design and implementation of marketing strategies in domestic and international markets, including product, price, promotion, distribution and customer service decisions

GR 523D Marketing Management (3 credits)

Pre-Req: None. Restricted to ELMBA/ Full Time MBA, MSMBA, MSBA & MSMA. Course may not be used as an elective.

This course covers the processes involved in the creation, distribution and sale of products and services, and explores the tasks and decisions facing marketing managers. It focuses on market and competitive analysis, customer behavior, and the design and implementation of marketing strategies in domestic and international markets, including product, price, promotion, distribution and customer service decisions.

GR 523P Marketing Management (3 credits)

Restricted to PMBA/ Part Time MBA, EMBA, MSBA & MSMA. May not be used as an elective.

This course covers the processes involved in the creation, distribution and sale of products and services, and explores the tasks and decisions facing marketing managers. It focuses on market and competitive analysis, customer behavior, and the design and implementation of marketing strategies in domestic and international markets, including product, price, promotion, distribution and customer service decisions.

GR 524 Accounting for Decision-Making (3 credits)

Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective

This course highlights how managers use cost, cash flow and financial reporting information in their decisions. It will introduce the student to (a) purpose of accounting and its role in making business decisions, (b) accounting principles, procedures and judgments underlying corporate financial statements, (c) use, interpretation and limitations of financial statements, (d) use and interpretation of cost accounting data in managerial decision-making, and (e) approaches to identify problems, analyze their financial and managerial implications, and evaluate alternative solutions.

GR 524D Accounting for Decision Making (3 credits)

Restricted to ELMBA/ Full Time MBA and MSMBA. May not be used as an elective course.

This course highlights how managers use cost, cash flow and financial reporting information in their decisions. It will introduce the student to (a) purpose of accounting and its role in making business decisions, (b) accounting principles, procedures and judgments underlying corporate financial statements, (c) use, interpretation and limitations of financial statements, (d) use and interpretation of cost accounting data in managerial decision-making, and (e) approaches to identify problems, analyze their financial and managerial implications, and evaluate alternative solutions.

GR 524P Accounting for Decision Making (3 credits)

Restricted to PMBA/Part Time MBA, EMBA & MSF. May not be used as an elective course.

This course highlights how managers use cost, cash flow and financial reporting information in their decisions. It will introduce the student to (a) purpose of accounting and its role in making business decisions, (b) accounting principles, procedures and judgments underlying corporate financial statements, (c) use, interpretation and limitations of financial statements, (d) use and interpretation of cost accounting data in managerial decision-making, and (e) approaches to identify problems, analyze their financial and managerial implications, and evaluate alternative solutions.

GR 525 Financial Statement Analysis for Decision-Making (3 credits)

Pre-Req: GR 524, GR 524D, GR 524P, or AC 611. Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective

The objective of this course is to provide an applied understanding of the finance concepts and tools of analysis used in measuring firm performance and in making investment decisions that create value. This will be achieved through instructor conferences and the use of cases. The main concepts covered include financial statements, ratio analysis, financial planning, the time value of money, capital budgeting, capital structure, the cost of capital and asset valuation.

GR 525D Fin Statement Analysis for Dec (3 credits)

Pre-req: GR 521D & GR 524D. Restricted to ELMBA/Full Time MBA and MSMBA. May not be used as an elective course.

The objective of this course is to provide an applied understanding of the finance concepts and tools of analysis used in measuring firm performance and in making investment decisions that create value. This will be achieved through instructor conferences and the use of cases. The main concepts covered include financial statements, ratio analysis, financial planning, the time value of money, capital budgeting, capital structure, the cost of capital and asset valuation.

GR 525P Fin Statement Analysis for Dec (3 credits)

Pre-Req: GR 521 and (GR 524 or AC611). Restricted to EMBA, PMBA/ Part Time MBA, MSA & MSBA. May not be used as an elective course.

The objective of this course is to provide an applied understanding of the finance concepts and tools of analysis used in measuring firm performance and in making investment decisions that create value. This will be achieved through instructor conferences and the use of cases. The main concepts covered include financial statements, ratio analysis, financial planning, the time value of money, capital budgeting, capital structure, the cost of capital and asset valuation.

GR 526 Calculus (3 credits)

This course only counts towards the foundation requirements for the MSF quantitative finance track.

The course presents differential and integral calculus in a single variable, with connections to further study in continuous probability, multivariate calculus and differential equations. Specific emphasis is placed on tools relevant to later study of computational finance. Topics include limits, continuity, differentiation of single-variable and multivariate functions, implicit differentiation, optimization, integration by substitution and by parts, numerical integration, and introductions to ordinary differential equations, continuous probability, and Taylor series

GR 601 Strategic Information Technology Alignment (3 credits)

For ELMBA and MSMBA: For PMBA: GR 521, GR 522, GR 523, GR 524, GR 525.

This course provides an enterprise-wide perspective on IT management, focusing on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes (i.e., Strategic IT Alignment). Cases and readings examine how companies in various industries use IT to serve customers well, manage operations efficiently, coordinate with business partners, and make better business decisions. We consider how to maximize the strategic benefits of investments in hardware and software, while minimizing risks. The course places equal weight on technical and managerial skills. Our primary objective is to help students prepare to be effective contributors to IT initiatives in partnership with IT professionals, including external service providers here and abroad.

GR 601D Strategic IT Alignment (3 credits)

Course restricted to ELMBA/Full Time MBA and MSMBA.

This course provides an enterprise-wide perspective on IT management, focusing on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes (i.e., Strategic IT Alignment). Cases and readings examine how companies in various industries use IT to serve customers well, manage operations efficiently, coordinate with business partners, and make better business decisions. We consider how to maximize the strategic benefits of investments in hardware and software, while minimizing risks. The course places equal weight on technical and managerial skills. Our primary objective is to help students prepare to be effective contributors to IT initiatives in partnership with IT professionals, including external service providers here and abroad.

GR 601P Strategic IT Alignment (3 credits)

Pre-Req: GR 521, GR 522, GR 523, GR 524 and GR 525. Course restricted to EMBA & PMBA/Part Time MBA.

This course provides an enterprise-wide perspective on IT management, focusing on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes (i.e., Strategic IT Alignment). Cases and readings examine how companies in various industries use IT to serve customers well, manage operations efficiently, coordinate with business partners, and make better business decisions. We consider how to maximize the strategic benefits of investments in hardware and software, while minimizing risks. The course places equal weight on technical and managerial skills. Our primary objective is to help students prepare to be effective contributors to IT initiatives in partnership with IT professionals, including external service providers here and abroad.

GR 602 Business Process Management (3 credits)

Pre-Req: For EMBA & PMBA/ Part Time MBA : GR 521, GR 522, GR 523, GR 524, and GR 525. Course restricted to EMBA & PMBA/ Part Time MBA. Open to MSBA, MSHFID & MSIT with IPM Dept Chair permission.

This course provides a conceptual framework for understanding the fundamentals and characteristics of business processes. To set a solid foundation for accomplishing this aim, it reviews the basics of process analysis and introduces process modeling. Included here are various methods of analyzing, measuring and evaluating processes. With these fundamentals in place, the course explores the concept of the value chain to offer a backdrop for understanding both intra- and interorganizational relationships and the associated dependencies that exist. The last part of the course focuses on how information technology can be used effectively in redesigning processes to improve their overall performance. Students are introduced to the enterprise resource planning system SAP. The course includes assignments, exercises and projects focused on different aspects of business processes.

GR 602D Business Process Mgt (3 credits)

Course restricted to ELMBA/ Full Time MBA and MSMBA.

This course provides a conceptual framework for understanding the fundamentals and characteristics of business processes. To set a solid foundation for accomplishing this aim, it reviews the basics of process analysis and introduces process modeling. Included here are various methods of analyzing, measuring and evaluating processes. With these fundamentals in place, the course explores the concept of the value chain to offer a backdrop for understanding both intra- and interorganizational relationships and the associated dependencies that exist. The last part of the course focuses on how information technology can be used effectively in redesigning processes to improve their overall performance. Students are introduced to the enterprise resource planning system SAP. The course includes assignments, exercises and projects focused on different aspects of business processes.

GR 602P Business Process Mgt. (3 credits)

Pre-Req: For EMBA & PMBA: GR 521, GR 522, GR 523, GR 524, and GR 525. Course restricted to EMBA & PMBA/ Part Time MBA. Open to MSBA, MSHFID & MSIT with IPM Dept Chair permission.

This course provides a conceptual framework for understanding the fundamentals and characteristics of business processes. To set a solid foundation for accomplishing this aim, it reviews the basics of process analysis and introduces process modeling. Included here are various methods of analyzing, measuring and evaluating processes. With these fundamentals in place, the course explores the concept of the value chain to offer a backdrop for understanding both intra- and interorganizational relationships and the associated dependencies that exist. The last part of the course focuses on how information technology can be used effectively in redesigning processes to improve their overall performance. Students are introduced to the enterprise resource planning system SAP. The course includes assignments, exercises and projects focused on different aspects of business processes.

GR 603 Leading Responsibly (3 credits)

Course restricted to AOPMBA & PMBA/ Part Time MBA and MSHFID students. MSBA students may enroll with instructor permission.

This course examines the multiple roles of ethical and responsible leadership and the challenges associated with leading organizations and teams in a rapidly changing environment. Through discussion, case analysis, and team-based experiential exercises; students explore the complex issues of responsibly leading and guiding organizations and teams in contemporary society. Focus is placed on the development of the student as evolving leader. Students assess individual strengths and weaknesses as a leader, identify and develop a range of leadership competencies, and then apply these leadership skills to a variety of situations.

GR 603D Leading Responsibly (3 credits)

Course restricted to ELMBA/ Full Time MBA and MSMBA.

GR 603P Leading Responsibly (3 credits)

Course restricted to PMBA/Part Time MBA and MSHFID students. MSBA students may enroll with instructor permission.

This course examines the multiple roles of ethical and responsible leadership and the challenges associated with leading organizations and teams in a rapidly changing environment. Through discussion, case analysis, and team-based experiential exercises; students explore the complex issues of responsibly leading and guiding organizations and teams in contemporary society. Focus is placed on the development of the student as evolving leader. Students assess individual strengths and weaknesses as a leader, identify and develop a range of leadership competencies, and then apply these leadership skills to a variety of situations.

GR 604 Global Strategy (3 credits)

Pre-Req: GR 521, GR 522, GR 523, GR 524, and GR 525. Course restricted to ELMBA, EMBA & PMBA

This course focuses on how multinational companies and other firms create and sustain competitive advantage in a highly competitive, networked economy. Students learn about models of competition such as Porter's Five Forces model and D'Aveni's Hyper-Competition. Strategic innovation, the resource-based view of the firm, and new business models are other important topics. Emphasis is placed on formulating strategy at the corporate and business levels and on implementing strategy at all levels of the firm. The macro-global environment, ethics, risk management and government regulation are covered. This course serves as a capstone course, with discussion of comprehensive, international case studies that require financial analysis. Students use the university's Trading Room for research projects.

GR 604D Global Strategy (3 credits)

Pre-Req: GR 521, GR 523, GR 524, and GR 525. Course restricted to ELMBA/ Full Time MBA and MSMB.

This course focuses on how multinational companies and other firms create and sustain competitive advantage in a highly competitive, networked economy. Students learn about models of competition such as Porter's Five Forces model and D'Aveni's Hyper-Competition. Strategic innovation, the resource-based view of the firm, and new business models are other important topics. Emphasis is placed on formulating strategy at the corporate and business levels and on implementing strategy at all levels of the firm. The macro-global environment, ethics, risk management and government regulation are covered. This course serves as a capstone course, with discussion of comprehensive, international case studies that require financial analysis. Students use the university's Trading Room for research projects.

GR 604P Global Strategy (3 credits)

Pre-Req: GR 521, GR 522, GR 523, GR 524, and GR 525.. Course restricted to EMBA & PMBA/ Part Time MBA.

This course focuses on how multinational companies and other firms create and sustain competitive advantage in a highly competitive, networked economy. Students learn about models of competition such as Porter's Five Forces model and D'Aveni's Hyper-Competition. Strategic innovation, the resource-based view of the firm, and new business models are other important topics. Emphasis is placed on formulating strategy at the corporate and business levels and on implementing strategy at all levels of the firm. The macro-global environment, ethics, risk management and government regulation are covered. This course serves as a capstone course, with discussion of comprehensive, international case studies that require financial analysis. Students use the university's Trading Room for research projects.

GR 606 Designing for the Value Chain (3 credits)

This course introduces concepts relating to value chain management, including supply chain management and designing new goods and services. Students apply these concepts in simulations of real-world business situations, deepen their knowledge by learning from industry guest speakers, and work within a team to experience the complexities of making collaborative decisions and engage with individuals across teams to generate insights for solving business problems. The course will prepare students for understanding complex product design, supply chain, and global business environments.

GR 606D Designing for the Value Chain (3 credits)

Pre-Req: GR 602D. Course restricted to ELMBA/ Full Time MBA and MSMB.

This course introduces concepts relating to value chain management, including supply chain management and designing new goods and services. Students apply these concepts in simulations of real-world business situations, deepen their knowledge by learning from industry guest speakers, and work within a team to experience the complexities of making collaborative decisions and engage with individuals across teams to generate insights for solving business problems. The course will prepare students for understanding complex product design, supply chain, and global business environments.

GR 606P Designing for the Value Chain (3 credits)

Pre-Req: GR 602P. Restricted to PMBA/ Part Time MBA.

This course introduces concepts relating to value chain management, including supply chain management and designing new goods and services. Students apply these concepts in simulations of real-world business situations, deepen their knowledge by learning from industry guest speakers, and work within a team to experience the complexities of making collaborative decisions and engage with individuals across teams to generate insights for solving business problems. The course will prepare students for understanding complex product design, supply chain, and global business environments.

GR 645 Law, Ethics and Social Responsibility (3 credits)

Not open to students who completed LA 720.

This course provides an overview of the legal environment of business, with an emphasis on the roles of law, ethics and corporate social responsibility in managerial decision-making. The course provides an overview of traditional sources of ethics and ethical conflict. These will ground students in the legal and ethical framework for the specific areas of law studied throughout the rest of the course. The course also covers the resolution of legal disputes, Constitutional law, torts including product liability, contracts and sales, employment law, intellectual property and environmental concerns. International perspectives on legal issues will also be included in almost every week of the course. The course will also examine the ways in which the Internet, including e-commerce and online publications, affects the legal environment of business. The course prepares students to spot legal and ethical issues in business, and to seek expert legal advice where appropriate.

GR 645D Law, Ethics & Social Responsib (3 credits)

Course restricted to ELMBA/ Full Time MBA and MSMB. Not open to students who took LA 720.

This course provides an overview of the legal environment of business, with an emphasis on the roles of law, ethics and corporate social responsibility in managerial decision-making. The course provides an overview of traditional sources of ethics and ethical conflict. These will ground students in the legal and ethical framework for the specific areas of law studied throughout the rest of the course. The course also covers the resolution of legal disputes, Constitutional law, torts including product liability, contracts and sales, employment law, intellectual property and environmental concerns. International perspectives on legal issues will also be included in almost every week of the course. The course will also examine the ways in which the Internet, including e-commerce and online publications, affects the legal environment of business. The course prepares students to spot legal and ethical issues in business, and to seek expert legal advice where appropriate.

GR 645P Law, Ethics & Social Responsibility (3 credits)

Restricted to PMBA/ Part Time MBA. Not open to students who took LA 720.

This course provides an overview of the legal environment of business, with an emphasis on the roles of law, ethics and corporate social responsibility in managerial decision-making. The course provides an overview of traditional sources of ethics and ethical conflict. These will ground students in the legal and ethical framework for the specific areas of law studied throughout the rest of the course. The course also covers the resolution of legal disputes, Constitutional law, torts including product liability, contracts and sales, employment law, intellectual property and environmental concerns. International perspectives on legal issues will also be included in almost every week of the course. The course will also examine the ways in which the Internet, including e-commerce and online publications, affects the legal environment of business. The course prepares students to spot legal and ethical issues in business, and to seek expert legal advice where appropriate.

GR 699 Developing Leaders for Global Sustainability (3 credits)

In this course we consider current climate and energy realities and ask questions about what do leaders know now, and what more must they know? How can the science of human behavior and systems help us to craft the best possible decisions and interventions? The overarching question is: Can Team Humanity step up to save the planet? Sustainability leaders are characterized by specific analytic and implementation skills, including being scientifically literate, understanding risk and stakeholder relationships, and being able to implement change both within and outside their organizations. To advocate effectively for environmental sustainability, leaders must also have courage, vision, and persistence. Such leaders are grounded in what they believe about the fundamental scientific truths and key power relationships that today determine the sustainability of the natural environment and our society. Practicing leadership skills based in such knowledge is the purpose of our course.

GR 735 Corporate Immersion (3 credits)

Pre-Req: GR 523, GR 524 & GR 525. Restricted to ELMBA & MSMBA students. Not open to students who have taken MK 735.

Corporate Immersion courses focus on solving current business problems with company management. Emphasizes the use of multidisciplinary skills to identify, define and solve complex issues within the firm. The course covers multiple topics, including finance, accounting, management, marketing, technology and the law. Helpful to understand technology and cultural idioms. Involves significant group work and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Students need immense curiosity, ability to research, search capability, and experience investigating multiple industries. The course emphasizes the ability to use both written and oral skills in formal business presentations to top management. It requires the ability to defend analyses and recommendations under pressure and strict time constraints. The course mirrors working conditions and expectations of corporate partners' employees.

GR 735D Corporate Immersion (3 credits)

Pre-Req: GR 523, GR 524, GR 525. Course restricted to ELMBA/ Full Time MBA MSMBA.

Corporate Immersion courses focus on solving current business problems with company management. Emphasizes the use of multidisciplinary skills to identify, define, and solve complex issues within the firm. Covers multiple topics including finance, accounting, management, marketing, technology and the law. Helpful to understand technology and cultural idioms. Involves significant group work and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Need immense curiosity, ability to research, search capability, and experience investigating multiple industries. Emphasizes the ability to use both written and oral skills in formal business presentations to top management. Requires the ability to defend analyses and recommendations under pressure and strict time constraints. Mirrors working conditions and expectations of corporate partners employees

Human Factors in Info Design (HF)

HF 590 Internship in Human Factors in Information Design (1 credit)

A one-credit field-based educational experience for HFID students, with the opportunity to (1) observe human factors and user experience practices, (2) apply knowledge of human factors and user experience research methods (3) develop project management skills, (4) and explore development cultures. This internship option is available to HFID graduate students. Students must work a minimum of 120 hours at an approved organization, complete a reflection paper, and coordinate their performance appraisal with a specified site supervisor. A student is limited to doing one such one-credit internship before degree completion

HF 700 Foundations in Human Factors (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

Designing intuitive, self-revealing products requires understanding the human factors that underlie the user's interaction with the product. This course introduces the applied theories relevant to the design of information products, training programs or user interface designs. Particularly relevant to those working with critical applications, diverse user populations and new technologies, the course helps students to create applications compatible with the strengths and weaknesses of the user's information processing systems. Students learn to anticipate user requirements before product development, to explain the user's performance during usability and prototype testing, and to foster a smooth transition for users facing new technologies or information.

HF 701 Directed Study in Human Factor (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

HF 710 Managing a User-Centered Design Team (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

Addresses methods and tools that information designers can use to integrate user-centered design approaches and human-factors principles to enhance the usability of information products. Through readings, short papers and team projects, students examine common project-management problems that can adversely affect usability, define the implications of those problems for the user interface, and apply selected project-management techniques for anticipating and managing usability issues. Lectures, discussions and assignments focus on various user-centered design methodologies and human-factors techniques, and examine implementing these approaches in the project environment. Course materials and activities focus on processes such as creating user-centered project environments that support a human-factors approach to user-interface design, setting and evaluating project performance standards. Students examine and define metrics (ROI) for evaluating the effectiveness of the usability effort.

HF 715 Innovation Boot Camp (3 credits)

Pre-Req: MSHFID online student or MSHFID California program student

This five-day program offers on-line program students an opportunity to explore and develop the skill component of many of the program's classes including user requirements gathering, field methods, prototyping and usability testing. This experience has been created as a complement to the online experience in each of these classes. The program is held primarily in the Design and Usability Center while select experiences will take students into the field. Immersion in the user-centered design experience during a full-week of interactive discussions, an expert panel presentation, site tours, and hands-on workshops is the focus of the week. Over the course of the five days, students will experience the entire user-centered design life-cycle. Interaction/networking with program faculty and current students and alumni from the on-campus program is included in the week's activities.

HF 720 Localization and the Global Market (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

In today's global marketplace, long-term success requires a strategy for tailoring products to the requirements of the international community. This course introduces participants to the theory and practice of internationalizing all aspects of a technology business, including documentation, training, user interface, and marketing. Moving beyond the simple translation of language, this course addresses internationalization from the more comprehensive perspective of cultural theory. The course begins by recognizing the ethnocentric biases that affect all aspects of information design, then proposes a strategy for creating a globalized core design for all aspects of the product line. Working from this globalized core, developers can more easily and economically tailor product design to serve the needs of a local community. The course will focus on the major markets for technology, medical and scientific products, including Japan, China, France, Germany and England.

HF 725 User Experience Leadership and Management (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

In a business world where change is continuous and innovation essential, leadership and management are critical competencies that every User Experience (UX) professional must command. In this course students will learn how to lead and to manage user-centered strategies, tactics, organizations, and teams. Through case studies, visits with Silicon Valley-based UX leaders, lectures, team exercises, short papers, and hands-on assignments, students will learn how User Experience participates at a strategic level, how to communicate the value of user experience to executives, as well as how to recognize business challenges that can be turned into user experience successes. As part of this course, students will create their own personal strategic plan for use in managing their career as a user experience professional and leader.

HF 730 Visualizing Information (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course examines the theory and practice of designing dynamic visualizations that clarify thinking, facilitate problem-solving, and foster creativity. This course helps students to harness their visual and creative potential and to display this potential in the visual medium. In practice, students will learn to make large collections of verbal and numerical data accessible through carefully crafted visual displays. The unique strengths and weaknesses of both words and visuals are analyzed. Advancing from this analysis, the course helps students design a visual-verbal system where the strengths of one medium support the weaknesses of the other. This complementary system more fully integrates visual and verbal information, thereby dramatically improving the reader's understanding and retention of the communication design.

HF 740 Information Architecture: User-Centered Design for the World Wide Web (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

Applies human factors design principles, strategies, and best practices in creating various types of web sites. Incorporates the information and knowledge needs of users, clients, product design teams, management and other constituencies involved in creating, implementing, maintaining and using information on the World Wide Web. Topics include the user-centered design process, form and function, technology and usability issues, site types and organization, information categorization and labeling systems, global and local navigation systems, searching and browsing systems, accessibility, interactivity, page layout, template design, prototyping, modularity, scalability, maintenance and management. Students learn to identify for different audiences the value of using information architecture principles and best practices to design highly functional web sites and web applications. Includes individual and group projects.

HF 750 Testing and Assessment Programs (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course presents the principles, methods and tools for addressing usability issues. Topics covered include processes for assessing the usability of the communicative aspects of the human-computer interface in software applications, websites and other forms of interactive media. Students will plan and administer tests and other means of product assessment through simulated usability problems and case studies. Human-computer interfaces and various forms of documentation (print and electronic) used in assignments and exercises will range from prototype to released products.

HF 751 Measuring the User Experience (3 credits)

Pre-Req: HF 750 and (MSHFID student, MSIT student, MSMBA student, or program director permission)

Covers more advanced assessment techniques than studied in HF750, such as usability benchmarking, competitive testing, and special studies that require advanced measurement skills. The content goes beyond usability to focus on two new overlapping areas: hedonomics and the user experience. These new areas focus less on productivity and more on the broader emotional experience with products and services. The course examines metrics suitable for assessing the contribution of the user experience to the business bottom line. The core learning activity is a field-based experience where student teams conduct research, prepare a detailed report and deliver a presentation to the sponsoring organization. In addition, influential thought leaders from the user experience community contribute to the class.

HF 755 Special Topics in Human-Computer Interaction (HCI) (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course builds expertise for the HCI professional in a wide range of subspecialties related to human behavior and user-centered design. Three five-week modules on selected topics in HCI are taught by faculty with specialties in requirements gathering, web accessibility, interface design, inspection methods, intelligent agents, and remote usability testing. Students are graded for each module, with the three grades combined for the final class grade. Modules change each semester.

HF 760 Intelligent User Interfaces (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

Intelligent user interfaces use Artificial Intelligence (AI) methods to improve user experience. The course focuses on AI methods, their applications and potential benefits, and their costs. Applications include conversational interfaces, adaptive interfaces, recommender systems, and systems dealing with imprecise and ambiguous information. To have an informed discussion, the students will also become familiar with the foundations of AI, including machine learning, neural networks, knowledge representation, decision support systems, and intelligent agents.

HF 761 Mobile Design (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

HF 761 embraces an "informed problem solving" approach to mobile design. In particular, the approach is directly informed by customers -- what they do, what they need and how they interact. With the massive growth in smart phone and tablet usage, it is important to think about how UX designers adapt their approach to design for these devices. Smart phones and tablets offer new capabilities, but also new design challenges. The way humans interact with them is different in their ability to use touch, gestures, other forms of input such as images and voice. This course will examine how the traditional research and design process is altered to enable us to create the best mobile products for our customers.

HF 765 Emerging Interfaces (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course introduces students to the process of iterative, user-centered design and to the state-of-the-art in user interface design and technology. This course allows the students to experience the benefits of iterative design by requiring them to present several iterations for feedback to the class. Furthermore, by having the students design a non-traditional interface in groups, the impact of iterative design and the importance of carefully analyzing the users in the use context are magnified. The students are also introduced to the latest user interfaces and user-interface research by reading many journal and conference articles, identify and present some issues from these papers, and write a research paper on an interface topic.

HF 766 Multimodal Experience Design (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course is a graduate-level introduction to visual, auditory, haptic, and olfactory interfaces used in real, remote, and virtual interaction. When used appropriately, perceptual modalities can enhance interface interaction and enable users to explore and manipulate simulated and distant objects. Class topics include: human perception, auditory, haptic, and olfactory interface design, system evaluation, current applications for these modality-specific technologies and their utilization in VR and AR worlds, and multimodal integration principles (how to combine multiple senses to form a single perception). Coursework includes hands-on homework assignments, reading and discussion of research papers, a lab, and a final project. Students will be required to create an interactive prototype that leverages one or multiple sensory systems.

HF 770 Prototyping and Interaction Design (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course will cover the fundamental principles and methods of interaction design and prototyping. The goals of this course are to provide students with an understanding of interaction design principles and how those principles are embodied in prototypes. The first half of the course will cover the history of interaction design, universal design principles, patterns, design constraints, metaphor, affordances, aesthetics that affect interaction, visual design considerations, human-computer dialog and time-based design.

HF 780 Field Methods (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course places the concept of field research within the user-centered design life cycle. Methods examined in the class will typically include interviews, observational studies, contextual inquiry, surveys, card sorts, diary studies, focus groups, and cognitive task analysis; how the methods are used, and how collected data fits with business and technical requirements. The course covers the design, planning and delivery of a field study, including preparation, sample definition, administration and data analysis. Students will examine how the data analysis informs the design process. Special emphasis will be placed on different types of user populations and how they affect the way the field research is implemented. Guest speakers and intensive workshop exercises will be interspersed with lecture. Articles will be discussed during class.

HF 785 Ethnography for Experience Design (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

Ethnographic research involves naturalistic inquiry aimed at capturing social phenomenon as they occur in a particular setting. Ethnographers can employ multiple data collection strategies to do this, but typically focus on participant/observation methodologies as a primary approach. While primarily found in social science disciplines such as anthropology and sociology, ethnographic approaches increasing are being applied in IT/IS fields for the purposes of achieving better technological designs, improving the user experience, and facilitating collaborative work. This course will introduce the student to the origins of the ethnographic method, discuss the theoretical bases of its use, identify strategies for successful ethnographic inquiry, develop initial skills for data analysis and reporting, and provide examples of how ethnographic studies of work and technological use have been used in a variety of business and organizational contexts.

HF 790 Internship in Human Factors in Information Design (3 credits)

This course provides students the opportunity to integrate the classroom experience in a diverse range of field experiences in leading high-tech and web development groups. The course requires the development of an educational plan to identify the student's career goals and how those goals can be enhanced through the internship experience. The course also requires close coordination with the internship coordinator and regular meetings with the coordinator throughout the semester

HF 795 Research Methods for Human Factors (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This class prepares students to engage in professional and scholarly research in human factors with an emphasis on user-experience design. By critiquing research methodologies and methods from journal and practitioner publications, students will discuss the strengths and weaknesses of particular research designs. Through lectures, readings, and interactive classroom discussions of research studies, students will learn how to apply the most appropriate research methodology(s) and method(s) to a particular research problem. The course covers the full spectrum of research from basic to applied.

HF 799 Experimental Course in HF (3 credits)

Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission

This course is a graduate-level introduction to auditory, haptic, and olfactory interfaces used in real, remote, and virtual interaction. When used appropriately, perceptual modalities can enhance the visual interface and enable users to explore and manipulate simulated and distant objects. Class topics include: human perception, auditory, haptic, and olfactory interface design, system evaluation, current applications for these modality-specific technologies and their utilization in VR and AR worlds, and multimodal integration principles (how to combine multiple senses to form a single perception). Coursework includes hands-on homework assignments, reading and discussion of research papers, and a final project. Students will be required to create an interactive prototype that leverages multiple sensory systems.

HF 800 User Experience Thesis (3 credits)

Pre-Req: HF 795 and director permission

This course is by invitation to students having shown superior knowledge, ability, and skill in their course work. Students need to take HF 700 and HF 795 in the first semester to prepare for their research project. Application for thesis option is open to full and part-time students. Students need to apply for the thesis option when they enter the MSHFID program. The candidate would be evaluated at that time to determine if they possess appropriate academic experience to pursue the thesis option. The decision regarding their admittance will be made in mid-October. Working with a Thesis Advisor, candidates will develop a research prospectus based their research interest. The prospectus will be reviewed and approved by the department research committee.

Info Design and Corporate Comm (IDCC)

IDCC 620 Managerial Communication (3 credits)

This course approaches effective communication both as an essential professional skill and as an important function of management. It discusses the elements of communication (argumentation, structure, style, tone and visual appeal) and presents techniques for increasing one's effectiveness in each area. Students read, discuss and write about cases based on tasks that managers commonly face, such as explaining changes in policy, writing performance evaluations, analyzing survey results or other numerical data, and communicating with employees, shareholders, the press and the public. Methods include group work, oral presentations, several writing assignments and role playing. Drafting and revising and computerized word processing are stressed.

IDCC 701 Internship in Information Design and Corporate Communication (3 credits)

This course introduces the student to the "real world" of communicating to the public serviced by a corporation or an agency; emphasizes the practical aspects of internal and external communication by assigning students to a professional in the field under whose supervision the intern participates in planning and implementing various types of communication. The internship is both task-oriented and research-oriented; the intern's progress is monitored jointly by the field supervisor and the faculty coordinator during the semester internship

IDCC 711 Argumentation Strategies for Business (3 credits)

This course is designed to develop in-depth oral presentation and critical skills in persuasion for a variety of business situations. The course covers strategies for effectively advocating new proposals and defending current policies; addressing audience attitudes and concerns in formulating positions (discovering hidden agendas); establishing arguments through analysis and evidence; creating conditions for mutual persuasion; handling question-and-answer sessions; enhancing well-reasoned arguments and establishing tone through effective language usage; establishing personal credibility (reputation); and recognizing logical and psychological fallacies in arguments. Students will gain experience in thinking on their feet, as well as preparing a coordinated set of strategies for a team position defense and creating effective individual persuasive presentations.

Information Process Management (IPM)

IPM 590 Internship in Information Process Management (1 credit)

A one-credit field-based educational experience for Bentley graduate students, with the opportunity to (1) develop an understanding of information management and process management practices in today's organizations, (2) apply knowledge of information and process management techniques in a real live setting, (3) develop process analysis and project management skills, (4) and develop an understanding and appreciation of today's diverse business culture and values, including team-based performance norms, self-directed team work, and working in a diverse, global business environment. This internship option is available exclusively to Bentley graduate students who have an IPM focus in their program of study. Students must work a minimum of 120 hours at an approved organization, complete a reflection paper, and coordinate their performance appraisal with their specified site supervisor

IPM 652 Managing with Analytics (3 credits)

The course will provide a business-focused perspective on analytics in organizations, with emphasis on business fundamentals for analytics professionals (including how businesses are structured, functional areas, core business processes and associated performance metrics, and types of business decisions), the value of analytics in organizations (including organizational-level perspectives on value, managing with analytics, and constraints and consequences of analytics processes such as information security, privacy and ethics), and the practice of analytics (understanding and framing ill-defined business problems in various functional business areas, exploring and visualizing problem-related data, identifying actionable insights, and communicating the results at different organizational levels). The course will feature hands-on exercises with real-world data and analytics applications.

IPM 700 Directed Study Seminar (3 credits)

Directed Study topics must be submitted for approval.

IPM 701 Internship in Information and Process Management (3 credits)

This course affords students the opportunity to enhance self-realization and direction by integrating prior classroom study with experience in professional employment. Each student is required to prepare a research paper addressing a contemporary information management issue and a paper on the work experience, under the supervision of a faculty advisor.

IPM 723 Information Security, Controls and Ethics (3 credits)

This course presents an overview of information security issues that must be addressed by organizations in today's ubiquitously networked environments. Specific coverage will include information security risks and related protection of data, networks and application software. While the primary focus is on how to protect organizational information assets, other topics will include strategic uses of security in business, the impact of security risk on various industries, as well as the security and privacy rights and responsibilities of end users and home computer operators. The course is designed to help students think critically about the local, national and global information security issues in our highly networked society.

IPM 740 Enterprise Systems Planning and Configuration (3 credits)

Pre-Req: GR 602, GR 602D, GR 602P, or AC 730

An enterprise system forms the backbone of a company. Business information is collected, shared and reported using an enterprise system, which needs to be tailored to support a company's business processes.

In this course, students gain hands-on experience planning for and configuring enterprise systems, using the world's leading enterprise software product from SAP. Students will experience the Request for Proposal process, translate business process needs into module-based design requirements, and design test plans for the processes they configure. They will gain a deep understanding of how business processes are instituted in a company setting, and how carefully configured software can lead to efficiency and effectiveness gains and support competitive strategy. This course prepares students to participate in enterprise system implementation and evaluation processes as a consultant, business systems analyst, subject matter expert or auditor.

IPM 755 Special Topics in Information and Process Management (3 credits)

This course focuses on a different information management theme in each semester. Possible themes include inter-organizational information sharing, information ecology, and business intelligence

Law (LA)

LA 701 Business Law (3 credits)

The course begins with an in-depth analysis of the laws pertaining to business associations, such as partnerships, corporations, limited liability companies, partnerships and limited partnerships, franchises and joint ventures. Topics include the law of contracts and agency and commercial paper as they relate to the business environment. Discussion also focuses on the international applications of these laws. Students develop a comprehensive working knowledge of the Uniform Commercial Code as it relates to the law of sales, commercial paper (including the impact on the law of banking) and secured transactions. Leading case decisions as well as statutory law such as the Uniform Partnership Act, Uniform Limited Partnership Act, and the Uniform Commercial Code are examined.

LA 715 International Business Law (3 credits)

This course examines the impact of law on international business transactions. Readings and discussions focus on four areas: the general international legal environment (including litigation and dispute settlement), the international sales transaction, trade law, and regulation in the international marketplace. The three basic forms of doing business (trade, licensing and investment) are analyzed in an international context. Comparisons in national legal environments are noted. Legal and business cases are used for class discussions.

LA 720 Current Topics in Law and Ethics in the Workplace (3 credits)

Not open to PMBA students, EL MBA students, MS MBA students, or students who have completed GR 645

Today's managers are frequently confronted with situations that require them to make decisions that involve consideration of both a business' legal & ethical obligations. The course will address a series of current workplace issues that raise both legal & ethical questions: Whistleblowing (duties of loyalty & confidentiality); Privacy in the workplace (surveillance of employees, electronic communication & social media); diversity issues (maternity leaves, treatment of LGBT employees); workplace health & safety issues; environmental impact; advertising; product safety & ownership of intellectual property. For each topic, students will be taught the relevant US law and then challenged to engage in an ethical analysis of hypothetical and real life situations by applying various ethical theories. The course will help managers to identify, analyze and address developing legal issues in order to avoid potential liability and to maintain ethical integrity within a competitive global marketplace.

LA 730 Real Estate Law (3 credits)

This course discusses and explains the latest trends in real estate law applicable to the management and development of real estate. It examines the legal and ethical issues confronted by the manager/ developer of small residential projects as well as large commercial projects. Students with no previous experience in real estate law will study basic principles and then expand that study to see how these principles impact the constantly changing real estate world. Topics explored include: residential and commercial leasing, security deposit issues, zoning law, environmental issues, and historic and green space issues facing the modern-day developer. The course also looks at condominium conversion, including its impact on the residential leasing market and how best to mesh the two potentially competing interests.

LA 799 Experimental Course in Law (3 credits)

Pre-Req: Varies by topic

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. A topic may be offered twice before it becomes a permanent course. Students may repeat experimental courses with a different topic for credit.

Management (MG)

MG 590 Internship in Management (1 credit)

A 1-credit field-based educational experience for Bentley students with the opportunity to (1) observe management practices, (2) apply and test hands-on the organizational concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. This Internship option is available to Bentley graduate students. Students must work a minimum of 200 hours at an organization suitable for the individual student's field learning experience, and complete specific requirements during their Internship, demonstrating the ability to apply and integrate business/management knowledge, in order to receive academic credit. A student is limited to doing one such 1-credit internship before degree completion

MG 600 Entrepreneurial Thinking (3 credits)

This course focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures and obtaining initial financing. It concentrates on how ventures are begun, how venture ideas and other key ingredients for startups are derived, and how to evaluate new venture proposals. This course explores business plan development and legal and tax considerations.

MG 630 Emotionally Intelligent Leadership (3 credits)

This course develops a conceptual foundation based on theories of emotional intelligence and interpersonal dynamics as essential elements of the leadership role. It considers such topics as perception, personality and attitudes, interpersonal communication, and relationships. The course applies these models and concepts to behavior in the workplace, especially leadership and other managerial and organizational issues. It enhances emotional intelligence and interpersonal competence by developing key skills, such as active listening, assertive expression and conflict resolution.

MG 632 Leading Effective Work Teams (3 credits)

Organizations use a variety of complex work teams to accomplish their objectives. Unfortunately, many organizational teams are not particularly effective. This course is designed to help students lead, participate and work effectively in a variety of team environments -including virtual teams and groups. You will develop a greater understanding of group dynamics, of your own behavior in teams, and team leadership skills. The course is highly experiential and involves working in teams on graded and non-graded assignments. These assignments include team presentations and written and oral analysis.

MG 635 Negotiating (3 credits)

This course explores the theory and practice of negotiating, with an emphasis on bargaining within an organizational context. It develops the knowledge of bargaining concepts and models, as well as skills to apply this knowledge in real-life negotiating situations. The course uses multiple negotiating case role plays to increase involvement and to deepen understanding of negotiating principles in face-to-face and virtual online negotiating environments.

MG 638 Corporate Governance (3 credits)

This course explores relationships among management, boards of directors and shareholders. It also addresses company relationships with stakeholders more broadly, including employees, customers and suppliers; the communities in which operates; and society, more generally. The increasing roles of institutional investors and activist shareholders are explored, as are the impacts of regulations such as Sarbanes-Oxley and Dodd-Frank on issues including executive compensation, succession planning and risk management. A variety of corporate scandals are analyzed to see what lessons can be learned to improve corporate governance. While the primary focus of the course is on U.S. companies, attention also is paid to key corporate governance issues in other countries, especially those in Europe and Asia. Guest speakers will talk to the class about their experiences as board members, institutional investors and/or corporate governance experts.

MG 640 Managing Strategic Alliances (3 credits)

The course begins by introducing students to the rationale for establishing strategic partnerships, alliances, and collaborations in the contemporary global business world. We then discuss the major managerial issues associated with alliance creation, implementation and evolution. Based on these foundations, we move on to learn tools and frameworks that enable managers to respond effectively to the challenges of strategic alliances and maximize their value. The course explores the mindset, skillset and toolset of partnering, its value as a strategic tool, the pitfalls to avoid and ultimately to help improve the probability of partnering success.

MG 645 Leading Change (3 credits)

This course seeks to improve participant awareness of change dynamics, including: the changing nature of change; understanding the enhanced change complexities in a global, virtual environment, readiness for a change versus continuous change; and the challenge of building change capacity (skills and capabilities). The course focus includes key individual, group and organization-level factors essential for informing leaders and followers as they navigate change efforts in organizations.

MG 646 Leading Technology-Based Organizations (3 credits)

This course prepares students for leadership positions in technology-based organizations. The course introduces principles of technology growth and diffusion and how they impact business strategy and planning, markets, the performance of cross-functional teams, product design and project management. Through this course, students gain an understanding of theories, tools and best-in-class practices required to commercialize new technologies or to adapt existing practices in response to either sustaining or disruptive technological innovation. Through lectures, group discussions, case studies and research projects, students explore how leading businesses are creating value from emerging technologies and may continue to do so in the future.

MG 647 Leading Effectively in Global Business Environments (3 credits)

This one-week intensive course uses a combination of expert-led classroom discussions and plant visits to examine the challenges and best practices of managing in today's global business environment. Company visits, case studies and dialogue with senior managers and scholars provide the setting for studying global organizational systems, processes and practices. The course stimulates critical thinking and insight into global management issues such as virtual team leadership, strategic alignment, open innovation, accelerating development, and integrating projects across multinational lines. As a partnership program of Bentley and the University of São Paulo, the course is open to graduate students from both universities.

MG 651 Project Management (3 credits)

This course presents the specific concepts, systems and techniques for managing projects effectively. It leads students through a complete project life cycle, from requirements analysis and project definition to startup, reviews and phase-out. The role of the project manager as team leader is examined, together with important techniques for controlling project costs, schedules and performance. Lectures, case studies and group discussions are combined to develop skills needed by project managers in today's environment.

MG 652 Strategic Innovation (3 credits)

In the increasingly complex and global marketplace, innovation is becoming a necessity for competitive strength and survival. Creativity and good ideas alone are not enough for success; they must be transformed into viable goods and services and offered to customers through innovative business models. This course focuses on strategies that leaders use for stimulating and implementing innovation in the workplace. It looks at innovation strategically at the level of the firm and industry. The innovation strategies of successful and unsuccessful firms are highlighted. The course covers topics such as sources of innovation, design thinking, disruptive innovation, business model innovation, first mover advantage/disadvantage, value innovation, and dominant design and standards battles. During the semester, the students will tour innovative companies, and hear from experts in the financing and valuation of small innovative firms.

MG 653 Leading Service Innovation (3 credits)

Many companies now look to service innovation to obtain a competitive advantage in the marketplace. This course introduces the different types of service innovation and identifies how they each contribute to the long term success of an organization. Topics presented in this course include (a) open service innovation, (b) service process design, and (c) tools for encouraging customer feedback, all of which focus on service process innovation and continuous improvement. In addition, the role of technology in developing new service innovations is integrated throughout the course with specific emphasis on (a) creating added value by shifting the work boundary between the service provider and customer, (b) understanding how customers access services, and (c) providing new approaches for obtaining and analyzing customer feedback.

MG 654 Leading for Quality (3 credits)

In the United States, the service sector now accounts for more than 80 percent of the nation's economy, and that percentage continues to increase. In addition, many manufacturing companies are now recognizing that they can obtain a competitive advantage in the marketplace with their products by providing their customers with outstanding service. The unique characteristics of services, including intangibility, the direct interaction of the customer in the service process, simultaneous production and consumption, heterogeneity of demand, and labor intensity, create unique challenges for service managers in the management and control of quality. This course examines these unique challenges and addresses the application of modern quality management theory, methods, and tools to service industries.

MG 657 Lean Process Improvement (3 credits)

Taught in the context of an engaging, fast-paced project based or simulation exercise, this course covers the theory and practice of process improvement methods and tools in a unique and exciting learning environment. Students will take on a role within a fictitious company on day one and will work in teams supporting a real-world process. They come together for brief lectures on the modules noted above and then return to their breakout rooms to apply the tools they have learned to improve their work processes. At the end of the course, the participants will have demonstrated to themselves and their peers via the dramatic improvement in their work process performance their newfound Lean Process Improvement Skills. Students may have the option of bringing a project from their employer for a more "real world experience".

MG 661 Management Across Cultures (3 credits)

This course contributes to the development of knowledge and skills needed to manage effectively in, and with people from, different cultures. Students will develop an awareness of the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices; become familiar with the types of situations and issues which managers often confront when working internationally; gain an appreciation for the challenges of working virtually with multicultural team members; and gain insights into their own intercultural skills and attitudes. This course is concerned with understanding differences in behavior which stem from diverse national cultures and developing tools for effectively managing those differences. The readings, cases and exercises have been chosen to focus students' attention on effective intercultural behavior their own as well as that of others.

MG 670 Leading in a Diverse Workplace (3 credits)

This course addresses the knowledge, skills and attitudes leaders need to more fully employ all the resources of the increasingly diverse workforce. The course examines the dynamics of different social identities in the workplace, in the context of exploring how people who are different from each other can work together effectively. Investigates the impact of diversity on individuals, groups, teams, and the organization as a whole.

MG 700 Dir Study (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic

MG 701 Internship in Management (3 credits)

This course affords students the opportunity to enhance self-realization and direction by integrating classroom study with experience in vocational learning situations. It requires development of a study plan to identify the student's professional goals and to demonstrate how these goals can be enhanced through an internship experience. It includes regular meetings in which students discuss issues and business problems related to their work experience, and defend proposed solutions before fellow students and the internship coordinator

MG 704 Management Consulting Skills (3 credits)

Teaches the fundamentals of management consulting. Students learn about consulting primarily from the perspective of external consultants delivering services to clients, although the course is relevant for internal consultants as well as for consumers of consulting services. The primary goal is to enhance the skills needed to be an effective consultant. Topics include the ethics of consulting, issue identification, contracting, the discovery process, feedback to the client, managing client resistance, implementing change, and marketing and sales skills. The course is designed for graduate students who are internal or external consultants, who may be interested in a consulting career, or who may do occasional consulting outside their primary job. Case studies along with experiential exercises are the primary vehicles for learning about management consulting.

MG 755 Special Topics in Management (3 credits)

Pre-Req: Varies by topic

This course focuses on a different management theme in each semester. Currently planned themes are managing corporate alliances, managing with influence, implementing ethics in organizations, issues in leadership, and managing effective work teams.

MG 799 Experimental Course in MG (3 credits)

Pre-Req: Varies by topic

Experimental courses explore curriculum development with specific content intended for evolution into a permanent course. Topics may be offered twice before it becomes a permanent course. Students may repeat experimental courses for credit with a different topic.

Marketing (MK)

MK 590 Internship in Marketing (1 credit)

A one-credit field-based educational experience for Bentley students, with the opportunity to (1) observe marketing practices, (2) apply and test hands-on the marketing, communication and analytical concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. This internship option is available to Bentley graduate students. Students must work a minimum of 120 hours at an organization suitable for the individual student's field learning experience, and complete specific requirements during their internship, demonstrating the ability to apply and integrate business/marketing knowledge, in order to receive academic credit. A student is limited to doing one such one-credit internship before degree completion

MK 612 Strategic Marketing (3 credits)

Pre-Req: GR 523, GR 523D, GR 523P, or instructor permission

This is an advanced applications course dealing with formulation of marketing strategies, evaluation of alternatives and implementation of marketing programs. It examines segmentation, positioning and marketing mix issues as a part of strategic marketing planning. The course also includes discussion of specific marketing management problems in a variety of situations involving consumer and industrial products and services in profit and nonprofit institutions.

MK 700 Directed Study in Marketing (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

MK 701 Internship in Marketing Practice (3 credits)

Pre-Req: Two marketing (MK) courses at the 600-level or higher and internship coordinator permission

Affords students the opportunity to enhance self-realization and direction by integrating classroom study with experience in vocational learning situations. Requires development of a study plan to identify the student's professional goals and to demonstrate how these goals can be enhanced through an internship experience. Includes regular meetings in which students discuss issues and business problems related to their work experience, and defend proposed solutions before fellow students and the internship coordinator.

MK 711 Marketing Research and Analysis (3 credits)

Pre- or Co-Req: (GR 521, GR 521D, or GR 521D) and (GR 523, GR 523D, or GR 523P)

This course focuses on the development of questionnaires and other vehicles for collecting marketing data, the methodology for analyzing these data (with the use of sophisticated statistical software), and reaching conclusions based on the analyses. Real-world questionnaires and real-world data are utilized.

MK 712 Consumer and Buyer Behavior (3 credits)

Pre-Req: GR 523, GR 523D, or GR 523P

This course studies the purchase decision for individual consumers and industrial users. It examines various models of buyer behavior. The course explores motivations, influences and roles played in purchasing products and services.

MK 713 Marketing Promotion and Communication (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P*

This course examines marketing promotions from a communication standpoint. It discusses advertising, sales promotion, personal selling and publicity as components of the promotional program of an enterprise, including profit and nonprofit institutions marketing products and/or services. The course emphasizes the planning, design and implementation of advertising campaigns.

MK 715 New Products: Planning, Developing and Marketing (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P*

This course considers the role of new products in the survival and growth strategies of organizations. It focuses on the major problems firms encounter in directing and managing their product development and marketing activities. The course examines the development process from conception of ideas to commercial introduction, and the marketing life cycle from introduction to deletion of products.

MK 716 International Marketing (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P*

This course focuses on the decision-making process in marketing products and services across national boundaries. It examines the design and modification of marketing strategies; identifies potential markets; and considers product, promotion, price and distribution decisions within the constraints of a particular cultural, economic and political setting. The course studies challenges facing multinational enterprises as well as smaller firms marketing internationally.

MK 718 Marketing of Services (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P*

Emphasis is placed on developing an understanding of marketing principles that are generic to the entire service sector rather than just to selected service industries. New marketing approaches uniquely applicable to services are considered as well as the reformulation of traditional marketing principles from consumer and industrial goods marketing. Marketing strategies of a variety of service firms from many service industries are evaluated.

MK 725 E-Marketing (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P*

This course builds critical skills for individuals who will practice the art and science of Internet marketing in the future. It covers the important frameworks, principles and contexts in this domain that are likely to endure for example, auctions, customer relationship management, privacy, the communication e-mix, and channel adaptation and coordination.

MK 726 Customer Data Analysis and Relationship Marketing (3 credits)*Pre- or Co-Req: GR 523, GR 523D, or GR 523P*

This course focuses on the analysis of customer data as the primary input to developing strategies for relationship marketing. It examines customer acquisition and retention, segmentation, customer loyalty, lifetime-value analysis of the customer, and direct-response modeling all as part of customer relationship marketing strategy. Hands-on experience in data analysis receives heavy emphasis.

MK 735 Marketing Corporate Immersion (3 credits)*Pre-Req: GR 523, GR 523D, or GR 523P. Not open to ELMBA/ Full Time MBA, or students who have completed GR 735*

Startup Marketing in the New Economy is a Corporate Immersion course focusing on solving business problems with the launch of a new product or service. Emphasizes the use of multidisciplinary skills to identify, define, and solve complex issues within the firm. Covers multiple topics including finance, accounting, management, marketing, technology, and the law. Helpful to understand technology and cultural idioms. Involves significant group work and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Need immense curiosity, ability to research, search capability, and experience investigating multiple industries. Emphasizes the ability to use both written and oral skills in formal business presentations to top management. Requires the ability to defend analyses and recommendations under pressure and strict time constraints.

MK 755 Special Topics in Marketing (3 credits)*Pre-Req: Varies by topic*

This course offers in-depth examination of selected issues and problems in marketing. Specific topics alternate depending on student and faculty interests.

MK 758 Enhancing Creativity (3 credits)

This class will focus on the nature of creativity and the creative process. We will discuss several definitions and theories of creativity, and apply these theories to enhance your own creativity. Several techniques will help you to recognize and remove barriers to creative thinking. We will apply these techniques to develop creative approaches to business and marketing cases and your own business and academic problems. While the focus of the class is on individual creativity, we will also discuss the pros and cons of team creativity and apply techniques to improve team efforts. Organizational creativity and implementing creative solutions will also be covered.

MK 799 Experimental Course in MK (3 credits)*Pre-Req: Varies by topic*

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Topics may be offered twice before it becoming a permanent course. Students may repeat experimental courses with a different topic for credit.

Mathematical Sciences (MA)

MA 610 Optimization and Simulation for Business Decisions (3 credits)*Pre-Req: GR 521, GR 521D, or GR 521P*

Optimization and simulation methods are being used as effective tools in many environments that involve decision making. This course covers classical and modern optimization techniques used today in a business environment. Specifically, the focus will be on linear and nonlinear programming techniques with applications, as well as elective topics selected from game theory, agent-based modeling, and modern simulation and optimization techniques. Examples of application areas of optimization include portfolio selection in finance, airline crew scheduling in the transportation industry, resource allocation in healthcare industry, and minimizing the cost of an advertising campaign in marketing.

MA 611 Time Series Analysis (3 credits)

Pre-Req: ST 625. Not open to students who have completed EC 621

This course examines methods for analyzing time series. In many data modeling situations, observations are collected at different points in time and are correlated. Such time series data cannot typically be modeled using traditional regression analysis methods. This course provides a survey of various time series modeling approaches, including regression, smoothing and decomposition models, Box-Jenkins analysis and its extensions, and other modeling techniques commonly used, such as quantile estimation and value at risk. It makes use of statistical packages such as SAS, JMP, R and/or SPSS.

MA 700 Dir Study in Mathematics (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic

MA 705 Data Science (3 credits)

Pre- or Co-Req: GR 521, GR 521D, or GR 521P

Working with and finding value in data has become essential to many enterprises, and individuals with the skills to do so are in great demand in industry. The required skill set includes the technical programming skills to access, process and analyze a large variety of data sets, including very large (big data) data sets, and the ability to interpret and communicate these results to others. Anyone with these abilities will provide benefit to their organization regardless of their position. This course presents the essentials of this skill set.

MA 706 Design of Experiments for Business (3 credits)

Pre-Req: ST 625

This class is planned for those interested in the design, conduct, and analysis of experiments, with an emphasis on business applications. The course will examine how to design experiments, carry them out, and analyze the data they yield. Various designs are discussed and their respective differences, advantages, and disadvantages are noted. In particular, factorial and fractional-factorial designs are discussed in great detail. It has been found to allow cost savings, while revealing the essential nature of the impact of the factors studied, in a manner readily understood by those conducting the experiment as well as those to whom the results will be reported.

MA 707 Introduction to Machine Learning (3 credits)

Pre-Req: ST 635 and MA 705

This course provides analytics students an introduction to machine learning field. Students will be introduced the mathematics and statistics ideas behind the foundation of the machine learning. Particularly, students will be involved in hand on experience to practice the machine learning methods through advanced tools, and work on real-world business questions to look for business solutions. Advanced analytics topics, such as resampling methods, support vector machines (SVM), Bayesian inference, Kernel methods, and simulations, deep learning, etc will be covered in this class.

MA 710 Data Mining (3 credits)

Pre-Req: ST 635

This course introduces participants to the most recent data-mining techniques, with an emphasis on: (1) getting a general understanding of how the method works, (2) understanding how to perform the analysis using suitable available software, (3) understanding how to interpret the results in a business research context, and (4) developing the capacity to critically read published research articles which make use of the technique. Contents may vary according to the interest of participants. Topics will include decision trees, an introduction to neural nets and to self-organizing (Kohonen) maps, multiple adaptive regression splines (MARS), genetic algorithms, association (also known as market basket) analysis, web mining and text mining, and social networks

MA 755 Special Topics in Mathematical Science (3 credits)

Pre-Req: Varies by topic.

This course offers an in-depth exploration of a selected advanced or emerging topic in mathematics, statistics or data science, based on student and faculty interests. Students may be required to participate in a seminar format, requiring active participation in developing and presenting course materials.

MA 755B Special Topics in MA (3 credits)

Pre- or Co-Req: GR 521 and CS 605

This course offers an in-depth exploration of a selected advanced or emerging topic in mathematics, statistics or data science, based on student and faculty interests. Students may be required to participate in a seminar format, requiring active participation in developing and presenting course materials.

MA 799 Experimental Course in MA (3 credits)

Pre-Req: Varies by topic

Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Topics may be offered twice before becoming a permanent course. Students may repeat experimental courses with a different topic for credit.

Statistics (ST)

ST 590 Internship in Statistics (1 credit)

This one-credit course is a unique opportunity that allows students to explore a certain career path, learn valuable workplace skills, broaden their knowledge about a particular area of business analytics, and gives students the chance to add value to their internship by applying their business analytics knowledge. The essence of the internship for Credit Program is that students continue to learn as they work. To a large degree, the education they receive from the internship is up to them. It is based on the quality of the position they have found and the decisions they make once on the job (e.g., asking for certain opportunities). The Business Analytics internship for credit course grants one credit for successfully fulfilling this field-based learning experience, which includes working a minimum of 120 hours at an organization suitable for the individual students field learning experience, and completing the specific requirements outlined below during the internship

ST 625 Quantitative Analysis for Business (3 credits)

Pre-Req: GR 521, GR 521D, or GR 521P

This course provides students with an in-depth coverage of simple and multiple linear regression methods and, as time permits, an introduction to the analysis of time series data. Simple and multiple linear regression techniques are covered, including the use of transformations such as squares and logarithms, the modeling of interactions, and how to handle problems resulting from heteroscedasticity and multicollinearity. Issues surrounding outlying and influential observations are also covered. The art and science of model building are demonstrated with the help of cases. Autocorrelation is then considered, and an introduction to the ARIMA modeling of times series is provided. The course makes use of statistical packages such as SAS, JMP, R or SPSS.

ST 635 Intermediate Statistical Modeling for Business (3 credits)

Pre-Req: ST 625 or instructor permission

This course focuses on statistical modeling situations dependent on multiple variables, as commonly found in many business applications. Typical topics covered are logistic regression, cluster analysis, factor analysis, decision trees, and other multivariate topics as time permits. Applications of these methodologies range from market analytics (e.g., direct mail response and customer segmentation) to finance and health informatics. A central objective of the course is for participants to be able to determine the appropriate multivariate methodology based on the research objectives and available data, carry out the analysis and interpret the results. This course makes use of statistical packages such as SAS, JMP, R or SPSS, along with more specialized software.

ST 700 Directed Study in Statistics (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon, in-depth independent examination, investigation or analysis of a specialized topic.

ST 701 Internship in Business Data Analysis (3 credits)

Pre-Req: ST 635

This course provides an opportunity for students to apply quantitative and data analysis skills in a live employment environment, serving as a quantitative analyst. With help from the internship coordinator, students identify a suitable internship and meet regularly with the internship coordinator. Students prepare a paper that discusses the internship experience and demonstrates at least one specific case analyzed during the internship period. The course can be used either as a Business Analytics concentration elective with permission of the Business Analytics coordinator, or as a Distribution elective.

Taxation (TX)

TX 590 Internship in Tax Practice (1 credit)

A one-credit field-based educational experience for Bentley students, with the opportunity to (1) observe professional practices in taxation, (2) apply hands-on taxation knowledge learned in classes, (3) develop professional skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. This internship option is available to Bentley graduate students. Students must work a minimum of 15 hours per week for a minimum of 10 weeks at an organization and position suitable for the individual student's field learning experience and complete specific requirements during their internship. A student is limited to doing one such one-credit internship before degree completion

TX 600 Professional Tax Practice (3 credits)

Covers the development and implementation of tax strategies.

Encompasses the application of alternative tax laws to a variety of fact situations. Applies an integrated approach to develop solutions that consider the numerous aspects of wealth maximization. Emphasizing the use of case studies, the course introduces theories and methods of tax research and analysis that include research tools, techniques, and quantitative methods. Students use the college's specialized information technology resources, such as the Accounting Center for Electronic Learning and Business Measurement and the Trading Room as well as public domain and proprietary tax databases. Examines the role and regulation of the tax practitioner and representation of taxpayers before the IRS. Other topics include ethical responsibilities, IRS examination of returns, statutes of limitations, and tax practice strategies and techniques. Promotes teamwork, and emphasizes written and oral presentations.

TX 601 Federal Taxation of Income (3 credits)

Not open to students who have taken or are required to take AC 750

This course studies federal tax law as it applies to individuals. It emphasizes the determination of gross income, deductions and credits, as well as identity of the taxable person, tax accounting and timing principles. The course introduces the tax treatment of individuals as owners of pass-through entities. It involves an in-depth analysis of the applicable tax statutes, regulations, rulings and leading court cases. Students gain an awareness of the history and tax policy considerations behind various Internal Revenue Code provisions.

TX 602 Transactions (3 credits)

This course deals with property transactions (tangible and intangible) and the ultimate tax consequences. It analyzes transactions to explore the significance of realization and recognition concepts and the characterization of gains and losses. It covers dispositions of property used in a trade or business, and held for personal use or investment, as well as deferred payment transactions. It introduces structuring the reorganization or sale of entire business units in mergers and acquisitions. It examines Internal Revenue Code provisions and selected issues that relate to determining basis, holding period, loss (active and passive) and attribute carryovers. The course also reviews transactions with the goal of conducting a thorough analysis, exploration of alternatives, and ultimate structuring to assure the desired result.

TX 603 Corporations and Shareholders (3 credits)

This course focuses on tax treatment of events in the life of a corporation, with special emphasis on problems at both the corporate and shareholder levels. Topics include the taxability of associations, partnerships and trusts as corporations; tax considerations in the organization and reorganization of the corporation; dividend distributions; stock redemptions; and complete and partial liquidations.

TX 604 Multi-Jurisdictional Taxation (3 credits)

This course addresses the increased importance of international, multistate and e-business taxation in today's global environment. It introduces students to the principles guiding nexus, geographic allocation of income, and avoidance of double taxation. The course develops an understanding of the U.S. tax rules that may apply to income involving the U.S. and another country, and compares these with the multistate tax rules. It deals with the tax implications of business conducted electronically. Students use specialized information technology resources and public domain databases to conduct relevant research. The course applies multi-jurisdictional tax principles and rules to real-world case studies.

TX 700 Directed Study in Taxation (3 credits)

A Directed Study is designed for highly qualified students who, under the direction of a member of the sponsoring academic department, engage in an agreed-upon in-depth independent examination, investigation or analysis of a specialized topic.

TX 704 Federal Taxation of Income from Trusts and Estates (3 credits)

This course analyzes taxation of trusts and estates, and their creators and beneficiaries. It examines taxation of simple and complex trusts for example, grantor trusts, irrevocable trusts and revocable trusts. Topics include trusts distinguished from corporations, distributable net income, fiduciary accounting income, the tier system, capital gains in estates and trusts, termination of estates and trusts, and administrative powers. The course considers charitable remainder trusts, pooled income funds and charitable beneficiaries, as well as planning for estate administration. Students also study income in respect of a decedent (IRD), including structural relationships, basis of IRD, relationship of IRD to distribution rules, character of IRD, and deductions.

TX 707 Pass-Through Entities and Closely Held Businesses (3 credits)

This course provides an in-depth study of pass-through entities and problems peculiar to closely held businesses. It emphasizes students' understanding of the tax statutes, court cases and practice techniques related to the concept of "choice of entity," and creates an awareness of the potential consequences of choosing a particular form of entity. The course focuses on the practical (and tax practice) aspects of working with and advising clients on such decisions.

TX 711 Mergers and Acquisitions (3 credits)

This course focuses on the formation, acquisition, merger, reorganization, recapitalization and divestiture transactions of business entities. It addresses the topic of planning for transactions, with a view toward identifying the approaches that are most efficient and tax-free. The course examines Internal Revenue Code and judicial requirements that must be satisfied for successful execution of these transactions. It also reviews transaction elements (taxable and non-taxable), acceptable consideration, basis, entity attributes and carryovers.

TX 731 Investment Companies and Other Financial Products (3 credits)

This course explores the tax treatment of investment companies and financial products. It introduces the major types of investment and their classification for tax purposes. The course focuses on mutual funds, exchange-traded funds, unit investment trusts, separately managed accounts, and offshore funds. It analyzes the applicable special tax provisions in light of the economic function and operation of these entities. The course also examines the taxation of financial products such as mutual fund shares.

TX 732 Intellectual Properties (3 credits)

Devotes attention to the tax treatment of the development, purchase, sale and licensing of intellectual properties. Specific areas of interest include computer software, research and development, the research credit, valuation of intellectual properties, amortization of intangibles, licensing, multi-jurisdictional issues, and related-party transactions. Includes an introduction to computer software, patents, trade secrets, know-how, trademarks, trade names and copyrights.

TX 733 Tax Aspects of Buying and Selling a Business (3 credits)

This course provides a comprehensive review of the tax issues that arise in merger and acquisition transactions. It will explore all the popular mechanisms for transferring a business from a taxable sale of assets or corporate stock, to tax-free reorganizations, to contingent "earn out" transactions, to transactions involving an employee stock ownership plan ("ESOP"). The course examines and prepares the optimal strategies for selling a C or S corporation, an LLC (partnership), and a sole proprietorship. It examines tax strategies such as purchase price allocations under Code 1060; elections under Code 338(g) and 338(h) (10); the complicated planning strategies for an S corporation subject to the Code 1374 "Sting Tax"; the opportunities and risks of a contingent earn-out structure; the circumstances for a tax-free merger; structuring an investment by and/or sale to private equity investors; and creating a market for a company by selling shares through an ESOP.

TX 741 Tax Accounting Problems (3 credits)

This course considers the intricacies of the tax accounting rules and their contrast to financial accounting. It covers a range of topics that include the cash and accrual methods of accounting and the tax consequences of changing from one method to another, inventory identification and valuation, and tax depreciation with a focus on tax accounting and the major differences from financial accounting. The course deals with forgiveness of debt, passive loss rules, interest expense and the alternative minimum tax.

TX 755 Special Topics Seminar in Taxation (3 credits)

Pre-Req: Varies by topic

This course offers an in-depth exploration of taxation issues and topics developed based on student and faculty interests. It provides an opportunity for students who have specific projects in mind. Students conduct research and write original papers of publishable quality, and make an oral presentation of the research findings to fellow seminar participants at the end of the semester.

TX 761 State and Local Tax Practice (3 credits)

This course addresses the sources of state and local revenues derived from taxation, including multi-jurisdictional business excise taxes, personal income tax, consumer and transaction taxes, property taxes, and death taxes. It builds on the knowledge base developed in TX 604. Students examine constitutional restrictions on the jurisdiction to tax; allocation and apportionment of multistate income; state taxation of e-commerce; domicile concepts; and detailed review of administrative provisions related to the audit, assessment, collection and appeal of state and local taxes.

TX 771 International Tax Practice (3 credits)

This course explores international taxation with comprehensive coverage of inbound and outbound U.S. tax issues. It expands the knowledge base developed in TX 604. The course considers the federal government's jurisdiction to tax on the basis of both residence and source of income. Topics covered include taxation of U.S. citizens abroad, individuals and corporations with resident and nonresident alien status, the concept of income effectively connected with U.S. trade or business, taxation of domestic entities doing business abroad, controlled foreign corporations, foreign tax credits, intercompany pricing, and allocation and apportionment of domestic expense. The course includes discussion of export incentives such as the Extraterritorial Income Exclusion (successor to Foreign Sales Corporations).

TX 781 Internship in Tax Practice (3 credits)

This course enables students to enhance their development and direction by integrating prior classroom study with the real-world experience of professional employment. Each student is required to prepare a research paper addressing a contemporary tax issue and a paper assessing the work experience, under the supervision of a faculty advisor.

TX 791 Practicum in Low-Income Taxpayer Clinic (3 credits)

Pre-Req: TX 600 and TX 601 and instructor permission

The course provides an opportunity for involvement in clinical fieldwork under the supervision of a faculty member. Students prepare and deliver educational workshops to taxpayers, and serve as the primary taxpayer contact in resolving tax controversies. The course includes responsibilities to identify, research, resolve and communicate complex tax issues. An additional academic requirement is a tax research paper on a mutually agreed-upon topic

TX 799 Tax Special Topics (3 credits)

Pre-Req: Varies by topic

Selected Topics, and Special Topics, are intended to address timely or transient themes or new content areas not intended for permanent course status. Any particular topic may be offered only twice.

PhD Course Descriptions

- PhD: Methods and Philosophy (PHD) (p. 59)
- PhD: Subject Based Core - AC (PACC) (p. 60)
- PhD: Subject Based Core - BUS (PBU) (p. 61)
- PhD: Thematic Seminars (PST) (p. 61)

PhD: Methods and Philosophy (PHD)

PHD 1501 Phil. of the Social Sciences (3 credits)

The aim of this course is to enable students to reflect critically on the concepts and practices of research in the social sciences. We will explore various ways of thinking about the nature of research in the social sciences and will investigate the value and problems of potential research methods

PHD 1502 Quantitative Analysis I (3 credits)

This is the first course of a two-course sequence in statistical methods and will focus on univariate statistical methods. In the first section of this first course, participants will be provided with a thorough review of descriptive and inferential statistics including classical tests of hypotheses such as tests for means and variances, goodness of fit tests, tests of independence, and analysis of variance tests. More modern non-parametric and bootstrap alternatives to classical tests will be introduced. The second section of the course will cover regression models, both linear and logistic

PHD 1503 Qualitative Methods (3 credits)

The label qualitative research has been applied to numerous research techniques and approaches used by scholars who profess to be positivists, interpretivists, or realists. Among the many qualitative methods are the case study research method, grounded theory development, ethnography, critical methods, phenomenology, and hermeneutic analysis. In general, these varied approaches are united and differentiated from quantitative methods by 1) their focus on a few entities (e.g., people, organizations, systems, texts) in depth rather than many entities more selectively and 2) their attention to tracing dynamic processes that unfold over time within cases. Qualitative methods may also differ in their purposes (e.g., description, theory generation, theory testing, or interpretation). Consequently, qualitative methods may differ sharply in relevant evaluation criteria. This course is designed as an introduction to the distinctive strengths of qualitative methods as an alternative and a complement to quantitative methods. The course will emphasize the realist case study research strategy for purposes of description, theory building, and theory-testing. The course is designed to allow hands-on practice using a variety of techniques in a small, but complete research project from study design through writing strategies. The controversies and ethical issues surrounding the use of qualitative methods will be explored.

PHD 1504 Quantitative Analysis II (3 credits)

This is the second course of a two-course sequence in statistical methods and will focus on multivariate statistical methods. Building on the material from Quantitative Analysis I, the course will study some of the most commonly used multivariate techniques. The course begins by extending the ANOVA model to ANCOVA and then to the multivariate equivalents MANOVA and MANCOVA. Then classical forms of cluster analysis, principal components and exploratory factor analysis follow. Confirmatory factor analysis will then be covered and the rest of the course will be devoted to the study of structural equations models.

PHD 1505 Qualitative Research Method II (3 credits)

This course deepens students exposure to qualitative methods by in-depth study of interpretative and collaborative methods that were only briefly examined in Qualitative Methods I, such as discourse analysis, interpretive case study, ethnography, and grounded theory development. In addition, the course provides students with an opportunity to complete a qualitative investigation in their dissertation topic area using the qualitative method of their choice. Emphasis in the practicum will be on executing the chosen method well according to its unique evaluation criteria and on producing a complete written work, of quality sufficient for submission to a leading journal in the students field. Students are expected to conduct significant fieldwork, whether via participant-observation, interviews, or document analysis, during the semester in addition to interpretation/data analysis and writing. Discussion of course texts and clinics of students work will be complemented by occasional guest lectures on methods by practicing qualitative researchers

PHD 1506 Quantitative Research Meth I (3 credits)

This is an introductory seminar in management and business research. Its main objective is to help seminar participants understand the role of research in an academic community, as well as the quantitative methods of business and management research in particular, and social science research in general. Additionally, the seminar seeks to develop participant motivation to become a contributor to the research communities in the management disciplines by examining: The research processes, and overview of research methods; Quantitative methodologies and strategies; the management research context the nature of organizational sciences research. You will also develop an understanding of the ethical issues raised by different research methods and contexts, and your personal responsibilities in this regard. The course is a mixture of readings, lectures/discussions, and hands-on experience in empirical research

PHD 1507 Quantitative Analysis III (3 credits)

This course will introduce participants to some of the most recent data mining techniques, with an emphasis on: 1. getting a general understanding of how the method works, 2. understanding how to perform the analysis using suitable available software, 3. understanding how to interpret the results in a business research context, and 4. developing the capacity to critically read published research articles which make use of the technique. Contents may vary according to the interest of participants

PHD 1510 Signature: Eth & Corp Soc Resp (3 credits)

This seminar focuses on three primary domains of inquiry: 1) an exploration of questions of ethics and responsibility in the context of commerce and profit; 2) the role of the corporation in the larger society; 3) the role of the individual in the corporation. Within each of these areas, the course examines a range of ethical and social performance issues and challenges that managers must confront. Our goal is to broaden student understanding of the different theoretical arguments and tensions in this area, with a concomitant focus on application to the world of practice in general and ones dissertation research in particular

PHD 1511 Signature: Globalization (3 credits)

This doctoral level seminar studies the impact of globalization on the business environment

PHD 1640 Quant Workshop (0 credits)**PHD 1650 Teaching Practicum (0 credits)**

Excellence in classroom teaching is a lifelong quest and a differentiator in today's academic job market. In this three-day workshop, you will learn about critical areas that can help you maximize your individual success as a college educator. Simply stated, this workshop is designed to help doctoral students and recent doctoral graduates maximize their potential in the classroom

PHD 1750 Independent Research Project (3 credits)

During the summer at the end of their first year, each student will take part in an independent research project and reading class focused on their specialized area of research. The PhD supervisor is responsible for developing this course and acting as the independent study tutor and grading the final paper that will be the output from the course a paper that will subsequently be developed in year 2. This paper is expected to be suitable for conference and journal submission.

PHD 1850 Dissertation (9 credits)

Dissertation study.

PhD: Subject Based Core - AC (PACC)

PACC 1601 SBC: Financial Accountancy (3 credits)

Financial accounting primarily focuses on communicating financial information about a firm to external parties. We will examine various streams of financial accounting research, most of which will be capital market based, and we will focus our attention on the underlying theories of the different research streams. We will consider research design, i.e. hypothesis development, data selection, and how various empirical models are (and are not) helpful for answering these research questions. You will spend time working with traditional financial accounting databases (e.g. Compustat, CRSP etc.) in an effort to help you develop an understanding of their content and a workable level of comfort in using them, and you will design a research project based upon your interests in this area of study.

PACC 1602 SBC: Auditing & Assurance (3 credits)

The purpose of this seminar is to help students develop a foundation for evaluating and producing scholarly research on topics related to auditing and assurance. During the seminar, we will read and critique research papers on a variety of auditing topics. With regard to each article covered, we will pay particular attention to the significant and unique contribution of the research question, logical and coherent development of the theoretical-empirical background, appropriate and valid design of the research process, rigorous and comprehensive analysis of the data, and meaningful and insightful discussion of the research findings. We will also discuss various alternative ways in which the author(s) might have approached the research question, and consider the generation of future research topics arising from the articles findings.

PACC 1603 SBC: Managerial Control Sys (3 credits)

The purpose of this seminar is to develop a foundation for consuming, evaluating and producing scholarly research in the complementary domains of management accounting and corporate governance. During the seminar, we will read and critique research papers on a variety of topics. With regard to each article covered, we will pay particular attention to the significant and unique contribution of the research question, logical and coherent development of the theoretical-empirical background, appropriate and valid design of the research process, rigor and complete analysis of the data, and meaningful and insightful discussion of the research findings. We will also discuss various alternative ways in which the author(s) might have approached the research question, and consider the generation of future research topics arising from the articles findings. In addition, you will have the opportunity to use financial and corporate governance datasets to construct and analyze a sample of public companies

PACC 1604 SBC: Accountancy Workshop (0 to 3 credits)

The purpose of this seminar is to help doctoral students develop their knowledge of the accounting literature through analysis and discussion of papers presented at research workshops. Participating in presentations of working papers by authors provides the opportunity for students to learn about the process of performing and writing research, by examining papers before they are finished, assisting presenters by identifying problems and suggesting solutions. Prior to attending these presentations, students will prepare critical analyses of the working papers that are intended to help the authors improve their work. As students read and critique working papers, they will develop their own skills in the production of research, as well as in reviewing the work of others.

PACC 1605 SBC: Judgment and Decision-Making (3 credits)

This PhD seminar surveys a sample of extant research in Judgment and Decision Making (JDM) in accounting. Its primary aim is to provide sufficient background for an educated consumption of the extensive literature that has developed around JDM. It is also aimed at helping PhD students to engage in JDM research in accounting. In this regard, the challenge is to see beyond the past and current research and look for viable research that can be performed in the future.

PhD: Subject Based Core - BUS (PBU)**PBU 1601 SBC: Psychology & Sociology (3 credits)**

This PhD seminar explores Psychology and Sociology perspectives in business research

PBU 1602 SBC: Microeconomic Theory (3 credits)

It is assumed that you have some knowledge of microeconomics. If it has been several years since you have taken microeconomics, it is strongly suggested you refresh your knowledge by covering the main concepts of a microeconomics textbook. It is also assumed that students have successfully completed PhD Bentley Statistics course, or its equivalent, and therefore have a strong foundation in multiple regression analysis

PBU 1603 SBC: Information Systems (3 credits)

This course is designed to give you a sense of the range of topics associated with the field of Information Systems (IS), of how the scope of the field has expanded over the past half century or so, and of the range of research approaches used to study information systems and related phenomena. The scope of the field now encompasses aspects of globalization, and societal and ethical issues more generally. This is in addition to the development of organizational information systems, and the use made and impacts of information and communication technologies within and between organizations that had been the core of the (management) information systems (MIS) field previously. The research approaches adopted in IS range from focused, laboratory experimentation to field studies: qualitative and mixed mode approaches are increasingly common as well as quantitative approaches. The philosophical underpinnings of IS research range from the positivist, to the interpretivist and the critical.

PBU 1604 SBC: Business Workshop (0 to 3 credits)

The purpose of this workshop is to help students develop their knowledge of doing business research (broadly conceived). The course will introduce student to the elements of academic life. The course will include: identifying research topics and the subsequent development of research proposals prior to defense; submission of research papers to conferences and journals; presentations of draft papers, reviewing academic research papers; identifying business data sets and appropriate software; using business research methods; evaluating research methods used in academic research; and developing your academic profile, network and career agenda.

PBU 1605 Organization Theory (3 credits)

The purpose of this course is to review and evaluate different theories, perspectives and developments that related to understanding organizations, including both macro and micro theories, beginning with the classical engineering perspectives and moving to more contemporary post-modern approaches.

PBU 1606 Environmental, Social and Governmental Perspectives (0 credits)

The purpose of this PhD seminar is to examine business research through environmental, sociological and governmental perspectives

PhD: Thematic Seminars (PST)**PST 1701A Topics course (3 credits)****PST 1701B Experimental Design (3 credits)****PST 1701C Intro to IS: sociotechnical systems I (3 credits)**

The course provides theoretical foundations concerning the Information Systems discipline, which is the main focus for PhD students attending this class.

This course aims to explore IS research that focuses on the effective design and delivery of information and communication technologies and their impact on organizations and society (Avison and Fitzgerald, 2003). The IT artifact will be the core subject matter of interest (Orlikowski and Iacono, 2006) in this seminar. IT research is different from computer science and computer systems engineering as it emphasizes the applications of technology rather than focusing on fundamental technologies (Avison and Elliot, 2006). Students will learn the varying perspective of technology and the research that under pins these viewpoints.

PST 1701D Intro to IS: sociotechnical systems II (3 credits)

This course aims at providing the foundations of the IS (information systems) discipline from an organizational and processual perspective. Students will learn how IS can be viewed as a combination of technical (IT, information technology) and social (people) elements, equally important to the realization and use of IS. The first part of the course will be devoted to learning about the history of the IS discipline, its boundaries, key journals and conferences and IS' potential to contribute to individuals, businesses and society. The second part of the course will explore a variety of IS research approaches - their strengths, limitations, and the conclusions which can be drawn from them - and will examine the impact of IS on groups, on organizations, between organizations, on markets, and on society worldwide.

PST 1702 Management Strategy (3 credits)

This course focuses on the foundations of strategic management research, focusing primarily on strategy content research (i.e., what strategies are used by firms, and what is their effect of firm performance). Its principal objective is to serve as an introduction to research in Strategic Management. To do so, we will cover a number of the principal theoretical streams in Strategic Management, including business-level strategy, competitive strategy and theories of the firm. Upon completion of the seminar participants will have developed an understanding of the key concepts, theories and interconnected research streams in Strategic Management; be able to critically evaluate and review academic writings in the field of Strategic Management; develop new ideas and approaches that advance some portion of the theory/research on Strategic Management; and communicate in oral and written form knowledge, critical evaluations and make individual contributions to the Strategic Management literature

PST 1705 Organizational Behavior (3 credits)

This seminar is designed to inform participants of contemporary theory and research in organizational behavior, with a focus on individual employee behavior. The course will provide a thorough exposure to the range of topics and research issues that will enable participants to conduct advanced research in the field.

PST 1706 Mathematical Statistics (3 credits)

The objective of this reading course is to ensure a solid foundation in the principles of probability and mathematical statistics, on a par with that received by PhD graduates from applied statistics departments. Attention will be given to the fact that our graduates are likely to be teaching this material if they should pursue an academic career. The course will involve studying chapters from the book by Casella and Berger mentioned below and presenting them to the class about once a week, thereby gaining focused teaching experience, as well as working on a few selected homework problems from each chapter. The output for the course will consist of a portfolio of prepared presentations and homework problems.

PST 1707 Advanced Analytics (3 credits)

This is a course in classical stochastic models, Bayesian analysis and other advanced stochastic models that are used in various areas of business application. The initial component of the course will cover traditional stochastic models such as count processes, waiting time processes, Markov processes (discrete and continuous), branching processes, birth death processes and queueing processes. The second component of the course will cover both analytic and computer driven Bayesian models and utilize OpenBUGS for applications. The final component of the course will cover topics that are of interest to the students. These topics could include hierarchical models, mixed models (latent class models), generalized linear models (glm), generalized estimating equation models (gee), longitudinal models, time series models or simulation models. This course provides a deeper exposure to the background, derivation and theory associated with these topics along with an understanding of how to apply the models in research situations.

PST 1710 Behavioral and Experimental Economics (3 credits)

This course provides an introduction to the issues covered and methodologies employed in the field of Behavioral Economics. Behavioral Economics adds insights from Psychology to the economic model of behavior. In so doing, it looks beyond the standard neoclassical model of how people, managers and firms make decisions, examining ways in which behavior is not consistent with strict rational self-interested decision-making. This includes irrational behavior such as over-valuing losses and failing to exert the effort needed to find the exact choice that maximizes personal payoffs. It also includes social preferences, where people care about the payoffs of others and not just themselves out of concerns for fairness or altruism. Frequently, we will review how standard economic theory predicts people will behave in a given situation, and compare that to how people actually behave. The course begins with an overview of the primary statistical tools employed in the field. Because it is frequently inappropriate to assume that our data are drawn from a particular type of distribution, many if not most of these techniques are nonparametric. With these methods in our toolbox, we then proceed to an overview of the many issues covered in the field, and discuss examples from the literature of how these tools are applied.

PST 1711 Econometrics (3 credits)

This course will introduce the student to a wide range of micro-econometric models commonly used in data analyses and empirical research within academia, business, and policy analysis, with a focus on three broad aims. First, we will learn and discuss the interpretation of the parameters and the various advantages, limitations, and assumptions underlying each estimator. Second, we will develop and study each estimation method with an emphasis on application, seeing how each method is used in practice, and on implementation, learning how to apply each estimation method within a statistical software package. Third, the focus is on deriving causal effects based on observational data

PST 1750A Thematic Seminars (3 credits)

PST 1750B Thematic Seminars (3 credits)

PST 1750C Thematic Seminars (3 credits)

Faculty

A

Abakah, Alex, Finance, 2017, Ph.D., Rutgers University

Abbott, Traci, English and Media Studies, 2004, Ph.D., Univ of Maryland-College Park

Adams, Susan, Management, 1993, Ph.D., Georgia Institute of Technology

Ahmed, Akram, Computer Information Systems, 1995, MBA, Northeastern University

Alexander, Mystica, Law and Taxation, 1990, JD, Harvard Univ Harvard Law Sch

Ancell, Aaron, Philosophy, 2017, Ph.D., Duke University

Anderson, Dennis, Information and Process Management, 1984, EDD, Ball State University

Andrews, Bee, History, 1996, Ph.D., Univ. of Cambridge

Arenella, Lynn, Natural and Applied Sciences, 1984, Ph.D., University of Rochester School of Medicine

Arkin, Erica, English and Media Studies, 2012, Master of Fine Arts, Creative Writing, Emerson College

Asgary, Nader, Management, 1991, Ph.D., University of Houston-Central

Aslinger, Ben, English and Media Studies, 2008, Ph.D., Univ of Wisconsin-Madison

Astourian, Laure, Modern Languages, 2016, Ph.D., Columbia University

Aylesworth, Andy, Marketing, 1995, Ph.D., Indiana University

B

Babaian, Tamara, Computer Information Systems, 2000, Ph.D., Tufts University

Barber, Veronica, Management, 2010, Ed.D., St. John Fisher College

Bedard, Jean, Accountancy, 1985, Ph.D., Univ of Wisconsin-Madison

Beltre, Isaura, Marketing, 2002, MS, Bentley University

Beneke, Chris, History, 2001, Ph.D., Northwestern University

Berdrow, Iris, Management, 1997, Ph.D., University of Western Ontario

Berthon, Pierre, Information Design and Corporate Communication, 1994, Ph.D., Brunel University

Bhaduri, Moinak, Mathematical Sciences, 2018, Ph.D. in Mathematical Sciences, University of Nevada, Las Vegas

Bikhazi, Elias, Economics, 1986, Ph.D., University of Southern California

Boss, Scott, Accountancy, 2007, Ph.D., University of Pittsburgh

Bouldin, Ryan, Natural and Applied Sciences, 2011, Ph.D., University of Massachusetts Lowell

Bravo, Mike, Management, 1994, MBA, Bentley University

Brown, Liz, Law and Taxation, 1996, JD, Harvard University

Brown, Jill, Management, 2007, Ph.D., University of Georgia

Buckley, Winston, Mathematical Sciences, 2009, Ph.D., Florida Atlantic University

Buff, Eugene, Management, 1993, Ph.D., Russian Academy of Sciences

Buono, Anthony, Management, 1981, Ph.D., Boston College

C

Callan, Scott, Economics, 1985, Ph.D., Texas A&M University-Coll Stat

Campbell, Stephen, Philosophy, 2012, Ph.D., University of Michigan

Carhart, Dave, Mathematical Sciences, 1983, DBA, George Washington University

Carpenter, Pam, English and Media Studies, 1978, MA, Univ of Michigan-Ann Arbor

Carter, Nathan, Mathematical Sciences, 2004, Ph.D., Indiana University

Cherveny, Luke, Mathematical Sciences, 2010, Ph.D., University of California at Los Angeles

Chinca, Alain, Finance, 1993, MBA, Babson College

Chircu, Alina, Information and Process Management, 2001, Ph.D., Univ of Minnesota-Minneapolis

Chiu, Li Ting, Finance, 2020, PhD, SUNY - Buffalo

Choi, Sung, History, 2007, Ph.D., UCLA

Ciccarelli, Peter, Mathematical Sciences, 1995, MS, Tufts University

Cicchetti, Claude, Finance, 2007, MSF, University of London

Cirino-Calvo, Kristine, Mathematical Sciences, 1993, MS, Northeastern University

Clark, Cynthia, Management, 2005, Ph.D., Boston University

Clarke, William, Economics, 1973, Ph.D., Rutgers Univ- New Brunswick

Conyon, Martin, Management, 1992, Ph.D., Warwick University

Cooprider, Jay, Computer Information Systems, 1990, Ph.D., Massachusetts Inst-Technology

Cornett, Marcia, Finance, 1983, Ph.D., Indiana University-Bloomington

Crane, Jacob, English and Media Studies, 2014, Ph.D., Tufts University

Cranmer, Zana, Natural and Applied Sciences, 2017, Ph.D., University of Massachusetts

Cross, Ian, Marketing, 1988, MSc, University of London

Cruz, Mateo, Management, 2020, Ph.D., Columbia University

D

D'Amore, Elizabeth, Law and Taxation, 2011, LL.M., Boston University School of Law

Dalsant, Alessia, Modern Languages, 2012, PhD, Yale University

Darrow, Jonathan J., Law and Taxation, 2009, LLM, Harvard University

Das, Mita, Mathematical Sciences, 2011, Ph.D., University of Missouri

Dave, Dhaval, Economics, 2003, Ph.D., City University of New York

Davi, Wiley, English and Media Studies, 2002, Ph.D., Tufts University

David, Gary, Sociology, 1999, Ph.D., Wayne State University

Davis, Thom, Natural and Applied Sciences, 1980, Ph.D., University of Colorado

Dayal, Samir, English and Media Studies, 1989, Ph.D., Univ of Wisconsin-Madison

De Leon Griffin, Jane, Modern Languages, 2009, Ph.D., University of California, Irvine

Deichmann, Joel, Global Studies, 1999, Ph.D., SUNY Univ. at Buffalo

DeLeo, Rob, Global Studies, 2013, Ph.D., Northeastern University

Dierickx, Jennifer, Sociology

Dobscha, Susan, Marketing, 1995, Ph.D., Virginia Polytechnic Institute

Doucette, Armand, Information and Process Management, 1991, M.S., Boston College

E

Earle, Beverley, Law and Taxation, 1976, JD, Boston University

Edelman, Linda, Management, 2000, DBA, Boston University

Eijmberts, Johannes, Global Studies, 2013, Ph.D., Northeastern University

Erhemjants, Otgo, Finance, 2005, Ph.D., Georgia State University

Ericson, Jonathan, Information Design and Corporate Communication, 2013, Ph.D., Brown University

Eshghi, Abdi, Marketing, 1984, Ph.D., U of Illinois-Urbana-Champaign

Esson, Meghan, Economics, 2019, Doctorate of Philosophy, University of Georgia

Everett, Daniel, Sociology, 1983, Doutorado em Ciencias em Linguistica (Sc.D.), Universidade Estadual de Campinas (UNICAMP)

Eyster-Smith, Nancy, Natural and Applied Sciences, 1984, Ph.D., Univ of Arkansas/Fayetteville

F

F. Wagner, Zoe, Natural and Applied Sciences, 2017, Ph.D., University of Southern California

Farber, Gregory, English and Media Studies, 2007, MFA, Arizona State University

Fedorowicz, Jane, Accountancy, 1981, Ph.D., Carnegie Mellon University

Feldmann, Dorothy, Accountancy, 1992, DBA, Boston University

Ferrera, Gerry, Law and Taxation, 1963, JD, New England School of Law

Field, Bonnie, Global Studies, 2002, Ph.D. in Political Science, University of California, Santa Barbara

Fishman, George, Natural and Applied Sciences, 1993, MA, Boston University

Fitz Gerald, James, English and Media Studies, 2019, Doctor of Philosophy, State University of New York at Binghamton

Fletcher Brown, Donna, Finance, 1991, Ph.D., Lehigh University

Flynn, Erin, Marketing, 2005, MA, University of San Francisco

Flynn, Patricia, Economics, Management, 1980, Ph.D., Boston University

Fox, Brian, Management, 2017, Ph. D., University of Connecticut

Foxman, Ellen, Marketing, 1986, Ph.D., Louisiana State U-Baton Rouge

Frydenberg, Mark, Computer Information Systems, 1987, MS, Northeastern University

G

Gainsborough, Juliet, Global Studies, 1998, Ph.D., Harvard University

Gal-Or, Ronen, Accountancy, 2011, PhD, University of Arizona

Galliers, Robert, Information and Process Management, Sociology, 1987, Ph.D., London School of Economics

Gantman, Sonia, Accountancy, 2012, PhD, Bentley University

Gao, Fei, Marketing

Gao, Jie, Finance, 2019, Ph.D. in Finance, University of California Irvine

Garcia, Angela, Natural and Applied Sciences, Sociology, 1989, Ph.D., University Calif Santa Cruz

Garfield, Monica, Computer Information Systems, 1999, Ph.D., University of Georgia-Athens

Garrett, Richard, Philosophy, 1983, Ph.D., Boston University

Gelfer, Sacha, Economics, 2016, Ph.D., University of Oregon

Giansiracusa, Noah, Mathematical Sciences, 2011, Ph.D., Brown University

Gillan, Jennifer, English and Media Studies, Ph.D., SUNY at Stony Brook

Gogan, Janis, Information and Process Management, 1988, DBA, Harvard University

Goldberg, Michael, Information Design and Corporate Communication, 1982, M. Ed., Boston University School of Education

Gray, Joy, Accountancy, 2016, Ph.D., Bentley University

Gribbons, Bill, Information Design and Corporate Communication, 1986, Ph.D., Univ of Maryland-College Park

Grubaugh, Stephen, Economics, 1982, Ph.D., University of Chicago

Gujarathi, Mahendra, Accountancy, 1981, Ph.D., Indian Institute of Management

Gulati, Jeff, Global Studies, 2000, Ph.D., University of Virginia

Gulley, Orrin, Economics, 1990, Ph.D., Univ of Kentucky-Lexington

Gupta, Atul, Finance, 1985, Ph.D., University of Texas at Austin

Guzman, Alison, Modern Languages, 2012, Ph.D., University of Salamanca

H

Hachey, Skip, Finance, 1985, Ph.D., Univ of New Hampshire Durham

Hadlock, Charlie, Mathematical Sciences, 1970, Ph.D., University of Illinois at Urbana-Champaign

Hao, Haijing, Computer Information Systems, 2012, Ph. D., Carnegie Mellon University

Harnden, Nancy, Mathematical Sciences, 1985, MS, Univ of Lowell, Massachusetts

Hartigan, Danielle, Natural and Applied Sciences, 2011, Ph.D., Northeastern University

Haughton, Dominique, Mathematical Sciences, 1984, Ph.D., Massachusetts Inst-Technology

Hayward, Casey, English and Media Studies, 2005, MFA, Savannah College of Art and Design

Herr, Ranjoo, Philosophy, 1992, Ph.D., State University of New York at Buffalo

Higgins, Joyce, Computer Information Systems, 1994, Master of Science, University of Massachusetts

Hill, Nicole, Natural and Applied Sciences, 2016, Ph.D., Cornell University

Hodes, Nathaniel, English and Media Studies, 2014, Ph.D., Brandeis University

Hoffman, Alan, Management, 1982, DBA, Indiana University-Bloomington

Hoitash, Rani, Accountancy, 2003, Ph.D., Rutgers University

Hübscher, Roland, Information Design and Corporate Communication, 1995, Ph.D., University of Colorado

I

Iandoli, Louis, Modern Languages, 1981, Ph.D., Yale University

J

Jackson, Aaron, Economics, 2002, Ph.D., University of Oregon

Jalili, Monir, Management, 2017, Ph.D., University of Oregon

Jang, In Ji, Finance, 2019, Ph.D., Texas A&M University

Jhala, Angma, History, 2006, DPhil, Oxford University (Christ Church)

Johnson-Cramer, Michael, Management, 2003, Doctor of Business Administration, Boston University

Josephy, Norman, Mathematical Sciences, 1979, Ph.D., Univ of Wisconsin-Madison

K

Kalisnik, Sara, Mathematical Sciences

Kang, Namho, Finance, 2013, Ph.D., Boston College

Kang, Yicheng, Mathematical Sciences, 2013, Ph.D. in Statistics, University of Minnesota - Twin Cities

Kim, Yooneui, Global Studies, 2021, Ph.D., University of Iowa

Kimball, Lucy, Mathematical Sciences, 1997, Ph.D., Worcester Polytechnic Inst

Kiszewski, Tony, Natural and Applied Sciences, 1997, Sc.D., Harvard University

Klaus, Philipp, Accountancy, 2020, Ph.D., University of North Texas

Koparan, Alper, Finance, 2021, PhD Candidate, Kent State University

Koparan, Ipek, Management, 2020, Ph.D., Kent State University

Korman, Joanna, Natural and Applied Sciences, 2016, PhD, Brown University

Krishnan, Gopal, Accountancy, 1986, Ph.D., University of North Texas

Kulow, Marianne, Law and Taxation, 1988, JD, Boston University

Kurt, Ahmet, Accountancy, 2012, PhD, University of Pittsburgh

Kurt, Ezgi, Economics, 2021, Ph.D., University of California

L

LaFarge, Vicki, Management, 1988, Ph.D., Yale University

Larkan, Trevor, Finance, 2009, MS, Bentley University

Ledley, Fred, Natural and Applied Sciences, 1978, MD, Georgetown University

LeDoux, Elizabeth, English and Media Studies, 2008, MFA, Tufts University/School of the Museum of Fine Arts-Boston

Leen, Michael, Mathematical Sciences, 1994, Ph.D., University of Oregon

Leeth, John, Economics, 1983, Ph.D., University North Carolina/Chapel Hill

Li, Gang, Management, 2011, PhD, The University of Texas at Austin

LI, Heather, Accountancy, 2014, PhD accounting, University of Toronto

Li, Mengyan, Mathematical Sciences, 2020, Ph.D., Penn State University

Li, Mingfei, Mathematical Sciences, 2008, Ph.D., Michigan State University

Li, Yuan, Modern Languages, 2004, MED, Harvard University

Lichtenstein, Steve, Law and Taxation, 1969, JD, Suffolk University Law School

Liu, Pengbo, Philosophy, 2018, Ph.D., University of Massachusetts Amherst

Liu, Piaomu, Mathematical Sciences, 2016, Ph.D., University of South Carolina

Livingston, Jeffrey, Economics, 2003, Ph.D., Univ of Maryland-College Park

Lucas, Wendy, Computer Information Systems, 1998, Ph.D., Tufts University

M

Maar, Zsuzsanna, Mathematical Sciences, 1987, M.S., Eötvös Loránd University

Magid, Carolyn, Philosophy, 1974, Ph.D., Princeton University

Malgwi, Charles, Accountancy, 1993, Ph.D., University of Reading

Manolova, Tatiana, Management, 2003, DBA, Boston University

Marabelli, Marco, Information and Process Management, 2010, PhD, Cattolica U.

Marcel, Mary, Information Design and Corporate Communication, 1990, Ph.D., Univ of California-Berkeley

Markus, M. Lynne, Information and Process Management, 1979, Ph.D., Case Western Reserve University

Masloff, Jackie, Computer Information Systems, 2019, Ph.D. in Educational Studies, Lesley University

Matra, Lincoln, Computer Information Systems, 2013, MBA & MSIT, Bentley University

McConville, Donna, Accountancy, 1998, JD, New England School of Law

McCormack, James, Management, 2004, MBA, Nichols College

McDonald, Sean, Global Studies, 1994, Ph.D., University of Glasgow

McJannet, Linda, English and Media Studies, 1971, Ph.D., Harvard University

McNemar, Donald, Global Studies, 1971, Ph.D., Princeton University

Medden, Stephanie, English and Media Studies, 2018, Ph.D., University of Massachusetts Amherst

Meldrum, Helen, Natural and Applied Sciences, 1990, EDD, Clark University

Meritan, Camille, Modern Languages, 2020, Ph.D., University of Illinois at Urbana-Champaign

Minnick Westerling, Kristi, Finance, 2005, Ph.D., Univ of Maryland-College Park

Miranda, Jim, English and Media Studies

Missirian, David, Law and Taxation, 1982, JD, University of Tulsa Law School

Moore, Simon, Information Design and Corporate Communication, 1989, DPHIL, Oxford University

Moriarty, Jeffrey, Philosophy, 2002, Ph.D., Rutgers University

Morosan, Florin, Finance, 1997, Ph.D., Massachusetts Institute of Technology

Mozer, Reagan, Mathematical Sciences, 2019, Ph.D., Harvard University

Mueller, Luke, English and Media Studies, 2018, Ph.D., Tufts University

Mukerjee, Swati, Economics, 1986, Ph.D., Boston University

Mulder, James, English and Media Studies, 2018, Ph.D., Tufts University

Murphy, Bruce, Information and Process Management, 1981, Master of Public Administration, Northeastern University

Murungi, David, Information and Process Management, 2013, Ph.D., Louisiana State University

Möhlmann, Mareike, Information and Process Management, 2015, Doctorate in Business Studies/Management, University of Hamburg

N

Nasr, Nada, Marketing, 1999, DBA, Boston University

Newpol, Joseph, Law and Taxation, 1970, JD, Boston University

Nikkhah, Hamid, Information and Process Management, 2020, Ph.D., University of Arkansas

Nixon, Mark, Accountancy, 1995, Ph.D., Texas A&M University-Coll Stat

Noga, Tracy, Accountancy, 2001, Ph.D., Texas Tech University

Nurick, Aaron, Management, 1978, Ph.D., Univ of Tennessee-Knoxville

O

O'Halloran, Michael, Management, 1998, MA, Antioch University

Oches, Rick, Natural and Applied Sciences, 1994, Ph.D., Univ of Massachusetts-Amherst

Ogunseye, Shawn, Computer Information Systems, 2020, PhD, Memorial University, Canada

Ortmeyer, David, Economics, 1980, Ph.D., Univ of Wisconsin-Madison

Osterheld, Karen, Accountancy, 1978, MBA, Univ of Wisconsin-Madison

P

Page, Mike, Finance, Management, 1993, Ph.D., University of Cape Town

Paul-Emile, Barbara, English and Media Studies, 1971, Ph.D., University of Colorado-Boulder

Payson, Jessica, Philosophy, 2013, Ph.D., Binghamton University

Pepe, James, Computer Information Systems, 1972, Ph.D., MIT

Pepe, Len, Accountancy, 1979, MSA, Bentley University

Pierre-Louis, Kiana, Law and Taxation, 2002, JD, Suffolk University Law School

Pouliopoulos, James, Marketing, 1994, MBA, Bentley University

Prater, Tzarina, English and Media Studies, 2009, Ph.D., Rutgers University

Predescu, Mihaela, Mathematical Sciences, 2003, Ph.D., University of Rhode Island

Proudfoot, Jeffrey, Information and Process Management, 2014, Ph.D., University of Arizona

Purao, Sandeep, Information and Process Management, 1995, Ph.D., University of Wisconsin-Milwaukee

Putney, Cliff, History, 1995, Ph.D., Brandeis University

Q

Quinn, Michael, Economics, 2002, Ph.D., University of North Carolina at Chapel Hill

R

Raman, Kartik, Finance, 1998, Ph.D., Binghamton University

Rawls, Anne, Sociology, 1986, Post-Doctoral Fellowship, Psychiatry, University of Wisconsin-Madison

Raymond, Kristin, English and Media Studies, 2021, Ph.D., University of New Hampshire

Read, Bill, Accountancy, 1984, Ph.D., Virginia Polytechnic Institute

Resende-Santos, Joao, Global Studies, 1997, Ph.D., Harvard University

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