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Message from the Dean

Congratulations and welcome to Bentley! We are delighted that you chose Bentley’s McCallum Graduate School of Business. For over a century, Bentley has been a national leader in business education. You will engage in state-of-the-art business education guided by dedicated faculty who are world-class scholars, excellent teachers, and industry experts. This transformative learning experience will equip you with subject-area knowledge, critical-thinking skills, and market-relevant expertise crucial for a successful professional career.

Since 1973, Bentley’s graduate programs have engaged students in the school’s distinctive approach to higher learning. Our objective goes beyond simply assisting you in securing a rewarding position in business. We support your development as a professional and a leader committed to adding value to organizations and the broader society. We encourage you to collaborate with your professors and utilize our industry-focused centers and Pulsifer Career Development Center (https://www.bentley.edu/university-life/career-development/pulsifer-graduate-career-development/) to get connected with our industry partners and global alumni network.

At Bentley, we are passionate about our aim to educate creative, ethical, and socially responsible organizational leaders. Our institutional values are ingrained in the belief that appreciating and supporting diversity means that we function in an environment that embraces diversity of opinion and is free from hostility and intolerance. While the Office of Diversity and Inclusion (https://www.bentley.edu/offices/diversity-inclusion/) at Bentley coordinates university-wide, diversity-related programs and initiatives, all of our departments, centers, and units at the school are committed to fostering an inclusive community.

Embarking on graduate education can be challenging, particularly as you balance the demands of education with 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,

Sanjay Putrevu

Dean of Business
Bentley University: An Overview

Bentley University (https://www.bentley.edu/) is more than just one of the nation's top business schools. It is a lifelong-learning community that creates successful leaders who make business a force for positive change. With a combination of business and the arts and sciences and a flexible, personalized approach to education, Bentley provides students with critical thinking and practical skills that prepare them to lead successful, rewarding careers.

Founded in 1917, the university enrolls 4,100 undergraduate and 1,000 graduate and PhD students and is set on 163 acres in Waltham, Massachusetts, 10 miles west of Boston. For more information, visit bentley.edu (https://www.bentley.edu/).

To learn more about the leadership of Bentley, please visit our webpages:

President E. LaBrent Chrite, Ph.D. (https://www.bentley.edu/about/president/meet-president-1/)

President’s Cabinet (https://www.bentley.edu/about/cabinet-members-bentley-university/)

Board of Trustees (https://www.bentley.edu/about/board-of-trustees/)

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.
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.

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 file a report through the appropriate reporting system found on Bentley’s Equity Reporting webpage (https://www.bentley.edu/offices/institutional-equity/). Staff overseeing the Title IX & Gender-based harassment (https://www.bentley.edu/offices/institutional-equity/title-ix-resources/) and discrimination policy, the Bias Incident Response Team, Student Conduct, University Police, or Institutional Equity will review all reports received through the Equity Reporting webpage and will follow up accordingly. Please visit the Equity Reporting webpage for the most up-to-date information, policies, and resources.

Federal Educational Rights and Privacy Act (FERPA)

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, 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.

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

These rights include:

• The right to access educational records kept by the school.
• The right to seek an amendment of educational records or append a statement to the record.
• The right to consent to disclosure of educational records.
• The right to file complaints against the school for disclosing educational records in violation of FERPA.

Educational Records

Educational records are defined by FERPA as records that directly relate to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution.

Such records may include:

• Grades
• Class Schedule
• Personal information (including race/ethnicity, gender identity)
• Enrollment records

Educational records can be maintained in many forms, such as:
• Written or printed documents (including student advising records)
• Computer records, spreadsheets, and student files
• Information maintained in Workday or Canvas

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 Student Development, Conduct, and Care. 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 Student Development, Conduct, and Care. Students may also locate their own Student Conduct records anytime by visiting their Student Self-Service Portal.

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
Under FERPA guidelines, student information can be classified as either Directory Information or Non-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 their responsibility to notify the Registrar’s Office in writing or students may update their privacy status in Workday. Please note that students do not have the flexibility of choosing to release or not release particular items defined as directory information. 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 standing
• 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
• Most recent previous educational agency or institution attended

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.

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

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

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

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

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

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

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

Affidavits of Voter Registration Forms
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 Programs

• PHD Programs (p. 8)
• MBA and MS Programs (p. 12)
**PhD Programs**

Bentley offers full and part-time programs that feature a fresh approach to doctoral study. The 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 the educational model — and a priority at Bentley.

Bentley’s Part-Time Executive PhD program offers industry leaders access to an enriching academic experience, provides the tools and skills to claim greater agency over future opportunities, dedicates meaningful time to reengage in learning and researching, and culminates with the unique opportunity to create new knowledge through a formal dissertation and publishable research.

The full-time PhD programs in Accounting and Business prepare students for successful careers in academia by ensuring students critically engage with existing literature and conduct rigorous, publishable research.

- The Bentley Accounting PhD (p. 9)
- The Bentley Business PhD (p. 10)
- The Part-time Executive PhD in Business (p. 11)
## The Bentley Accounting PhD Program Requirements

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<td>PACC 1602</td>
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<td>PACC 1605</td>
<td>SBC: Judgment and Decision-Making</td>
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## Dissertation

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<td>PHD 1850</td>
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¹ Students register for this 9-credit dissertation course each fall and spring term until graduation.
The Bentley Business PhD

Program Requirements

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<td>PBU 1604</td>
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1 Students register for this 9-credit dissertation course each fall and spring term until graduation.
The Part-time Executive PhD in Business

Program Requirements

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1 Students register for this 9-credit dissertation course each term until graduation.
MBA and MS Programs

The McCallum Graduate School of Business offers full-time and part-time MBA programs with concentrations in Accounting, Finance, Law and Taxation, Leadership, Marketing, and Strategic Healthcare Management, as well as a STEM MBA program with majors in Accounting Analytics, Business Analytics, Financial Analytics, and Information Systems and Technology. A cohort-based MBA program is also available to employees of Beth Israel Lahey Health (BILH).

In addition, Bentley offers Master of Science degrees in Accounting, Business Analytics, Finance (plus an optional Financial Analytics track), and Human Factors in Information Design.

- Master of Business Administration (MBA - Full-time/Part-time/Accelerated Online) (p. 13)
- Master of Business Administration (STEM) (p. 16)
- Master of Business Administration (BILH) (p. 18)
- Master of Science in Accounting (p. 19)
- Master of Science in Business Analytics (p. 22)
- Master of Science in Finance (p. 23)
- Master of Science in Human Factors in Information Design (p. 24)
- Master of Science in Human Factors in Information Design: California and Online (p. 25)
MBA Curriculum: Full-time/Part-time/Accelerated Online

Bentley’s MBA program will prepare its students to address the challenges leaders around the world face every day. Students gain the perspective of the full operations of an organization, become fluent in the language of technology and business processes, and develop the teamwork, communication and leadership skills employers crave. In addition to intensive preparation for working in complex businesses, global travel immersions that combine classroom instruction and international trips help broaden students’ understanding of the world’s economy and international cultures. Students will have exclusive hands-on access to top executives from the corporate world, learning firsthand how today’s leaders navigate and solve their biggest business challenges. Students choosing the Full-Time or Part-Time formats have the options of a personalized set of electives, or one of seven concentrations to create a customized, market-proven degree perfectly designed for your career goals. Students choosing the Accelerated Online format will choose a concentration in leadership.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GR 521</td>
<td>Managerial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GR 522</td>
<td>Economic Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>GR 523</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GR 524</td>
<td>Accounting for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>GR 525</td>
<td>Financial Statement Analysis for Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Note: Students may be waived from three Foundation Courses without being required to add electives. If four Foundation Courses are waived, one additional course at the 600-level or higher is required. If five Foundation Courses are waived, two added courses at the 600-level or higher are required.

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.

General

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Graduate Courses at the 600-level or higher from any department</td>
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</tbody>
</table>

Total Credits: 12

Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select any four of the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>AC 611</td>
<td>Financial Reporting and Analysis</td>
<td></td>
</tr>
<tr>
<td>AC 612</td>
<td>Advanced Topics in Financial Reporting</td>
<td></td>
</tr>
<tr>
<td>AC 621</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>AC 701</td>
<td>Internship in Accounting Practice</td>
<td></td>
</tr>
<tr>
<td>AC 713</td>
<td>Advanced Topics in Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>AC 714</td>
<td>Business Reporting and Analysis</td>
<td></td>
</tr>
<tr>
<td>AC 730</td>
<td>Business Processes and Controls Assessment</td>
<td></td>
</tr>
<tr>
<td>AC 731</td>
<td>Financial Information Systems</td>
<td></td>
</tr>
<tr>
<td>AC 741</td>
<td>Financial Statement Audit</td>
<td></td>
</tr>
<tr>
<td>AC 742</td>
<td>Information Technology Audit</td>
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</tr>
<tr>
<td>AC 744</td>
<td>Internal Audit</td>
<td></td>
</tr>
<tr>
<td>AC 750</td>
<td>Federal Income Taxation</td>
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<tr>
<td>AC 753</td>
<td>Tax Factors in Business Decisions</td>
<td></td>
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<tr>
<td>AC 754</td>
<td>Accounting for Income Taxes</td>
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<tr>
<td>AC 771</td>
<td>Government and Not for Profit Accounting, Reporting and Auditing</td>
<td></td>
</tr>
<tr>
<td>AC 772</td>
<td>Principles of Fraud Investigation</td>
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<tr>
<td>AC 773</td>
<td>Fraud and Forensic Accounting</td>
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<tr>
<td>AC 777</td>
<td>Accounting Analytics in Practice</td>
<td></td>
</tr>
<tr>
<td>AC 781</td>
<td>International Dimensions of Accounting</td>
<td></td>
</tr>
<tr>
<td>AC 793</td>
<td>Professional Judgment, Ethics and Decision Making</td>
<td></td>
</tr>
<tr>
<td>GBE 790</td>
<td>Global Business Experience (Requires approval from concentration advisor)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 12

Note: 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.

Students may wish to focus their study using required concentration and elective courses in a planned way. For example, focus areas in accounting might include external auditing, internal auditing, financial accounting, forensic accounting, controllership, or accounting information systems. Students are encouraged to meet with the Accounting Concentration Advisor for help in choosing courses to support their areas of interest.
### Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI 623</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FI 625</td>
<td>Corporate Finance: Theory, Tools and Concepts (for students who are waived from GR 525)</td>
<td>3</td>
</tr>
<tr>
<td>or FI 627</td>
<td>Corporate Finance: Applications and Advanced Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI 627</td>
<td>Corporate Finance: Applications and Advanced Topics (if not required)</td>
<td>3</td>
</tr>
<tr>
<td>FI 631</td>
<td>Financial Modeling</td>
<td>3</td>
</tr>
<tr>
<td>FI 635</td>
<td>Fixed Income Valuation and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>FI 640</td>
<td>Equity Valuation</td>
<td>3</td>
</tr>
<tr>
<td>FI 645</td>
<td>Derivatives</td>
<td>3</td>
</tr>
<tr>
<td>FI 650</td>
<td>Quantitative Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FI 660</td>
<td>Applying ESG for Sustainable Equity and Fixed Income Investing</td>
<td>3</td>
</tr>
<tr>
<td>FI 685</td>
<td>Financial Strategy</td>
<td>3</td>
</tr>
<tr>
<td>FI 701</td>
<td>Internship in Finance</td>
<td>3</td>
</tr>
<tr>
<td>FI 730</td>
<td>Management of Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>FI 735</td>
<td>Mergers and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>FI 751</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FI 760</td>
<td>Financial Planning Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FI 767</td>
<td>Investment Practice and Ethics</td>
<td>3</td>
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<tr>
<td>FI 774</td>
<td>Computational Finance</td>
<td>3</td>
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<tr>
<td>FI 787</td>
<td>Large Investments and International Project Finance</td>
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</tbody>
</table>

Total Credits: 12

### Law and Taxation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>TX 601</td>
<td>Federal Taxation of Income</td>
<td>3</td>
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Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LA 701</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>LA 715</td>
<td>International Business Law</td>
<td>3</td>
</tr>
<tr>
<td>TX 600</td>
<td>Professional Tax Practice</td>
<td>3</td>
</tr>
<tr>
<td>TX 602</td>
<td>Transactions</td>
<td>3</td>
</tr>
<tr>
<td>TX 603</td>
<td>Corporations and Shareholders</td>
<td>3</td>
</tr>
<tr>
<td>TX 604</td>
<td>Multi-Jurisdictional Taxation</td>
<td>3</td>
</tr>
<tr>
<td>TX 704</td>
<td>Federal Taxation of Income from Trusts and Estates</td>
<td>3</td>
</tr>
<tr>
<td>TX 707</td>
<td>Pass-Through Entities and Closely Held Businesses</td>
<td>3</td>
</tr>
<tr>
<td>TX 711</td>
<td>Mergers and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>TX 731</td>
<td>Investment Companies and Other Financial Products</td>
<td>3</td>
</tr>
<tr>
<td>TX 732</td>
<td>Intellectual Properties</td>
<td>3</td>
</tr>
<tr>
<td>TX 733</td>
<td>Tax Aspects of Buying and Selling a Business</td>
<td>3</td>
</tr>
<tr>
<td>TX 741</td>
<td>Tax Accounting Problems</td>
<td>3</td>
</tr>
<tr>
<td>TX 761</td>
<td>State and Local Tax Practice</td>
<td>3</td>
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May choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>XD 620</td>
<td>Managerial Communication</td>
<td>3</td>
</tr>
<tr>
<td>XD 711</td>
<td>Argumentation Strategies for Business</td>
<td>3</td>
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</table>

Total Credits: 12

### Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 612</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 726</td>
<td>Customer Data Analysis and Relationship Marketing</td>
<td>3</td>
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</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 701</td>
<td>Internship in Marketing Practice</td>
<td>3</td>
</tr>
<tr>
<td>MK 711</td>
<td>Marketing Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MK 712</td>
<td>Consumer and Buyer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 713</td>
<td>Marketing Promotion and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MK 715</td>
<td>New Products: Planning, Developing and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK 716</td>
<td>International Marketing</td>
<td>3</td>
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<td>MK 718</td>
<td>Marketing of Services</td>
<td>3</td>
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<tr>
<td>MK 725</td>
<td>E-Marketing</td>
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</table>

Total Credits: 12
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 735</td>
<td>Marketing for Corporate Immersion</td>
<td></td>
</tr>
<tr>
<td>MK 755</td>
<td>Special Topics in Marketing</td>
<td></td>
</tr>
<tr>
<td>MK 758</td>
<td>Enhancing Creativity</td>
<td></td>
</tr>
<tr>
<td>GBE 790</td>
<td>Global Business Experience (Requires approval from concentration coordinator)</td>
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</table>

Total Credits: 12

**Strategic Healthcare Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Concentration requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must complete four of following:</td>
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</tr>
<tr>
<td>HC 661</td>
<td>Project Management for Healthcare</td>
<td></td>
</tr>
<tr>
<td>HC 660</td>
<td>Interpersonal Dynamics in Health Care</td>
<td></td>
</tr>
<tr>
<td>HC 662</td>
<td>Healthcare Innovations</td>
<td></td>
</tr>
<tr>
<td>HC 664</td>
<td>Healthcare Analytics</td>
<td></td>
</tr>
</tbody>
</table>

One 600-level graduate course (including new experimental courses, directed studies, internships, GBEs, or other courses) relevant to the concentration area, subject to approval by the concentration advisor/MBA program director.

Total Credits 12
Master of Business Administration (STEM)

Bentley’s STEM MBA program integrates strong technology knowledge and skills focus with competencies in ethical, globally oriented business leadership. STEM-focused electives in Accounting Analytics, Business Analytics, Financial Analytics, and Information Systems and Technology, together with the core courses, comprise four distinctive majors. They all provide students with an in-depth understanding of how integrated expertise on data, IT applications, and a domain of business forms a strong foundation for sustainable success.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 521</td>
<td>Managerial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GR 522</td>
<td>Economic Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>GR 523</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GR 524</td>
<td>Accounting for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>GR 525</td>
<td>Financial Statement Analysis for Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Note: Students who complete all other program requirements in fewer than 36 credits, after applicable waivers for foundation courses, are required to complete designated electives to complete the program’s minimum of 36 credits.

### Business Analytics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MA 610</td>
<td>Optimization and Simulation for Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MA 705</td>
<td>Data Science</td>
<td>3</td>
</tr>
<tr>
<td>MA 707</td>
<td>Introduction to Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>ST 625</td>
<td>Quantitative Analysis for Business</td>
<td>3</td>
</tr>
<tr>
<td>ST 635</td>
<td>Intermediate Statistical Modeling for Business</td>
<td>3</td>
</tr>
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</table>

Additional elective if needed: 3

| Total Credits | 15 |

1 ST 701 must be approved in advance by Business Analytics major advisor and internship advisor to ensure full STEM coverage.

### Financial Analytics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GR 526</td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td>FI 623</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FI 650</td>
<td>Quantitative Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FI 774</td>
<td>Computational Finance</td>
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</tr>
<tr>
<td>CS 655</td>
<td>Managing with Analytics</td>
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</table>

Additional electives if needed: 0 to 6

| Total Credits | 12 |

### Information Systems and Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 602</td>
<td>Data-Driven Development with Python</td>
<td>12</td>
</tr>
<tr>
<td>CS 607</td>
<td>Cybersecurity</td>
<td>12</td>
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</table>

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 602</td>
<td>Data-Driven Development with Python</td>
<td>12</td>
</tr>
<tr>
<td>CS 607</td>
<td>Cybersecurity</td>
<td>12</td>
</tr>
</tbody>
</table>

| Total Credits | 12 |

### Additional Notes
1. AC 701 must be approved in advance by Accounting Analytics major advisor and internship advisor to ensure full STEM coverage.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 610</td>
<td>Enterprise Architecture</td>
</tr>
<tr>
<td>CS 650</td>
<td>Data Analytics Architectures with Big Data</td>
</tr>
<tr>
<td>CS 655</td>
<td>Managing with Analytics</td>
</tr>
<tr>
<td>CS 725</td>
<td>Information Security, Controls and Ethics</td>
</tr>
<tr>
<td>CS 733</td>
<td>Artificial Intelligence Techniques and Applications</td>
</tr>
<tr>
<td>CS 741</td>
<td>Enterprise Systems Planning and Configuration</td>
</tr>
<tr>
<td>CS 753</td>
<td>Business Intelligence Methods and Technologies</td>
</tr>
<tr>
<td>GBE 790 or CS 881</td>
<td>Global Business Experience ¹  or Computer Information Systems Internship</td>
</tr>
</tbody>
</table>

**Total Credits:** 12

¹ GBE 790 and CS 881 must be approved in advance by Information Systems Technology (IST) major advisor and internship advisor to ensure full STEM coverage.
Master of Business Administration (BILH)

To successfully lead in the increasingly complex world of health care, you need to develop a solid framework for decision making that employs broad-based understanding of the many perspectives across the organization. Bentley University is proud to partner with Beth Israel Lahey Health (BILH) to bring a highly customized MBA program to equip BILH leaders with the skills they will need to meet the complicated challenges faced by healthcare organizations.

The BILH MBA is a cohort-based program available to BILH employees upon application. More information can be found at Bentley University MBA at BILH (https://www.bentley.edu/graduate/bilh/).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 521</td>
<td>Managerial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GR 522</td>
<td>Economic Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>GR 523</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GR 524</td>
<td>Accounting for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>GR 525</td>
<td>Financial Statement Analysis for Decision-Making</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>15</strong></td>
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</table>

Note: Students may be waived from three Foundation Courses without being required to add electives. If four Foundation Courses are waived, one additional course at the 600-level or higher is required. If five Foundation Courses are waived, two added courses at the 600-level or higher are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 601</td>
<td>Strategic Information Technology Alignment</td>
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</tr>
<tr>
<td>GR 602</td>
<td>Business Process Management</td>
<td>3</td>
</tr>
<tr>
<td>GR 603</td>
<td>Leading Responsibly</td>
<td>3</td>
</tr>
<tr>
<td>GR 604</td>
<td>Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>GR 606</td>
<td>Designing for the Value Chain</td>
<td>3</td>
</tr>
<tr>
<td>GR 645</td>
<td>Law, Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Students must complete four of following:</td>
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</tr>
<tr>
<td>HC 660</td>
<td>Interpersonal Dynamics in Health Care</td>
<td></td>
</tr>
<tr>
<td>HC 661</td>
<td>Project Management for Healthcare</td>
<td></td>
</tr>
<tr>
<td>HC 662</td>
<td>Healthcare Innovations</td>
<td></td>
</tr>
<tr>
<td>HC 664</td>
<td>Healthcare Analytics</td>
<td></td>
</tr>
<tr>
<td>One 600-level graduate course (including new experimental courses, directed studies, internships, GBEs, or other courses) relevant to the concentration area, subject to approval by the concentration advisor/MBA program director.</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Master of Science in Accounting

Curriculum

The advent of big data, analytics, blockchain, and machine learning is creating exciting changes in the field of accounting. Bentley’s Master’s in Accounting (MSA) builds upon our over one-hundred-year accounting legacy and infuses it with technology and analytics to give you the skills you need to thrive in a respected, in-demand profession.

Having started as the first program in Massachusetts to gain the prestigious separate accounting accreditation from AACSB International, we are proud to announce that our new STEM designated curriculum (https://www.bentley.edu/academics/graduate-programs/masters-accounting/curriculum/) is one of only a few programs to collaborate with KPMG's Data and Analytics Program, ensuring that what you learn is industry ready. You can count on it.

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<tr>
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<td>AC 770</td>
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<tr>
<td></td>
<td>Analytics (p. 20)</td>
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<tr>
<td></td>
<td>Assurance (p. 20)</td>
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<tr>
<td></td>
<td>Corporate Finance Reporting (p. 20)</td>
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<td>Taxation (p. 20)</td>
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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.

Advisory

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### Taxation

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Master of Science in Business Analytics

The Master of Science in Business Analytics (MSBA) program provides an in-depth understanding of the latest data analytics practices. Students learn commonly used statistical modeling methodologies and software tools, state-of-the-art data mining techniques, and strategies for communicating their findings in order to deliver value. Bentley has been a leader in the advanced study of business analytics for more than 20 years, and this expanded program takes that commitment to a new level.

Curriculum

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Total Credits 30

Please Note: All coursework must be completed within five years.
Master of Science in Finance

The Master of Science in 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 a stronger mathematical and capital markets focus. This path 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

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1. Prerequisite, FI 625 or AC 612
2. Pre or co-requisite, FI 625
3. Prerequisites: GR 526 and FI 623. FI 645 is recommended as an additional prerequisite
4. Completion of two graduate finance courses is required

Master of Science in Finance: Financial Analytics

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<tr>
<td>CS 655</td>
<td>Managing with Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FI 623</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FI 625</td>
<td>Corporate Finance: Theory, Tools and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>FI 631</td>
<td>Financial Modeling</td>
<td>3</td>
</tr>
<tr>
<td>FI 645</td>
<td>Derivatives</td>
<td>3</td>
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<tr>
<td>FI 774</td>
<td>Computational Finance</td>
<td>3</td>
</tr>
<tr>
<td>ST 625</td>
<td>Quantitative Analysis for Business</td>
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</tr>
<tr>
<td></td>
<td><strong>Finance Elective (3 credits)</strong></td>
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</tbody>
</table>

Select one FI course at the 600-level or higher.

Select one CS, MA, or ST course at the 600-level or higher.
Master of Science in Human Factors in Information Design

Bentley’s Human Factors in Information Design (HFID) graduate program is an accelerator for successful careers in user experience (UX) research and design, customer experience (CX), and product management.

Students master the world of experience design by exploring the digital, physical, virtual and augmented reality, multi-modal, generative AI, and haptic realms. To achieve this, students build a deep understanding of the human mind and behavior. This knowledge is then considered and applied to the experience design process: problem exploration, concepthing, narrowing solutions, low- and high-fidelity prototyping, visual design, content strategy, and interactive design. Interwoven throughout is a human-centered approach where students master ethnography, observational work, interviews, and formative and summative usability testing as necessary inputs to creating experiences.

Upon program completion, students gain the skills to both contribute to and lead the creation of ethical, inclusive, world-ready products and experiences that deliver business and societal impact. Graduates with human-centered design skills are sought after by top organizations across a variety of industries, from cutting-edge tech startups, to consumer and medical industries, to the Fortune 500.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Requirements (9 credits)</strong></td>
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<tr>
<td>HF 700</td>
<td>Foundations in Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>HF 710</td>
<td>Managing the Experience Design Process</td>
<td>3</td>
</tr>
<tr>
<td>or HF 725</td>
<td>User Experience Leadership and Management</td>
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</tr>
<tr>
<td>HF 750</td>
<td>Testing and Assessment Programs</td>
<td>3</td>
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<tr>
<td><strong>HF Elective Courses (15 credits)</strong></td>
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<tr>
<td>HF 720</td>
<td>Internationalization and World-Ready Product Design</td>
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<tr>
<td>HF 730</td>
<td>Visualizing Information</td>
<td></td>
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<tr>
<td>HF 735</td>
<td>Design Ethics</td>
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<tr>
<td>HF 740</td>
<td>Information Architecture: User-Centered Design for the World Wide Web</td>
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<tr>
<td>HF 751</td>
<td>Measuring the User Experience</td>
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<tr>
<td>HF 755</td>
<td>Special Topics in Human-Computer Interaction (HCI)</td>
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<tr>
<td>HF 760</td>
<td>Intelligent User Interfaces</td>
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<td>HF 766</td>
<td>Multimodal Experience Design</td>
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<td>HF 770</td>
<td>Prototyping and Interaction Design</td>
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<td>HF 775</td>
<td>Design Innovation</td>
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<tr>
<td>HF 780</td>
<td>Qualitative Research: Theory to Practice</td>
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<tr>
<td>HF 785</td>
<td>Ethnography for Experience Design</td>
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<tr>
<td>HF 790</td>
<td>Internship in Human Factors in Information Design</td>
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<tr>
<td>HF 795</td>
<td>Research Methods for Human Factors</td>
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<tr>
<td>HF 800</td>
<td>User Experience Thesis</td>
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**Non-HF Elective Courses (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CS 602</td>
<td>Data-Driven Development with Python</td>
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<tr>
<td>CS 603</td>
<td>Algorithmic Thinking with Java</td>
</tr>
<tr>
<td>CS 607</td>
<td>Cybersecurity</td>
</tr>
</tbody>
</table>

1 A student is permitted to take both HF 710 Managing the Experience Design Process and HF 725 User Experience Leadership and Management and count one as an elective.

Please note: All coursework 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

Bentley’s Human Factors in Information Design (HFID) graduate program is an accelerator for successful careers in user experience (UX) research and design, customer experience (CX), and product management.

Students master the world of experience design by exploring the digital, physical, virtual and augmented reality, multi-modal, generative AI, and haptic realms. To achieve this, students build a deep understanding of the human mind and behavior. This knowledge is then considered and applied to the experience design process: problem exploration, concepting, narrowing solutions, low- and high-fidelity prototyping, visual design, content strategy, and interactive design. Interwoven throughout is a human-centered approach where students master ethnography, observational work, interviews, and formative and summative usability testing as necessary inputs to creating experiences.

Upon program completion, students gain the skills to both contribute to and lead the creation of ethical, inclusive, world-ready products and experiences that deliver business and societal impact. Graduates with human-centered design skills are sought after by top organizations across a variety of industries, from cutting-edge tech startups, to consumer and medical industries, to the Fortune 500.

Curriculum

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<thead>
<tr>
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<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HF 700</td>
<td>Foundations in Human Factors</td>
<td>3</td>
</tr>
<tr>
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<td>Managing the Experience Design Process</td>
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</tr>
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<td>or HF 725</td>
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</tr>
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<td>HF 750</td>
<td>Testing and Assessment Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 5 Human Factors Electives  15

| HF 720  | Internationalization and World-Ready Product Design   |       |
| HF 730  | Visualizing Information                               |       |
| HF 735  | Design Ethics                                        |       |
| 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 766  | Multimodal Experience Design                         |       |
| HF 770  | Prototyping and Interaction Design                   |       |
| HF 775  | Design Innovation                                    |       |
| HF 780  | Qualitative Research: Theory to Practice             |       |
| HF 785  | Ethnography for Experience Design                    |       |
| HF 790  | Internship in Human Factors in Information Design    |       |
| HF 799  | Experimental Course in HF                            |       |
| HF 795  | Research Methods for Human Factors                   |       |
| HF 800  | User Experience Thesis                               |       |

Select 2 Non-Human Factors Electives  6

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

Total Credits  30

1 A student is permitted to take both HF 710 Managing the Experience Design Process and HF 725 User Experience Leadership and Management and count one as an elective.

Please note: All coursework 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.
**Academic Policies and Procedures**

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.

**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 Director of Academic Integrity and approved by the Nominations Committee, as well as a graduate student and an undergraduate student designated by their respective student government associations. The Academic Integrity Council reviews the state of academic integrity in the Bentley community; advises the Director of Academic Integrity on the process and procedures of the Academic Integrity System; and recommends Faculty Manual revisions as appropriate. A faculty member of the council serves as chair when an Academic Integrity Hearing (hereafter a Hearing) is required.

2. **Director of Academic Integrity** is appointed by the Provost; works with academic departments and the student organizations to implement proactive education and prevention related to issues of academic integrity; reports to the 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 report is finalized.

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 report should be submitted. The Director may arrange a Hearing, with or without the faculty member’s explicit consent, if there is sufficient evidence to suggest a violation may have occurred.

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.

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.

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), the faculty member implements the proposed sanction(s) only after the report has become the official record in the office of the Director. Unless the student has a prior violation on record, no Hearing is required. If, however, new information becomes available, the Director has the option of scheduling a Hearing.
   b. For a Level II violation, if the student agrees to the proposed sanction(s) no hearing is required unless the student has a prior violation on record. The faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanction(s) that are more severe than a majority of Academic Integrity Council members believe are appropriate will require a Hearing.
   c. For Level I and Level II violations, if the student does not agree to the sanction(s) and/or on the nature of the violation, the Director will schedule a Hearing.

3. Regardless of level, second violations must go to a Hearing.

4. Regardless of level or prior agreement, the Director has the authority to call a Hearing with the agreement of the student to resolve the incident in the interest of academic integrity.

5. If 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;

IV. Academic Integrity Incident Reports and Consequences
The relevant faculty member should meet with the student(s) to discuss an alleged violation. If the faculty member still suspects that a violation has occurred, a Report must be promptly filed.
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 must be full-time faculty members, with at least one who is a member of the Academic Integrity Council. The Director solicits students from graduate and undergraduate student government. Student members are either graduate or undergraduate, corresponding with the student(s) subject to the incident review. One faculty member, who is a member of the Academic Integrity Council, serves as chair of the Hearing. The Director attends all Hearings in a neutral supporting role and is not a voting member. The Hearing membership listens to evidence, determines the presence or absence of an academic integrity violation and, where appropriate, sanctions a student.

3. **Scheduling:** The Director reserves the right to schedule Hearings in a way that accommodates extenuating circumstances and minimizes the impact on academic schedules of all involved parties.

4. **Communication:** The Director communicates the findings of the Hearing in writing to the faculty member and student involved within five working days. If 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 programs.

5. **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.

6. **Sanctions Involving Grades and Graduation:** The timing of the filing of Reports may result in investigation procedures that cannot be concluded before grade reporting or degree auditing for graduation. In the case of incidents that may reasonably be expected to affect a course grade, the faculty member of the course will post a grade of incomplete, pending the completion of the academic integrity investigation. In the event that this Incomplete affects a graduation requirement, the student shall remain otherwise eligible to “walk at graduation.” The right of an Honors Program student to walk with the Honors Program cohort at graduation is governed by 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.

7. **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 university 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.

**Academic Standing Policy**

Graduate students can carry four 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.

**Commencement Participation Policy**

**Requirements for Participation in Commencement**

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://www.bentley.edu/mybentley/).
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.

**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 weight of the F grade from the student’s overall GPA.
- A failed course may be repeated only once.
- Only the first ‘F’ grade which is repeated will be replaced in weight. A second ‘F’ grade may be repeated but will still be calculated into the grade point average.
- A student may only repeat a total of two failed courses.
- Only the second grade enters 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.
• Students in advance standing undergraduate programs should refer to the Undergraduate Course repeat policy.

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 Academic Advising to determine eligibility.

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

Grading Policy
Course Grades
Academic performance is officially recorded on an academic term basis in letter grades and quality points. Passing grades that range from C+ (2.3) to A (4.0) earn quality points; failures are recorded as F and earn no quality points.

What follows is the proposed grading rubric for graduate courses. The ranges in the “Numerical Equivalent” column apply to the letter grade unless specified otherwise in the course syllabus.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 to less than 95</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 to less than 90</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 to less than 87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 to less than 83</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 to less than 80</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Less than 77</td>
</tr>
</tbody>
</table>

Grade | Quality Points | Numerical Equivalent
--- | -------------- | ---------------------
I    | None*         | Incomplete           |
W    | None*         | Assigned to indicate a withdrawal during the period starting the third week of class and continuing through two-thirds of the semester.

* Does not factor in the cumulative grade point average.

There is no audit or pass/fail option for graduate-level courses.

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.

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 Academic Services and Operations.

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://www.bentley.edu/mybentley/).

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.

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.

1. All grading disputes shall begin with the student arranging a conference with the instructor. The student must initiate the dispute resolution process within 30 days of the posting of the final course grade.

2. If the dispute has not been resolved after the student-instructor conference, the student may choose to request a conference with the department chair of the instructor’s primary department, which is normally the department in which the course is offered. If the course in question has a course coordinator, such as for General Business courses, the course coordinator shall be included in this meeting, even if the course coordinator is from a different academic department.

3. If the instructor for the course with the disputed grade is the department chair, the student should contact the Chair of the Faculty Senate to request that a hearing committee be convened.

4. Prior to the conference with the department chair, a written detailed explanation of the complaint, along with supporting documents, will be submitted by the student to the department chair.

5. After the conference with the student, the department chair shall consult with the instructor.
   a. If the department chair believes that the instructor graded correctly, the process ends and the course grade will not be changed.
   b. If the department chair believes that the student may have been graded incorrectly, the department chair will suggest that the instructor consider reevaluating the course grade.

6. If the instructor still does not believe a course grade change is warranted, the department chair shall request that the Chair of the Faculty Senate convene a hearing committee of three tenured faculty members to resolve the case.

7. The Chair of the Faculty Senate is directed to choose by lot three tenured faculty members from all eligible faculty members. Members of the instructor’s primary academic department are ineligible. The Chair of the Faculty Senate will ask the three-member hearing committee to select a committee chair, who will inform the instructor’s department chair that the hearing committee has been formed, except in the case where the instructor is the department chair.

8. The hearing committee will examine all evidence from the instructor and from the student disputing the course grade. Within one week of the hearing committee’s final decision, written findings and the hearing committee’s decision will be forwarded to the student, instructor, department chair, and course coordinator, if appropriate.
   a. If the hearing committee rejects the assertion by the student that the course grade is incorrect, the process ends and the course grade will not be changed.
   b. If the hearing committee decides in favor of the student and the instructor is unwilling to follow the hearing committee’s recommendation, the hearing committee shall direct the Registrar to replace an F or other grade with an S grade. The course 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.

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 Dismissal 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 business 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, or designee, 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.

**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.

1. Prior to the end of Add/Swap/Drop during the first semester, the process is as follows:
   a. 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.

2. 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 available on the Registrar and GSAS websites.
   a. 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.
   b. 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.
   c. 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.

3. 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**
- **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 Academic Advising and Engagement page under Waivers and Substitutions.

**Graduate Internships**
All graduate students interested in completing an internship for academic credit must submit the internship approval form available on the Registrar and GSAS websites.

All three-credit internships are subject to the following policies:

- All required work for an internship must be completed during the term of registration.
Office policies:

- All credit-bearing internships are subject to the following Registrar's policies.
- The entire application process, including faculty submission of student information to Registrar, must be completed no later than the third week of each semester.
- Any courses dropped to accommodate internship course registration beyond the addswapdrop deadline of each semester are considered withdrawals and subject to published refund deadlines.
- Regular withdrawal deadlines and penalties apply once the student has been registered for the internship course through the Registrar's Office.
- Regular grade reporting deadlines apply.
- 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 timeline must be approved by the internship coordinator and the Associate Provost for Academic Services and Operations.

International Students who have only one course remaining in their last semester of study 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.

All one-credit internships are 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 Provost for Academic Services and Operations.
- 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 AddDrop deadline of each semester.
- Any courses dropped to accommodate internship course registration beyond the AddDrop 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 by October 1 for spring and summer internships and March 1 for fall internships in order 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.

For more information about graduate internships, please visit the Graduate Academic Advising and Engagement Website (https://www.bentley.edu/offices/academic-services/graduate-students/advising/).

Honors and Awards

Beta Gamma Sigma

Beta Gamma Sigma (https://www.betagammasigma.org/home/) 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 (AACS). 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 (September, January 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(s) graduating in a given year (September, December 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. Students interested in requesting a directed study must submit the request form (https://bentleydownloads.s3.amazonaws.com/academics/Directed+Study.Tutorial.Fillable.pdf).

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 (https://www.bentley.edu/graduate/tuition-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.

**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).

**Leave of Absence/Withdrawal Policy**

**Leave of Absence**

Bentley graduate students are expected to maintain concurrent enrollment. However, Bentley University recognizes that there are occasions when students may require time away from their studies. Matriculated graduate students experiencing medical, personal, or professional challenges may take a voluntary leave of absence for up to one calendar year after consultation with their Academic Advisor. Matriculated is defined as a graduate student who has deposited, registered, and attended at least one day of class either in person or online. Non-matriculated students who wish to delay their active course enrollment may request deferral through the Office of Graduate Admissions.

Students who plan to take more than one semester away from their studies must fill out the leave of absence request form (https://bentley-advocate.symplicity.com/care_report/index.php/pid468501/). F-1 visa holders must submit a Leave of Absence form regardless of the duration of the leave. Students may not take classes at other institutions during their leave of absence. Students who take more than one semester away from their studies without obtaining an approved leave of absence request maybe be inactivated. Students may also request an extension to their approved leave of absence status not to exceed a total of two years.

For more details about the leave of absence and withdrawal/transfer processes, please see the Student Handbook (https://bentleydownloads.s3.amazonaws.com/general/Bentley-University-Student-Handbook2022-2023.pdf). For any questions, please email LOA@bentley.edu. Graduate Students in the Beth Israel Deaconess Medical Center cohorts please refer to your Terms & Conditions in regards to the leave of absence process.

**Withdrawal from the University**

If a student decides that they are unable to continue attending Bentley, the student must officially withdraw from the university by filling out the Leave of Absence/Withdrawal form (https://bentley-advocate.symplicity.com/care_report/index.php/pid739209/). It is recommended that students considering withdrawal from the University consult with an advisor in Graduate Academic Advising and Engagement. 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.

**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.

**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](https://www.bentley.edu/offices/academic-services/graduate-students/forms/#addchangeaprogramofstudy)) to the Office of Graduate Academic Advising and Engagement.

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 advanced 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.
- 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 for eligibility.

- 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 the Office of Graduate Academic Advising and Engagement, 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](https://www.bentley.edu/offices/academic-services/graduate-students/forms/#addchangeaprogramofstudy)) to the Office of Graduate Academic Advising and Engagement.

When considering changing a program of study, please note:

- Merit aid awarded to the original degree program is not guaranteed to be transferred to the new degree program. Students will be reevaluated for the merit aid award based on their application to the new degree program.
- There is no guarantee that the request for a program change will be approved.
- Students cannot request a change of program in their final term.

**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:

Graduate Academic Advising (https://www.bentley.edu/offices/academic-services/graduate-students/advising/) is a resource to students and faculty when determining reasonable accommodations for religious observances. Students and faculty can reach out to Graduate Academic Advising 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 Graduate Academic Advising, 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.

**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. Such appeals should be addressed to Graduate Academic Advising and Engagement. A course-away grade of B- must be earned for credit to be awarded toward a Bentley University degree.

**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 (see policy below), a student will be required to apply for re-admission to the Graduate School with the understanding that previous course work and GMAT/GRE scores will no longer be counted toward the degree program/s; exams and courses must be retaken. Students may request an extension in time to degree completion, not to exceed a total of seven years, in writing to the Director of Graduate Academic Advising and Engagement.
Student Resources

• Academic Resources (p. 37)
• Bentley Library (p. 37)
• Center for International Students and Scholars (p. 38)
• English Language Learning Resources (p. 38)
• Graduate Student Academic Advising and Engagement (p. 38)
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Academic Resources

Learning Labs

Bentley Learning Labs

At Bentley, students have the opportunity to become fluent in the latest technology tools. Bentley’s learning labs are state-of-the-art facilities equipped not only with cutting-edge technologies, but also with caring and experienced staff who provide personalized instruction and one-on-one support to help students gain the confidence and skills to succeed in and out of the classroom. See more at Bentley Learning Labs (https://www.bentley.edu/academics/learning-labs/).

Film and Media Studies Lab

The Film and Media Studies Lab supports the English and Media Studies Department’s Film and Media Studies Major (catalog.bentley.edu/undergraduate/programs/arts-sciences-programs/ba-degree-programs/media-culture-major/) and the joint Creative Industries Major (catalog.bentley.edu/undergraduate/programs/business-programs/creative-industries-major/). This state-of-the-art facility provides resources for all forms of media production: video, sound, digital photography and design. The labs house industry-standard software for video editing, screenwriting, sound mixing, animation, as well as graphic and motion design. The professional production tools available include digital and 4K cameras, lighting and grip equipment, microphones, and audio accessories. A soundproofed studio with green screen and lighting grid completes the professional production environment. Students are encouraged to visit the labs and studio in Lindsay Hall.

Location: Lindsay Hall, Room 10

Centers

Bentley’s academic centers bring faculty, staff, and students together with external partners from the business world and community to collaborate and share ideas, from scientific breakthroughs and business ethics to digital design and workplace diversity. Students feature prominently in the success of the centers. Whether conducting their own research or assisting with faculty-led projects, they benefit from hands-on learning in real-world working environments. Learn more at Bentley Academic Centers (https://www.bentley.edu/academics/centers/).

Bentley Library

The library (https://library.bentley.edu/) 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 seating for 741, 73 computer workstations, 21 technology-rich collaborative study rooms with online reservation capability, 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 26 academic and special libraries located across New England. 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 topics and tools. The Research Instruction Classroom (RIC) is located on the ground level of the library.

Collections

The Baker Library collection includes 159,000 volumes, a print periodical collection of 480 current subscriptions, a collection of 6,500 DVDs, and a popular reading collection. The library also houses several special collections, including faculty publications, career resources, and the Bentley University archives. The library’s online resources for research and scholarship include more than 635,000 e-books and digital audiobooks, 132,000 streaming films, and more than 170 online research databases that provide full-text access to journals, newspapers, reports, analysis & statistics — all of which offer the university community 24/7 access to a wealth of information. Scholars @ Bentley (https://scholars.bentley.edu/) is a digital archive that collects and preserves the intellectual output of Bentley faculty and students. This service of the Bentley Library provides open, worldwide access to these research materials and promotes Bentley scholarship, teaching, and learning.

Electronic Databases

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

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

Additional library information may be obtained at the Library Services and Reference desks. Regular library hours are posted, as are the hours for semester breaks, holidays, and other special circumstances on the library’s website. For more information, visit us on the web.
at library.bentley.edu (https://library.bentley.edu/). Email questions may be addressed to the Reference Desk at refdesk@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 Bentley’s 1000+ international students and scholars through immigration-related advising and resource referral. In doing so, the CISS helps keep Bentley University and international students in compliance with government regulations while providing a caring and supportive atmosphere as international students adjust to life at Bentley and in the U.S. The CISS consists of a team of advisors and government-approved Designated School Officials (DSOs) who possess in-depth knowledge of F-1 and J-1 visa-related regulations. The CISS team is able to advise students on issues relating to initial visa acquisition, employment in the United States, travel, academic requirements for maintaining visa status, and adjustment to life in the U.S. The CISS also offers workshops and information sessions throughout the academic year for students to learn about their immigration status and resources on campus.

In addition to compliance responsibilities and advising, CISS also offers cross-cultural programming open to the campus community as well as opportunities for engagement for international students and scholars. These programs include: the WorldView (https://www.bentley.edu/university-life/diversity-equity-inclusion/worldview/) program, Culture Fest (https://www.bentley.edu/university-life/diversity-equity-inclusion/international-community/), workshops and dialogue spaces. CISS also advises and collaborates with many student-run cultural organizations on campus, including the International Student Association (ISA).

**International Student Academic Requirements - Full Course of Study & Online Course Policy**

International students attending Bentley University in F-1 visa status must follow specific regulatory requirements. The Department of Homeland Security (DHS) requires F-1 students to maintain a full course of study (9 credits for graduate students), with the exception of a student’s final semester or in the case of a pre-authorized reduced course load. Students must also maintain physical presence at Bentley University, and may only count one fully online/distance learning class towards their full course of study requirement [8 C.F.R. 214.2(f)(6)(i)(G)]. If a student is enrolled in multiple courses listed as “hybrid,” they must attend all but one of their courses in person. Failure to comply with these regulations is a violation of a student’s F-1 visa status. You can learn more about these and other F-1 regulatory requirements (https://www.bentley.edu/offices/center-international-student-scholars/current-students/) on the CISS website, bentley.edu/ciss (https://www.bentley.edu/offices/center-international-student-scholars/).

**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 the ESOL Center. In the ESOL Center, faculty tutors who specialize in working with multilingual learners provide support for writing assignments, presentations, and general English-language skills.

**ESOL Center Help Includes:**

- Writing: Students can bring course papers at any stage of the writing process for feedback on clarity, organization, and development.
- Presentation Skills: Students can practice presentations with or without PowerPoint slides and receive feedback on their performances.
- Pronunciation: Students can work on their English speaking skills based on feedback and suggested strategies for increasing the clarity, stress, and intonation of their pronunciation.
- Speaking and Conversation Practice: Students can practice speaking about academic issues, current events, and other topics of interest.

**Appointments:** Weekday and evening appointments are available. Students can schedule appointments up to two weeks in advance through https://bentleyesol.mywconline.net (https://bentleyesol.mywconline.net/). The ESOL Center offers three types of appointments:

- In-Person Appointments: Students meet with tutors at the ESOL Center (Bentley Library, Lower Level, Room 026).
- Online Appointments: Students meet with tutors through Zoom.
- E-Tutoring Appointments: Students submit their essays to the ESOL Center. A tutor reads the essay, writes feedback, and returns the essay to the student.

For further information about the ESOL Center, please email Kristin Raymond at kraymond@bentley.edu.

**Location:** Student Center 310

**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. 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 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 directors, internship coordinators, and other campus resources and professionals.

**Student Engagement**

Within Graduate Academic Advising and Engagement, our objective is to help graduate students identify resources and services which can make the graduate 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.

Location and Access to Services

Graduate Academic Advising and 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 schedule an advising appointment with an advisor. Appointments can be for an office visit, a phone call, or a virtual meeting. 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

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 take charge of their career journey and 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 resources, programs, and coaching delivered one-on-one, in group workshops, and online. We strive to engage students in owning their 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 and In-Person 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: personal and goal assessment; résumé and cover letter writing; elevator pitch development; networking and informational interviewing; utilizing LinkedIn for the job search; current job search techniques; and leveraging Handshake as well as other online global job search platforms and tools.

Internship Program

Internships enable graduate students to integrate conceptual knowledge with practical field-based experience. Internships are highly encouraged, as they often serve as a springboard to full-time employment at a company. There are two types of internships: non-credit bearing and credit bearing. To complete a credit-bearing internship, the student must meet eligibility requirements. Credit-bearing internships are courses governed by academic policies and procedures, referred to in the section on Field-Based Learning under Academic Policies and Procedures in this Catalogue. Additionally, international students must consult with the Center for International Students and Scholars (https://www.bentley.edu/offices/center-international-student-scholars/) regarding internship eligibility requirements based on visa requirements and regulations. Faculty Internship Coordinators approve credit-bearing internships. Career Development staff offer support and career services for all internship searches.

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. Career fairs occur in the fall and spring. Graduate Career Development also hosts special events, such as Career Conversations and a career fair specifically for graduate students.

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, 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 Resources

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.

Bentley University does not offer 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 hosted by the GSA and affiliated graduate student organizations 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 oversees 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 more information and links to the GSA’s active affiliated graduate student organizations.

Health, Counseling and Wellness

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

The Health Center
Confidential health care is available to all full-time Bentley students through the Health Center, with the cost primarily covered by tuition. The Health Center (https://www.bentley.edu/university-life/student-health/health-center) provides a wide variety of services to all Bentley students.

University Police may be called in the event of an emergency at 781.891.3131; they will provide emergency response and transportation or call an ambulance if necessary. University Police is available 24 hours per day, seven days per week, at 781.891.2201 (for emergencies: 781.891.3131).

The Community Wellbeing and Health Promotion (https://www.bentley.edu/university-life/student-health/wellness-prevention/) staff provides programs, confidential services, and skill-building on common health topics and experiences that can get in the way of student success.

All full-time students must submit a medical history form and immunization record to Bentley.

Counseling Center
The Counseling Center (https://www.bentley.edu/university-life/student-health/counseling-center/) is staffed by psychologists and doctoral interns who can meet with students experiencing a range of adjustment, stress, and mental health-related issues.

The office is accredited by the International Association of Counseling Services and abides by the ethical standards of the American Psychological Association.

Registrar's Office

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

Registration

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

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://www.parchment.com/u/registration/33514/institution/) online. There is a $5.00 fee for each transcript. Students have access to their unofficial transcripts through their Degree Works Audit.

Completion of Degree Requirements for Graduation

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

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

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

**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, including the required Business Administration Minor.

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

**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.

**Student Accessibility Services**

Bentley University is committed to offering an accessible, equitable, and inclusive learning environment for all students with disabilities. Housed in the Office of Student Success (catalog.bentley.edu/undergraduate/academic-programs-resources/academic-services/), Student Accessibility Services (https://www.bentley.edu/offices/disability-services/) provides accommodations and services that promote individual growth and self-advocacy. Through collaboration and innovative programming, the staff strives to inform and educate all members of the Bentley community and promote diversity that respects and appreciates disability. We work closely with undergraduate and graduate students with various types of:

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

The major components of these services include:

- Academic accommodations
- Assistance with accessibility issues
- Community education
- Individual coaching and support

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

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

New U.S. Students and International Students

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Graduate</td>
<td>$1,000</td>
</tr>
<tr>
<td>Part Time Graduate</td>
<td>$500</td>
</tr>
</tbody>
</table>

Tuition and Fees

Tuition and fees for the 2024-2025 year will be available on the Student Financial Services website here (https://www.bentley.edu/offices/student-accounts/billing-payment-info/).

Bentley University Payment Plan and Payment Options

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

Other Expenditures

Estimated costs for books and supplies (https://www.bentley.edu/graduate/tuition-aid/) for graduate students will vary based on enrollment. 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. Information about parking and permits can be found here (https://www.bentley.edu/offices/university-police/parking-and-driving/).

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:

<table>
<thead>
<tr>
<th>Withdrawal period</th>
<th>Amount to be credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>100 percent</td>
</tr>
<tr>
<td>Second week</td>
<td>80 percent</td>
</tr>
<tr>
<td>Third week</td>
<td>60 percent</td>
</tr>
<tr>
<td>Fourth week</td>
<td>40 percent</td>
</tr>
<tr>
<td>Fifth week</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

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

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

Note: Bentley University has partnered with GradGuard to offer Tuition Insurance. The insurance provides 100% reimbursement for tuition, room, board, and most other fees. Learn more and review the plan coverage to determine if it meets your needs at gradguard.com/tuition (https://gradguard.com/tuition/) or call (877) 794-6603.

Application of Financial Assistance to Student Account

Financial assistance is generally awarded for the full academic year; aid is disbursed by semester. At the start of each semester, one-half of the aid is credited to the student's account. Institutional grants and scholarships are generally credited at the start of each term. Loans cannot be disbursed until promissory notes are completed and loan counseling requirements are met. For more information, please visit the Student Financial Services website (https://www.bentley.edu/offices/student-financial-services/).

Federal Policy for Return of Federal Funds

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

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

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

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

Maintaining Eligibility for Aid

In order to remain eligible for financial assistance, students must meet standards of academic progress established in accordance with federal regulations. The Satisfactory Academic Progress (SAP) of aid applicants and recipients will be evaluated by the Student Financial Services at the end of each semester. This evaluation generally occurs in January, May, or August, after semester grades are posted, as part of our determination of continued financial aid eligibility for future semesters.

SAP 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% 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% of the number of credits required for their degree. For instance, if a degree requires 30 credit hours, a student 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. Those given a warning will remain eligible for assistance for the next semester of attendance but must achieve the minimum 2.7 cumulative grade point average requirement and 67% completion rate at the conclusion of that term. After a term on Financial Aid Warning, students who fail to meet the SAP standards described above will lose eligibility for institutional and federal need-based assistance.

Students will be notified in writing by the Student Financial Services if they have lost aid eligibility. Students with significant and documented extenuating circumstances may appeal to regain aid eligibility through the Office of Graduate Academic Advising. 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 Academic Advising. Students whose appeals are approved are placed on SAP probation, and thereby granted one additional semester of aid. In general, a student 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.

Student Financial Services Billing and Collection Policy

Student Financial Services is responsible for billing and collecting fees for tuition, housing, meal plans, health insurance, parking violation fines, and any other application charges.

Our goal is to work with students and parents to resolve outstanding balances. We understand that students and their families may experience financial difficulties and it is important for those types of issues to be communicated to our office at an early stage. Bentley University offers payment plans to assist with the budgeting of the cost of education. We urge students and/or parents to contact our office prior to the due date of the bill to discuss any financial concerns that they may have. The earlier the issue is discussed the more tools we have to assist students in resolving the situation.

Bentley University recognizes that employers may pay some costs on behalf of students/employees. These agreements are made between the student and their employer and are not contractual agreements with the University. We do not bill companies/employers for student tuition. Students are expected to pay the balance due at the time of registration or by the due date for the semester.

- Bentley University does not accept foreign checks under $250.
- Bentley University does not accept foreign currency traveler’s checks.
- It is the student’s responsibility to update Bentley University of address changes.

Each semester, all students are required to agree to the “Terms and Conditions of Payment Obligation” form prior to the start of classes.

If the balance is not resolved by the due date, a financial hold will be placed on the account. This financial hold will prevent students from registering for classes, changing their course schedule, participating in senior week activities, the graduation ceremony and from obtaining diplomas and/or transcripts. If applicable, the student may also be required to move out of housing.

Also, accounts with unresolved balances are subject to late payment fees of $100.00 each. If a balance remains unpaid the account will be assigned to the Bentley University Collection Department. If an acceptable payment arrangement cannot be reached, the account will be assigned to a collection agency. There are several consequences that accompany that action:

- The account will be reported in a default/collection agency status to the credit bureaus. This may prevent the student from obtaining credit in the future.
- The student will be assessed collection fees between 25% and 50% and possible legal fees in addition to the outstanding balance owed to Bentley University.
- Any future classes that the student plans on taking at Bentley University must be prepaid (in full) via certified funds.
Financial Aid

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 (p. 42) tab of the catalogue for information. Additional information for graduate students can be found online at the Student Financial Services (https://www.bentley.edu/offices/student-financial-services/graduate-aid/) website.

Other Fees and Expenses

To help graduate students estimate their financial obligations, an approximate annual budget for the 2024-25 year is outlined here (https://www.bentley.edu/graduate/tuition-aid/). 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.

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/).

Students are responsible for understanding the tuition refund guidelines. The refund guidelines from the date of registration through the add/drop period are as follows:

<table>
<thead>
<tr>
<th>Withdrawal period</th>
<th>Amount to be credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>First full week of semester</td>
<td>100 percent</td>
</tr>
<tr>
<td>Second full week of the semester</td>
<td>80 percent</td>
</tr>
<tr>
<td>Third full week of the semester</td>
<td>60 percent</td>
</tr>
<tr>
<td>Fourth full week of the semester</td>
<td>40 percent</td>
</tr>
<tr>
<td>Fifth full week of the semester</td>
<td>20 percent</td>
</tr>
<tr>
<td>After fifth week</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Note: Refer to the academic calendar for specific refund dates and for courses other than full-semester, including six week MBA courses, intensives, faculty-led courses abroad, and other non-standard course offerings. In case of withdrawal, scholarships initially credited toward tuition 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.

Student Financial Services Billing and Collection Policy

Student Financial Services is responsible for billing and collecting fees for tuition, housing, meal plans, health insurance, parking violation fines, and any other application charges.

Our goal is to work with students and parents to resolve outstanding balances. We understand that students and their families may experience financial difficulties and it is important for those types of issues to be communicated to our office at an early stage. Bentley University offers payment plans to assist with the budgeting of the cost of education.

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• The student will be assessed collection fees between 25% and 50% and possible legal fees in addition to the outstanding balance owed to Bentley University.
• Any future classes that the student plans on taking at Bentley University must be prepaid (in full) via certified funds.

Financial 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, Student Financial Services 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 Student Financial Services (https://www.bentley.edu/offices/student-financial-services/contact-information/) 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 2.7 GPA to retain eligibility for any merit aid. Students awarded merit-based aid who fall below a 2.7 GPA will be notified by Student Financial Services.

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.

Diversity Scholarships

Bentley focuses on the academic success and support of Asian-American, Latinx, African-American, Native American, and multiracial students. In keeping with the university’s goal to foster diversity on campus and eliminate financial barriers to 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. Students can work up to 20 hours a week in on-campus jobs. For more information, visit the Student Employment website (https://www.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.

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 total repayment amount 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. Additional information may be found at studentaid.gov (https://studentloans.gov/myDirectLoan/index.action/).

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.

Applying for Aid

All aid applicants must submit the 2024-2025 Free Application for Federal Student Aid (FAFSA). This form can be completed at studentaid.gov (https://studentaid.gov/h/apply-for-aid/fafsa/). The Bentley school code for the FAFSA is 002124.

All aid applicants must also complete the Bentley Graduate Aid Application (https://www.bentley.edu/offices/student-financial-services/graduate-aid/).

Students enrolled full-time (9 or more credits in a term) are eligible to apply for Bentley grant funds. Additional documents may be required for consideration of institutional aid, including signed copies of their 2022 federal tax returns, with all schedules and W-2s, and the 2024-2025 CSS Profile Form, including parent data. The CSS Profile can be completed at cssprofile.collegeboard.org (https://cssprofile.collegeboard.org/).

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. The full Return of Funds Policy for
Federal Aid Recipients can be found in the Graduate Financial Aid Guide at bentley.edu/offices/financial-assistance/graduate-aid.

**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. The full graduate SAP policy can be found in the Graduate Financial Aid Guide (https://www.bentley.edu/offices/financial-assistance/graduate-aid/).

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 Student Financial Services if they have lost aid eligibility.

Students with significant and documented extenuating circumstances may appeal to regain aid eligibility through the Office of Graduate Academic Advising and Engagement. 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 Academic Advising and Engagement. 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.

**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. 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.

Individual lenders will have specific criteria with regard to enrollment and satisfactory progress so we encourage you to thoroughly research your options. International students may apply for alternative loans, although many may require a co-applicant who is a U.S. citizen or permanent resident.
Graduate Course Descriptions

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- Computer Information Systems (CS) (p. 50)

E
- Economics (EC) (p. 53)
- Ethics (ETH) (p. 54)
- Experience Design (XD) (p. 54)

F
- Finance (FI) (p. 54)

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Accounting (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.
Typically Offered: As needed

AC 611 Financial Reporting and Analysis  (3 credits)
Pre-Req: GR 524
This course includes the foundations of financial accounting at the professional level. It examines the principles and practices of external financial reporting, with particular emphasis on balance sheet valuations and their relationship to income determination utilizing the U.S. Generally Accepted Accounting Principles (GAAP). This course, in part, covers the financial accounting standards, financial statements, revenue recognition, and various balance sheet accounts, with a focus on the asset section of the balance sheet.
Typically Offered: Fall

AC 612 Advanced Topics in Financial Reporting  (3 credits)
Pre-Req: AC 611
This course explores advanced topics involving external financial statement reporting and disclosure. It covers such topics as accounting theory and utilizes the U.S. Generally Accepted Accounting Principles (GAAP) to examine reporting of investments, fair value accounting, accounting changes, error analysis and a focus on the liabilities and stockholders’ equity section of the balance sheet.
Typically Offered: Fall and Spring

AC 621 Managerial Accounting  (3 credits)
Pre-Req: GR 524
This course examines the strategic tools used in managerial planning and control systems. The primary goal is to provide an in-depth understanding of managerial processes in organizations and the impact of accounting information on decision-making (inclusive of ethical dimensions). The course highlights analysis, interpretation and presentation of information for management decision-making purposes—especially how those decisions relate to cost structure. Additionally, the course will assist in developing database skillsets requisite to understanding how accounting analytics aid in enhancing the effectiveness of management’s systems and improving the quality and relevance of financial reporting. Learning activities are designed to prepare students to clean, prepare, analyze, and visualize large datasets as well as generate and assess key performance indicators. Through experiential learning of industry leading software, students will gain a holistic view of data analytics processes.
Typically Offered: Fall
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.

Typically Offered: As needed

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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

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 721 Performance Management and Evaluation  (3 credits)
Pre-Req: GR 524, or 3 credits of introductory cost accounting or managerial accounting at the undergraduate level (excludes students who have completed AC 455).
Modern business professionals need to evaluate the effectiveness of business strategy implementation, which refers to the way companies manage their internal processes to accomplish strategic objectives. This course will introduce students to an important framework that analyzes whether a company’s performance measurement and control systems are aligned to its strategic objectives and how effectively it achieves them. Students will develop the necessary business analysis skills by working through cases studies and leverage data analysis and visualization tools to ‘tell the story’ of whether an organization has met its strategic objectives.

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.

Typically Offered: Fall and Spring

AC 731 Financial Information 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 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.

Typically Offered: Fall and Spring

AC 741 Financial Statement Audit  (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.

Typically Offered: Fall and Spring
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.

Typically Offered: Fall

AC 744 Internal Audit (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.

Typically Offered: Fall

AC 750 Federal Income Taxation (3 credits)
Pre-Req: AC 611
The focus of this course is federal taxation of corporate entities. The objective of the course is to explore the basic structure of income taxation. Students will learn detailed tax laws and apply them to a variety of situations. Reading and interpreting the tax laws as well as basic research will be essential. The first application of taxation will be basic tax planning and compliance of corporate taxpayers. The second application is based on detailed knowledge of accounting methods for corporations in order to prepare basic tax provisions and understand their impact on the financial statements as tax expense, deferred taxes and the related footnote disclosures. In addition, students will gain insight into how a typical tax department functions to address the tax reporting cycle from provision to compliance. This course will provide a wide knowledge base for accounting and tax professionals to understand the regulations and requirements surrounding corporate income taxes.

Typically Offered: Fall

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.

Typically Offered: Every two or more years

AC 754 Accounting for Income Taxes (3 credits)
Pre-Req: AC 611 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.

Typically Offered: Spring

AC 770 Data Analytics for Accountants (3 credits)
Prerequisites: GR 521 and GR 524
Technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is expected of accounting and other business professionals. The proliferation of business data requires accountants to understand the implications for decision-making and tap into these data to provide better insights and improve decision making. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. At the end of this course, students will obtain the skills necessary to translate accounting and business problems into actionable proposals that they can comprehensively present to managers, data scientists, and other users of accounting information. While students will learn to use current data analytics tools, the focus of this class is on concepts, not algorithms or statistical math.

Typically Offered: Fall and Spring

AC 771 Government and Not for Profit 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, as well as nonprofit organizations. It explores 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.

Typically Offered: Every two or more years

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.

Typically Offered: Fall
AC 773 Fraud and Forensic Accounting (3 credits)
Pre-Req: GR 524 or course equivalent.
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.

Typically Offered: Spring

AC 777 Accounting Analytics in Practice (3 credits)
Pre-req: MA 705, or ST625, or AC 770, or AC 799A
It is recommended to take 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.

Typically Offered: Spring

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.

Typically Offered: Every two or more years

AC 793 Professional Judgment, Ethics and Decision Making (3 credits)
Pre-Req: GR 524 (Accounting for Decision Making) or 3 credits of introductory accounting at the undergraduate level
This course combines three essential topics: communications for accountants, professional ethics, and applying professional judgment in accounting and auditing. This course will introduce students to various frameworks for ethical decision making and illustrate the application of those frameworks to current issues in accounting and auditing as well as exposing students to judgment and decision making in the accounting profession.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

Career Development (CDI)

CDI 501 Graduate Career Develop Intensive I (0 credits)
Pre-Req: CDI 501
This course is a non-credit workshop 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 hybrid or a 12 week asynchronous seminar that is exclusively offered to graduate students and focuses on the development of students graduate-level career development toolbox under the instruction of Graduate Career Development Coaches. 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 Handshake (on-campus job posting system). This class will not appear on the graduate transcript.

Typically Offered: Fall and Spring

CDI 502 Career Design Intensive (0 credits)
Pre-Req: CDI 501
During this free 4-week, non-credit bearing course, Bentley Graduate Students will combine their Gallup Strengths Assessment and Career Design Methodology to prepare for their future. By the end of the course, Graduate students will have developed two or more 3-5 year plans to design their future to meet their career goals through a step-by-step process.

Typically Offered: Fall and Spring

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 todays 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 todays 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.

Typically Offered: Fall and Spring
CS 602 Data-Driven Development with Python (3 credits)
*Programming Intensive*
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.

*Typically Offered: Fall and Spring*

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.

*Typically Offered: Fall*

CS 605 Data Management and SQL for Analytics (3 credits)
*Programming Intensive*
This course teaches foundational data management, retrieval, and manipulation skills with an emphasis on enabling the students to form a strong foundation for analytical processes. It builds a foundation for understanding various domains of practice with conceptual data modeling and demonstrates how the same conceptual needs can be served with different data management technologies. The course covers relational technologies for both operational databases and data warehouses and non-relational data management infrastructures for analytics. The course will help the students develop strong skills in the use of the SQL language for database definition and data manipulation.

*Typically Offered: Fall and Spring*

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.

*Typically Offered: Fall and Spring*

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.

*Typically Offered: Every two or more years*

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.

*Typically Offered: Every two or more years*

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.

*Typically Offered: Every two or more years*
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.

Typically Offered: Every two or more years

CS 655 Managing with Analytics (3 credits)
Students who completed IPM 652 not eligible to take this course
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.

Typically Offered: Fall and Spring

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.

Typically Offered: Every two or more years

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Every two or more years

CS 725 Information Security, Controls and Ethics (3 credits)
Students who completed IPM 723 are not eligible for this course
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.

Typically Offered: Once a year

CS 733 Artificial Intelligence Techniques and Applications (3 credits)
Pre-Req: CS 602
Programming Intensive
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.

Typically Offered: Every two or more years
CS 741 Enterprise Systems Planning and Configuration  (3 credits)
Pre-Req: GR 602, GR 602D, GR 602P, or AC 730
Students who have completed IPM 740 are not eligible for this course.
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.

Typically Offered: Once a year

CS 753 Business Intelligence Methods and Technologies  (3 credits)
Pre-Req: CS 605
Programming Intensive
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.

Typically Offered: Once a year

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.

Typically Offered: As needed

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.

Typically Offered: As needed

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.

Typically Offered: Every two or more years

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Spring

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.

Typically Offered: As needed

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.

Typically Offered: As needed

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.

Typically Offered: As needed
Ethics (ETH)

ETH 700 Ethical Issues in Corporate Life  (3 credits)
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.

Typically Offered: Once a year

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.

Typically Offered: As needed

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

Experience Design (XD)

XD 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.

Typically Offered: Every two or more years

XD 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.

Typically Offered: Every two or more years

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.

Typically Offered: Once a year

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.

Typically Offered: Fall and Spring
**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.

**Typically Offered: Fall and Spring**

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**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.

**Typically Offered: Fall and Spring**

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**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.

**Typically Offered: Fall and Spring**

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**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.

**Typically Offered: Fall and Spring**

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**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.

**Typically Offered: Fall and Spring**

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**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.

**Typically Offered: Fall and Spring**
Typically Offered: Once a year

**FI 660 Applying ESG for Sustainable Equity and Fixed Income Investing (3 credits)**

*Pre or Co-Req: FI 623*

Sustainable investing is an investment discipline encompassing a range of strategies and approaches that incorporate environmental, social and corporate governance (ESG) information to generate long-term competitive financial returns and generate positive long-term societal outcomes. This course will provide hands on knowledge of ESG practices implemented in investing today along with a perspective on this rapidly growing and evolving investment discipline.

**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.

Typically Offered: Once a year

**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.

Typically Offered: Once a year

**FI 701 Internship in Finance (3 credits)**

*Pre-Req: FI 623*  
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.

Typically Offered: Once a year

**FI 730 Management of Financial Institutions (3 credits)**

*Pre-Req: GR 525, GR 525D, GR 525P, or 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.

Typically Offered: Once a year

**FI 735 Mergers and Acquisitions (3 credits)**

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

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.

Typically Offered: Fall and Spring

**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.

Typically Offered: Fall and Spring
FI 760 Financial Planning Fundamentals (3 credits)
Pre or Co-Req: FI 623
This course provides an overview of the personal financial planning process, including the establishment of goals and objectives, forecasting of lifetime income and expenditures, related tax planning issues, money management and key financial life decisions, investing to meet milestones, and retirement. The course covers the concepts, theories and analytical methods used in professional financial planning. Students analyze the effects of inflation, changing interest rates and taxation on meeting financial goals. The course is designed to give an in-depth exposure to financial planning issues to students with a professional interest in the field, as well as an understanding of the different elements making up one's financial life to those pursuing other career paths.

The purpose of this course is to help students document and refine their financial planning skills through cases and the completion of written financial plans.

Typically Offered: Once a year

FI 767 Investment Practice and Ethics (3 credits)
Pre-Req: FI 623
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. There is a particular focus on the CFA Standards of Practice.

Typically Offered: Every two or more years

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 assumes an advanced understanding of financial markets and instruments, including fixed income and derivatives, for a series of application projects.

Typically Offered: Fall and Spring

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.

Typically Offered: Once a year

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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

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.

Typically Offered: Fall and Spring

GR 522 Economic Environment of the Firm (3 credits)
Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625
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.

Typically Offered: Fall and Spring
GR 523 Marketing Management  (3 credits)
Restricted to PMBA, EMBA, ELMBMA, MS MBA, 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. Typically Offered: Fall and Spring

GR 524 Accounting for Decision-Making  (3 credits)
Restricted to PMBA, EMBA, ELMBMA, MS MBA, 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 financial information data in managerial decision-making, and (e) approaches to identify problems, analyze their financial and managerial implications, and evaluate alternative solutions.
Typically Offered: Fall and Spring

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, ELMBMA, MS MBA, 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. Typically Offered: Fall and Spring

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. Typically Offered: Fall and Spring

GR 526 Calculus  (3 credits)
This course only counts towards the foundation requirements for the MS 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. Typically Offered: Spring

GR 601 Strategic Information Technology Alignment  (3 credits)
For ELMBMA and MS MBA: 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.
Typically Offered: Fall and Spring

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.
Typically Offered: Fall and Spring

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.
Typically Offered: Fall and Spring
GR 604 Global Strategy (3 credits)
Pre-Req: GR 521, GR 522, GR 523, GR 524, and GR 525. Course restricted to EL MBA, 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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

GR 622 NexGen Leadership Course: 3 credit Graduate Management Elective with Travel (3 credits)
The NexGen Leadership Program is an intensive 6-week travel course that strengthens the leadership capacity of graduate students. This is achieved by offering an in-person, international social impact consulting experience and strengths-based leadership training. It aims to develop the next generation of responsible and inclusive leaders by challenging students to complete a social impact consulting project with a nonprofit or social enterprise. Current travel country options are Peru and Spain. The NexGen Leadership Program is neither a traditional summer volunteering experience nor a traditional summer internship experience. The program is designed to offer students a very unique experience that allows them to do meaningful work with an incredible organization while also partaking in a team-based group learning environment. Students from various geographic locations will work together in teams and develop skills related to managing high level, strategic projects.

Typically Offered: Once a year

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 699 GR Experimental Course (3 credits)
Typically Offered: Fall and Spring

GR 735 Corporate Immersion (3 credits)
Pre-Req: GR 523, GR 524 & GR 525. Restricted to EL MBA & MS MBA 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.

Typically Offered: Once a year

Health Care (HC)

HC 660 Interpersonal Dynamics in Health Care (3 credits)
Over the past few decades, a focus on communication, the patient experience and the psychological engagement of employees has moved to the forefront of modern healthcare. Interpersonal Dynamics in Health Care is an interdisciplinary course highlighting relevant concepts not often covered in clinical and administrative training. The curriculum illuminates the “micro” issues, such as the underpinnings of provider-patient relationships, as well as the “macro” issues such as organizational dynamics in medical institutions. There will be an emphasis on humanistic practitioner-patient counseling skills as well as how to improve the quality of collegial relationships. The greater context of professionalism in providing compassionate care for individuals and co-workers will be stressed. Precepts from the fields of communication studies, psychology and the medical humanities will better equip healthcare professionals to manage their ongoing challenges.
HC 661 Project Management for Healthcare (3 credits)
Project management has become an important professional skill for business leaders in all disciplines. Driven by global competition and innovative technologies, the use of project management is expected wherever organizations need to achieve objectives within scope, cost, and time constraints. Successful project managers skillfully manage their resources, schedules, risks, and scope to produce a desired outcome. This course guides students through fundamental project management concepts and behavioral skills needed to successfully propose, launch, lead, and measure benefits from projects across organizations in domestic and multinational settings.

HC 662 Healthcare Innovations (3 credits)
Innovation and the promise of innovation in healthcare are ubiquitous and intoxicating. But innovation often fails. This course will explore the fundamentals and application of innovation in healthcare to the complex problems facing today’s healthcare organizations. Today’s healthcare leaders will have to be ahead in applying innovation across their organizations—from care delivery and the patient experience, data integration, artificial intelligence, and information technologies to the rapid acceleration of new products and treatments from biotech, medical device, and pharmaceuticals industry. Students will learn and apply innovation theory and innovation diffusion and adoption patterns in case studies and through a self-selected healthcare innovation project. The course will also explore why innovation fails, the significant barriers to innovation, applied bias in innovation, and how to plan for and develop a culture of innovation that buffers these challenges.

HC 664 Healthcare Analytics (3 credits)
This course introduces the fundamental data analytics concepts and techniques that have been employed widely in organizations to support data-based decision-making. Built upon students’ knowledge of managerial statistics, this course extends their skill sets into business intelligence, data warehousing, machine learning, and artificial intelligence. Case studies about using descriptive, predictive, and prescriptive techniques in healthcare analytics applications will be presented and discussed, demonstrating the role of healthcare analytics in improving patient care, quality of service, and cost reduction. This course will also provide students with opportunities to learn and practice state-of-the-art analytics and visualization methods and tools.

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. Typically Offered: Fall and Spring

HF 700 Foundations in Human Factors (3 credits)
Pre-Req: MSHFID student, MSIT student, MSOM 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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

HF 710 Managing the Experience Design Process (3 credits)
Pre-Req: MSHFID student, MSIT student, MSOM student, or program director permission
This course introduces frameworks, methods, and tools that experience designers can use to strategically manage and integrate user-centered design (UCD) approaches into the product development process. Through readings, discussions, workshops, individual assignments, and team projects, students critically examine how UCD is integrated into innovation and product development frameworks. Students apply selected frameworks to class projects, and examine the appropriateness of various process frameworks for particular companies, products, and industries. Depending on the nature of class projects for a given semester, student teams work together on research and design for a product, service, or environment. Course materials, activities, and guest speakers address strategies for planning UCD activities, integrating research and design into the development process, working effectively with multi-disciplinary team members, communicating with stakeholders, and evaluating project performance.

Typically Offered: Fall and Spring
HF 720 Internationalization and World-Ready Product Design  (3 credits)
Pre-Req: MSHFID student, MSDI student, MSMBA student, or program director permission
In today’s global marketplace, success requires a strategy for tailoring technology products to the requirements of the international community. This course introduces participants to the theory and practice of internationalizing all aspects of the user experience, including support, translation, interaction design, interface design, user research and testing. Moving beyond a narrow focus on language, this course addresses internationalization from the more comprehensive perspective of cultural psychology and cultural anthropology. The course begins by recognizing the ethnocentric biases that affect all aspects of experience design, then proposes a globalized core design for all aspects of the product line. Working from this core, experience designers can more effectively and economically tailor product design to serve the needs of a local community. The course will focus on the major markets for technology, including Japan, China, India, and Germany.

Typically Offered: Once a year

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Once a year

HF 735 Design Ethics  (3 credits)
This course explores the values that consciously and unconsciously underpin the design process. It explores how values shape design, how they determine the features of products and services, and how values shape the entire user experience. However, this goes beyond the user to explore how that values that drive design impact our interpersonal relations, the functioning and disfunctioning of society and the wider planetary ecology. It explores how designers incorporate knowledge of human nature into their designs, and how technology changes human nature.

Typically Offered: Fall

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.

Typically Offered: Once a year

HF 750 Testing and Assessment Programs  (3 credits)
Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission
Evaluating a design solution is a critical component of experience design. In this course students are introduced to multiple methods and tools such as formative and summative testing principles, moderated and unmoderated testing, lab and remote testing, among others. You will learn to test special populations, ensure your protocol is inclusive and incorporate biofeedback as well as emotional measurements. You will learn how to address and present usability issues related to a product or system (e.g., website, software and mobile apps, interface, device). You will plan and administer tests and other means of product assessment through simulated usability problems, expert reviews, and case studies. As part of a testing team, you will also manage a real-world assessment project with one of our corporate partners.

Typically Offered: Fall and Spring
HF 751 Measuring the User Experience  (3 credits)
Pre-Req or Co-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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

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.

Typically Offered: Spring

HF 764 Immersive and Conversational Interface Design  (3 credits)
Pre-Req: MSHFID Student or program director permission
This course introduces frameworks, methods, tools for designing effective immersive and conversational interfaces and experiences. Immersive interface design topics include an overview of extended reality history, concepts, technologies (e.g., augmented, mixed, and virtual reality), relevant physiological and perceptual phenomena, adverse effects, prototyping techniques, content creation tools, and design principles specific to immersive interfaces. Conversational interface design topics include an introduction to voice user interfaces and chatbots, tools for designing conversational interfaces, and combining conversational and immersive design. Lectures, case studies, readings, class discussions, and guest speakers expose students to industry trends, research findings, and best practices. Experiential and interactive workshops engage students in navigating complex design projects and leveraging industry standard design methods and tools.

Typically Offered: Once a year

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.

Typically Offered: Fall

HF 770 Prototyping and Interaction Design  (3 credits)
Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission
This course introduces foundational principles and methods of prototyping and interaction design that apply to a broad range of products and interfaces. The primary goal of this course is for students to learn how interaction design principles and best practices can be effectively integrated into both static and interactive prototypes. After learning essential sketching and paper prototyping techniques, students use industry standard design methods, software, and tools to develop interactive prototypes at increasing levels of fidelity for a range of platforms and devices. Students incorporate touch, gesture, and voice into design specifications, and practice iterating on designs, presenting and justifying decisions, and addressing feedback and emerging requirements. Major course topics include sketching, paper prototyping, wireframing, interaction design, principles, patterns, heuristics, conventions, universal design, platform-specific guidelines, design systems, and style guides.

Typically Offered: Fall and Spring
HF 775 Design Innovation (3 credits)
Pre-Req: MSHFID Student or program director permission
This course introduces essential frameworks, methods, and tools for design innovation through hands-on, experiential, and interactive workshops that engage students in a real design challenge. Students develop portfolio materials including a range of essential design artifacts, and their own plan for a week-long design innovation workshop that aligns with a critical evaluation of industry trends, recently published research related to design innovation, and an organization's goals. Along the way, students learn industry standard software, and practice co-facilitating design activities. Course topics include trends in experience design practice with a focus on innovation frameworks, customer experience, service design, design thinking, systems thinking, problem definition, stakeholder theory, inclusive innovation, human technology, sustainability, and other timely topics. Workshops, lectures, case studies, class discussions, and guest speakers expose students to a various approaches.

Typically Offered: Spring

HF 780 Qualitative Research: Theory to Practice (3 credits)
Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission
This course delves into effective qualitative research approaches for organizational success, emphasizing story-based decision-making in corporate settings. Students gain theoretical insights and practical skills to execute studies that inform product and service design. The curriculum starts with defining stakeholder objectives and progresses through qualitative research processes: defining study populations, selecting methods, preparing for data collection, analysis, and synthesis. Foundational methods like interviews, group sessions, observational studies, diary studies and surveys are covered. The course explores population diversity considerations, integration of AI and data tools, and establishing research operations. Guest speakers, workshops, and articles enrich discussions and perspectives. Upon completion, students confidently communicate and execute qualitative research strategies.

Typically Offered: Fall and Spring

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.

Typically Offered: Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall

HF 799 Experimental Course in HF (3 credits)
Pre-Req: MSHFID student, MSIT student, MSMBA student, or program director permission
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.

Typically Offered: As needed

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.

Typically Offered: As needed
**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.

**Typically Offered:** Once a year

**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.

**Typically Offered:** Once a year

**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.

**Typically Offered:** As needed

**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.

**Typically Offered:** Fall and Spring

**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.

**Typically Offered:** Fall

**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.

**Typically Offered:** Spring

**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.

**Typically Offered:** Spring

**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.

**Typically Offered:** Fall and Spring
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 it 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.

Typically Offered: Spring

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.

Typically Offered: Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall

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.

Typically Offered: Spring

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.

Typically Offered: Spring

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.

Typically Offered: Fall

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 Excellence through Quality Analytics (3 credits)
All world-class performance organizations have undertaken distinct approaches towards excellence. Understanding these approaches and practicing quality analytics that make them successful are the focus of this course. The course draws its origin from the classical quality management discipline and revitalizes it with the twenty-first century developments in organizational innovations and data analytics. The students will learn in the course several international frameworks of performance excellence, including Lean from Japan, ISO 9000s from Europe, and Baldrige and Six-Sigma from the U.S. via examining the practices of various world-class organizations, such as Toyota in 1980s, Apple since 2000s, and recently Tesla and SpaceX. They will also learn technical tools that help with the successful implementation of these practices. Moreover, the students will apply lessons in a real-world project to achieve world-class performance for an organization.

Typically Offered: Spring

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".

Typically Offered: Every two or more years

MG 658 Developing Leaders for Global Sustainability (3 credits)
This course equips sustainability leaders with crucial analytical and implementation skills, covering scientific literacy, stakeholder management, and risk assessment. Leaders gain a toolkit for effective change, grounded in a deep grasp of scientific truths and power dynamics in environmental sustainability. Learn sustainable practices, driven by the obligation to leave future generations the option to be as well off as we are. Explore "global sustainability" to address the world’s need for sustainable practices, influencing organizations across industries, positions, and professions. Delve into climate change and energy challenges in this course, exploring the "who" and "how" of planetary preservation. Discover leaders taking on these challenges. Investigate what current leaders know and need to know for effective global issue resolution. Harness the power of science in understanding human behavior and systems, guiding informed decisions and impactful interventions.

Typically Offered: Fall

MG 659 Stakeholder Management, Corporate Citizenship and Sustainability (3 credits)
This course investigates business and society issues with a stakeholder lens through the concept of the social contract—a set of reciprocal understandings and expectations that characterize the relationship between business and its stakeholders. In the stakeholder view of the firm, managers must perceive as stakeholders not only those groups that managers believe to have some stake in the firm, but also those stakeholders, including the natural environment, that may be affected by the actions, decisions, policies or practices of the firm. Hence, this course examines the ways in which managers might view issues of social concern and sustainability from a stakeholder frame of reference. For managers, this includes converting what may seem like unmanageable stakeholder issues into ones that can be dealt with in a balanced and impartial fashion, while also integrating traditional economic and financial considerations with ethical and social considerations.

Typically Offered: Fall

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.

Typically Offered: Once a year

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.

Typically Offered: Fall

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring
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.

Typically Offered: Fall

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Once a year

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.

Typically Offered: Every two or more years

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Once a year

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.

Typically Offered: Fall and Spring

MK 735 Marketing for 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
This course focuses on developing corporate strategy alongside the management team of a corporate partner. It emphasizes the use of multidisciplinary skills to identify, define and provide recommended solutions relating to complex issues within the firm. The course covers multiple topics including marketing, finance, management, technology and the law. Involves significant group work and the ability to meet tight deadlines. Students need immense curiosity, adaptability, and a desire to challenge themselves. This 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. Corporate Immersion mirrors working conditions and expectations of the corporate partner's employees.

Typically Offered: Once a year

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.

Typically Offered: Every two or more years

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.

Typically Offered: Spring

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.

Typically Offered: Every two or more years
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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Spring

MA 707 Introduction to Machine Learning  (3 credits)
Pre or Co-Req: ST 635
This course provides students with knowledge of the fundamental concepts in machine learning and several state-of-the-art developments with an emphasis on real-world application. Topics include the machine learning landscape; model selection, feature engineering, parameter tuning, and model validation; popular supervised learning methods; unsupervised learning including clustering, principal component analysis, and manifold learning; text analysis and topic modeling; neural networks and deep learning. Students will gain hands-on experience implementing a wide variety of methods using the computer programming language of Python.

Typically Offered: Every two or more years

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.

Typically Offered: Fall and Spring

MA 795 Business Analytics Project Course  (3 credits)
ST 635, CS 605, MA 705
This course is a project course for students in the MS Business Analytics program. Students will work on either research projects or real-world problems, with faculty and/or a field supervisor advising. Students are provided with an opportunity to apply advanced skills to solve practical projects and they will learn how to tackle a business analytics problem from problem translation, data wrangling, statistical model building, translation of results, and achievable recommendation with statistical thinking and innovation.

Typically Offered: Fall
MA 799 Experimental Course in MA  (3 credits)
*Prereq: ST 635, CS 605 and MA 611*
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.

Typically Offered: As needed

**Sociology (SO)**

SO 603 Employee Experience  (3 credits)
Employee Experience is increasingly being seen as a requirement for organizations to be competitive in attracting and keeping talent. Historically, organizations have taken a transaction approach in their employee relationships where salary and benefits was enough. What we are seeing today is that employees often need more. In fact, focusing on financial benefits can have the opposite effect of reducing loyalty and engagement to the organization overall. The question becomes, “How might we create employee experiences that create not only less turn-over and more engagement, but employee ambassadors as well as better outcomes across experience channels?” This course will examine the concept of employee experience, and more generally experience design, as it relates to developing workplace practices and organizational cultures. We will explore the benefits of making employee experience a key part of organizational strategy, and linking it to other concepts like customer experience.

**Statistics (ST)**

ST 590 Internship in Statistics  (1 credit)
This one-credit course is a unique opportunity that allows students to explore a career path, learn valuable workplace skills, broaden their knowledge about a particular area of business analytics, and give 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. 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.

Typically Offered: As needed

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Fall and Spring

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.

Typically Offered: As needed

ST 701 Internship in Business Data Analysis  (3 credits)
*Pre-Req: ST 625*
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.

Typically Offered: As needed

**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.

Typically Offered: As needed
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.
Typically Offered: Once a year

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.
Typically Offered: Once a year

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.
Typically Offered: Once a year

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.
Typically Offered: Once a year

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.
Typically Offered: Once a year

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.
Typically Offered: As needed

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.
Typically Offered: Every two or more years

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.
Typically Offered: Once a year

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.
Typically Offered: Once a year
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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Once a year

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.

Typically Offered: Every two or more years

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.

Typically Offered: Once a year

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).

Typically Offered: Once a year

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.

Typically Offered: Fall and Spring

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.

Typically Offered: Every two or more years
PhD Course Descriptions

- PhD: Methods and Philosophy (PHD) (p. 73)
- PhD: Subject Based Core - AC (PACC) (p. 74)
- PhD: Subject Based Core - BUS (PBU) (p. 75)
- PhD: Thematic Seminars (PST) (p. 76)

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.

Typically Offered: Every two or more years

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.

Typically Offered: Fall

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. 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 realistic 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.

Typically Offered: Fall

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.

Typically Offered: Spring

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 complete written work, of quality sufficient for submission to a leading journal in the students field. Students are expected to conduct significant fieldwork, via participant-observation, interviewers, 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.

Typically Offered: Every two or more years

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.

Typically Offered: Spring

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.

Typically Offered: Every two or more years

PHD 1511 Signature: Globalization (3 credits)
This doctoral level seminar studies the impact of globalization on the business environment.

Typically Offered: Every two or more years
PHD 1640 Quant Workshop  (0 credits)
Typically Offered: Fall

PHD 1650 Teaching Practicum  (0 credits)
Excellence in classroom teaching is a lifelong quest and a differentiator in todays 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.
Typically Offered: Spring

PHD 1701 Experimental Course - PhD  (3 credits)
Experimental courses explore curriculum development, with specific content intended for evolution into a permanent course. Students may repeat experimental courses with a different title or topic for credit.
Typically Offered: As needed

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.
Typically Offered: Fall and Spring

PHD 1755 Applied Research Seminar  (1 credit)
This seminar is intended to bring Executive PhD students and faculty together to provide for a community of learning and engage in mutual exploration of phenomenon and practices of organizations through rigorous inquiry into, and appreciation for, research in an academic/professional area, field, or domain. Students will work with their ARS professor to gain an understanding of what applied research entails. They will understand critical concepts of applied research through performing literature reviews and content analysis, while also learning to develop critical research questions, contribute to theory development, and develop research frameworks relevant to a proposed area of study.
Typically Offered: As needed

PHD 1850 Dissertation  (9 credits)
Dissertation study.
Typically Offered: Fall and Spring

PhD: Subject Based Core - AC (PACC)

PACC 1601 SBC: Financial Accounting  (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.
Typically Offered: Spring

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.
Typically Offered: Spring

PACC 1603 SBC: Managerial Control Systs  (3 credits)
This seminar will 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.
Typically Offered: Fall
PACC 1604 SBC: Accounting 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.

*Typically Offered: Fall and Spring*

PACC 1605 SBC: Judgment and Decision-Making  (3 credits)
The objective of this seminar is to develop your ability to critically evaluate and conduct experimental research in accounting. Judgment and Decision Making (JDM) research draws mostly on theories from psychology. This seminar will cover, largely, experiments that use the JDM paradigm rather than those that employ the experimental economics paradigm.

*Typically Offered: Spring*

PACC 1607 Introduction to Accounting Research  (3 credits)
This course introduces accounting research to first-year doctoral students using the scientific method. Three broad topic areas are covered: auditing, corporate governance, and financial accounting. Students learn to conduct accounting research using archival, behavioral/experimental, and field-based methods. This syllabus may be adjusted as we move through the course.

*Typically Offered: Once a year*

**PhD: Subject Based Core - BUS (PBU)**

PBU 1601 SBC: Psychology & Sociology  (3 credits)
This PhD seminar explores Psychology and Sociology perspectives in business research.

*Typically Offered: Every two or more years*

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.

*Typically Offered: Fall*

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.

*Typically Offered: Every two or more years*

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.

*Typically Offered: Fall and Spring*

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.

*Typically Offered: Every two or more years*

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 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 on 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 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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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.

Typically Offered: Every two or more years

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. 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, or time series 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 to research.

Typically Offered: Every two or more years

PST 1710 Behavioral and Experimental Economics (3 credits)
This course introduces the issues covered and methodologies employed in the field of Behavioral Economics. Behavioral Economics adds insights from Psychology to the economic model of behavior. 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. 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.

Typically Offered: Once a year

PST 1711 Econometrics (3 credits)
This course will introduce the student to a wide range of microeconometric 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.

Typically Offered: Every two or more years
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