BENTLEY UNIVERSITY

GRADUATE CATALOG

2026–2027

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GRADUATE CATALOG

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, teachers, and industry experts. This transformative learning experience will equip you with disciplinary 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 providing a business credential. 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 the 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,

Aaron Jackson

Interim Dean of Business

Bentley University: An Overview

Bentley University (https://www.bentley.edu/) believes good business can impact more than the bottom line—it can change the world. Bentley is a community of future business leaders who will deliver value in the marketplace and lasting positive effects for society. The university's students are highly sought after, its faculty apply innovative research to real-world problems, and its alumni lead organizations around the world. Bentley educates the head and the heart with an innovative, technology-focused education that integrates the best of business and the arts and sciences and prepares the business leaders of tomorrow to lead successful, rewarding careers.

Founded in 1917, the university enrolls 4,500 undergraduate and 800 graduate and PhD students and is set on 163 acres in Waltham, Massachusetts, 10 miles west of Boston.

Learn more about President E. LaBrent Chrite (https://www.bentley.edu/about/president/meet-president-1), the President's Cabinet (https://www.bentley.edu/about/cabinet-members-bentley-university), and our Board of Trustees (https://www.bentley.edu/about/board-of-trustees).

Accreditations

Bentley University's 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 well-being, and we think beyond ourselves and our immediate goals to consider the impact our actions have on other people.

Collaboration

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

Diversity

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

Honesty

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

Impact

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

Learning

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

Respect

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

University Policies

Bentley University is committed to the principle of equal opportunity in education and employment. The University prohibits discrimination against individuals on the basis of race, color, sex, sexual orientation, gender identity, pregnancy, religion, disability, age, genetic information, veteran status, or national or ethnic origin in programs and activities. All members of the Bentley community are entitled to an environment free of unlawful discrimination, bias, harassment, or sexual misconduct. Bentley University's policies and practices reflect the university's commitment to its mission and core values (https://www.bentley.edu/about/strategic-plan-process/mission-statement-and-core-values) as well as compliance with applicable state and federal laws. The university complies with Title VI and Title VII of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, among other federal and state laws and regulations that prohibit discrimination.

The Office of Equal Opportunity and Institutional Equity (OIE) oversees the University's response to claims of discrimination, including sexual misconduct. Anyone who has experienced discriminatory conduct may file a report through the appropriate reporting system found on the OIE's Reporting Page (https://www.bentley.edu/offices/institutional-equity). The OIE team will review all reports received and will follow up accordingly. Anonymous reporting is permitted, but note that it may limit the University's ability to respond. For the most up to date policies, procedures, resources, and support available, please visit the OIE's website.

The Student Handbook (https://www.bentley.edu/offices/registrar/student-catalogues) contains a comprehensive list of policies within the Bentley University community. For any questions regarding the Student Handbook or its contents, please reach out to the Office of Student Development, Conduct, and Care by calling 781-891-2161 or email GA_StudentConduct@bentley.edu.

State Distance Education Complaint Process

SARA is an acronym for the State Authorization Reciprocity Agreement, which is an interstate agreement that allows colleges and universities located in a SARA member state to offer online classes in other SARA member states without needing to obtain authorization to do so from each state individually. The Commonwealth's Department of Higher Education (DHE) serves as the Massachusetts state portal entity for SARA. This means the DHE receives and evaluates institutional SARA applications, administers the student complaint process for students of SARA institutions operating in Massachusetts, and provides support to SARA institutions in Massachusetts. Bentley University is approved by DHE to operate under SARA in providing distance (online) education. The Massachusetts Department of Higher Education, in its capacity as the SARA portal entity for Massachusetts, reviews and evaluates student complaints regarding distance learning programs offered by Massachusetts-based institutions that are members of SARA in accordance with 610 CMR 12.07. Complaints that should be filed as a SARA Complaint are those that pertain to distance (online) education provided by Massachusetts-based SARA institutions to students residing in other states pursuant to SARA only. Complaints about a SARA institution's operations or activities in Massachusetts can be filed at the link below and will be resolved pursuant to 610 CMR 2.00 or otherwise in accordance with Bentley's policies. To learn more about this complaint process, please visit this webpage (https://www.bentley.edu/graduate/apply/nc-sara) on our website.

Family Educational Rights and Privacy Act (FERPA)

Bentley University FERPA Policy

Overview

The Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. § 1232g, 34 C.F.R. Part 99) that protects the privacy of students' education records. Bentley University follows FERPA and Massachusetts guidelines to ensure the confidentiality and proper handling of student records.

To Whom It Applies

FERPA affords eligible students with the following rights related to their educational records:

- Inspect and review their educational records
- Request amendments to their records
- Consent to disclosures of their records
- File complaints if their records are disclosed without consent

Eligible students are those enrolled in a credit-bearing course at Bentley, regardless of their age.

What Are Educational Records

Educational records are documents that directly pertain to a student and are maintained by the university or its authorized partners. These records can be in various forms, such as written documents, computer records (including media, video, and audio recordings), spreadsheets, or paper files. These records may be maintained by the registrar, committees, boards, departments, faculty, or staff of the university. They can include:

- Grades
- GPA
- Test Scores
- Financial records
- Disciplinary records
- Class schedules
- Personal information (like race/ethnicity, gender identity)
- Enrollment records

Education records do not include:

- Records maintained solely by the creator, utilized exclusively as personal memory aids, and not disclosed to any individual except as a temporary substitute for the creator (such as an instructor's handwritten notes).
- Students' medical and psychological treatment records in specific circumstances.
- Employment records, unless the employment requires the person to be a student (e.g., resident assistant).

Law Enforcement Records

The Bentley University Police Department (“University Police”) is Bentley University’s designated law enforcement unit under 34 CFR § 99.8. Any records (1) created by University Police, (2) for a law enforcement purpose, and (3) maintained by University Police, are not protected by FERPA.

Student and Parent Access to Educational Records

Students and eligible parents have the right to access the student’s educational records upon written request to the Office of the Registrar. Students may also locate their own Student Conduct records anytime by visiting their Student Self-Service Portal. Students can authorize the University to disclose their FERPA-protected information to others by submitting an Information Release Form to the Office of the Registrar.

Directory Information

FERPA allows Bentley to disclose the following directory information without student consent for any student who has not opted out of directory information:

- Name
- Address
- Email address
- Photograph
- Telephone number
- Date and place of birth
- Class standing
- Enrollment status
- Major field of study
- Participation in activities and sports
- Weight and height of athletes
- Dates of attendance
- Academic honors, degrees, and awards received
- Most recent previous educational institution attended

Although the University may disclose directory information at its discretion for any purpose, faculty and staff are generally advised to refrain from doing so. If it becomes necessary to release directory information, one must first verify whether there are any restrictions preventing such disclosure. Students can request that this information is kept private by submitting a written request to the Office of the Registrar to opt out of directory information.

All other personally identifiable information regarding a student is considered nondirectory and may not be disclosed to a third party without the consent of the student (exceptions noted below).

Disclosure Without Consent

FERPA allows Bentley to disclose educational records without seeking consent in certain situations, including but not limited to:

- Disclosure to the parents of a dependent student
- Compliance with subpoenas or court orders
- Requests from accrediting organizations
- Applications for financial aid
- Certain requests from federal, state, or local authorities
- Disclosure to other institutions where a student seeks to enroll

Health and Safety Exception

FERPA allows the University to disclose educational records and personally identifiable information to appropriate third parties without a student’s consent in situations where that information is necessary to protect the health and safety of the student or others. Appropriate parties may include law enforcement, public health officials, medical personnel, and a student’s family members.

School Officials with Legitimate Educational Interest

Education records may be disclosed to school officials who possess a legitimate educational interest. School officials include faculty, staff, and administrators employed by Bentley University, and some third parties contracted by the University. Legitimate educational interest is characterized by the necessity to access protected student records to perform their job duties. Disclosure of education records is strictly limited in scope and duration to the relevant task.

Annual Notice of FERPA Rights

The Office of the Registrar will email all students their rights under FERPA, which include the right to review and inspect records, seek amendment to their records, consent to disclosure of records, and

the right to file a complaint with the U.S. Department of Education. This notice outlines the university's FERPA policy, including what the University has designated as directory information and the process by which a student may opt out of disclosure of directory information. It also includes the procedure for inspecting and reviewing education records and the procedure for requesting an amendment to their education record.

Enforcement

Violations of this policy may result in disciplinary action, up to and including termination.

Contact Information

For questions or concerns, contact the Office of the Registrar.

Complaint Procedure

Students who believe their FERPA rights have been violated can file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

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

Guidance on voter registration for students who wish to vote in Massachusetts can be found on the Registrar's Office website (https://www.bentley.edu/offices/registrar/voter-registration-information), or by going directly to the Massachusetts Elections Division's website (https://www.sec.state.ma.us/divisions/elections/elections-and-voting.htm).

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. This 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 at the Massachusetts Elections Division's website (https://www.sec.state.ma.us/divisions/elections/elections-and-voting.htm).

Academic Programs

The McCallum Graduate School of Business at Bentley University provides its students with the market-tested curriculum and hands-on experience they need to launch, advance, or transform their careers. Bentley offers a world-class MBA and multiple Master of Science programs in both leading and emerging fields spanning accounting, finance, analytics, and experience design. With a Bentley graduate degree, students are prepared to lead, succeed, and become a force for positive change.

Bentley offers full- and part-time PhD programs that feature a fresh approach to doctoral study. These 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.

- MBA and MS Programs (p. 8)
- PHD Programs (p. 23)

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, and Marketing, as well as a STEM MBA program with majors in Accounting Analytics, Artificial Intelligence, Business Analytics, and Financial Analytics. Bentley also offers cohort-based MBA programs for business professionals and healthcare professionals.

In addition, Bentley offers Master of Science degrees in Accounting, Business Analytics, Finance (with separate majors in Financial Analytics, Financial Planning & Wealth Management, and Finance & Technology), and Human Factors in Information Design.

- Master of Business Administration (Full-Time/Part-Time/Accelerated Online) (p. 9)
- Master of Business Administration (Professional) (p. 11)
- Master of Business Administration (STEM) (p. 12)
- Master of Business Administration (Healthcare) (p. 14)
- Master of Science in Accounting (p. 15)
- Master of Science in Business Analytics (p. 18)
- Master of Science in Finance (p. 19)
- Master of Science in Human Factors in Information Design (p. 21)
- Master of Science in Human Factors in Information Design: California and Online (p. 22)

Master of Business Administration (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

Foundation Requirements

Course	Title	Credits
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 523	Marketing Management	3
GR 524	Accounting for Decision-Making	3
GR 525	Financial Statement Analysis for Decision-Making	3
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.

Program Requirements

Course	Title	Credits
Required Courses:		
GR 601	Strategic Information Technology Alignment	3
GR 602	Business Process Management	3
GR 603	Leading Responsibly	3
GR 604	Global Strategy	3
GR 606	Designing for the Value Chain	3
GR 645	Law, Ethics and Social Responsibility	3
Concentration Courses (Students must select a concentration from the list below):		12
General (p. 9)		
Accounting (p. 9)		
Finance (p. 10)		
Law and Taxation (p. 10)		
Leadership (p. 10)		
Marketing (p. 10)		
Credits from foundation courses or additional electives		6 to 15
Total Credits		**36 to 45**

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

Note: 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 coursework must be completed within five years.

Concentration Requirements

General

Course	Title	Credits
Four Graduate Courses at the 600-level or higher from any department.		12
Total Credits		**12**

Accounting

Course	Title	Credits
Select any four of the following:		12
AC 611	Financial Reporting and Analysis	
AC 612	Advanced Topics in Financial Reporting	
AC 621	Managerial Accounting	
AC 701	Internship in Accounting Practice	
AC 713	Advanced Topics in Financial Accounting	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 730	Business Processes and Controls Assessment	
AC 731	Financial Information Systems	
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 750	Federal Corporate Income Taxation	
AC 753	Tax Factors in Business Decisions	
AC 754	Accounting for Income Taxes	
AC 770	Data Analytics for Accountants	
AC 771	Government and Not for Profit Accounting, Reporting and Auditing	
AC 772	Principles of Fraud Investigation	
AC 773	Fraud and Forensic Accounting	
AC 777	Accounting Analytics in Practice	
AC 793	Professional Judgment, Ethics and Decision Making	
AC 794	Operational Controls and Business Risk Management	
BGX 790	Bentley Global Experience (Requires approval from concentration advisor)	
TX 601	Federal Taxation of Income	
Total Credits		**12**

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

Course	Title	Credits
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts (for students who are waived from GR 525)	3
or FI 627	Corporate Finance: Applications and Advanced Topics	
Select two of the following:		6
FI 627	Corporate Finance: Applications and Advanced Topics (if not required)	
FI 631	Financial Modeling	
FI 635	Fixed Income Valuation and Strategies	
FI 640	Equity Valuation	
FI 645	Derivatives	
FI 650	Quantitative Investment Management	
FI 660	Applying ESG for Sustainable Equity and Fixed Income Investing	
FI 685	Financial Strategy	
FI 701	Internship in Finance	
FI 730	Management of Financial Institutions	
FI 735	Mergers and Acquisitions	
FI 751	International Financial Management	
FI 760	Financial Planning Fundamentals	
FI 767	Investment Practice and Ethics	
FI 774	Computational Finance	
FI 787	Large Investments and International Project Finance	
Total Credits		**12**

Law and Taxation

Course	Title	Credits
TX 601	Federal Taxation of Income	3
Select three of the following:		9
BGX 790	Bentley Global Experience (Requires approval from concentration advisor)	
ETH 700	Ethical Issues in Corporate Life	
LA 701	Business Law	
TX 600	Professional Tax Practice	
TX 602	Transactions	
TX 603	Corporations and Shareholders	
TX 604	Multi-Jurisdictional Taxation	
TX 707	Pass-Through Entities and Closely Held Businesses	
TX 711	Mergers and Acquisitions	
TX 741	Tax Accounting Problems	
TX 761	State and Local Tax Practice	
TX 771	International Tax Practice	
Total Credits		**12**

Leadership

Course	Title	Credits
Select 3-4 of the following:		9 to 12
BGX 790	Bentley Global Experience (Requires approval from concentration advisor)	
ETH 700	Ethical Issues in Corporate Life	
MG 600	Entrepreneurial Thinking	
MG 630	Emotionally Intelligent Leadership	
MG 632	Leading Effective Work Teams	
MG 635	Negotiating	
MG 640	Managing Strategic Alliances	
MG 645	Leading Change	
MG 646	Leading Technology-Based Organizations	
MG 647	Leading Effectively in Global Business Environments	
MG 651	Project Management	
MG 652	Strategic Innovation	
MG 653	Leading Service Innovation	
MG 654	Excellence through Quality Analytics	
MG 658	Developing Leaders for Global Sustainability	
MG 659	Stakeholder Management, Corporate Citizenship and Sustainability	
MG 661	Management Across Cultures	
MG 670	Leading in a Diverse Workplace	
MG 701	Internship in Management	
MG 704	Management Consulting Skills	
MG 755	Special Topics in Management	
SO 603	Employee Experience	
Total Credits		**12**

Marketing

Course	Title	Credits
MK 612	Strategic Marketing	3
MK 726	Customer Data Analysis and Relationship Marketing	3
Select two of the following:		6
BGX 790	Bentley Global Experience (Requires approval from concentration advisor)	
MK 701	Internship in Marketing Practice	
MK 711	Marketing Research and Analysis	
MK 712	Consumer and Buyer Behavior	
MK 713	Marketing Promotion and Communication	
MK 716	International Marketing	
MK 725	E-Marketing	
MK 735	Marketing for Corporate Immersion	
MK 755	Special Topics in Marketing	
MK 758	Enhancing Creativity	
Total Credits		**12**

Master of Business Administration (Professional)

Bentley's Professional MBA (PMBA) is a cohort-based, community-focused program for working professionals with at least five years of experience seeking to accelerate their careers and excel as competent business leaders in sustainable organizations driven by state-of-the-art technology innovation. Advanced business training and instruction in the art of responsible leadership will prepare PMBA students for the challenges of leading complex organizations. They will learn how to harness the power of data and technology to achieve career goals. Students will choose four of six focus areas, immersing themselves in multimodal coursework that integrates central business subjects with the program themes of sustainability and emerging technologies. Each cohort completes the program in twenty-two months, including summer courses. Students will learn through engaging interactive experiences, including intensive weekends for in-person learning, synchronous and asynchronous online classes, a week-long global experience, as well as career coaching and skills-building.

Preparation Courses

Course	Title	Credits
Business Fundamentals		0
Ignite Weekend		0
Total Credits		**0**

Program Requirements

Course	Title	Credits
Essentials Courses		
PME 601	Essentials in Finance	1.5
PME 602	Essentials in Accounting	1.5
PME 603	Essentials in Marketing	1.5
PME 604	Essentials in Digital Transformation	1.5
PME 605	Operations Management Essentials	1.5
PME 606	Organizational Effectiveness Essentials	1.5
Focus Areas		
Students select four Focus Area courses from the list below (6 credits each):		24
PMF 611	Global Management	
PMF 612	Data Analytics	
PMF 613	Financial Analytics	
PMF 614	Sustainable Organizations	
PMF 615	Strategic Leadership	
PMF 616	Innovation Design	
Professional Skills		
Students select three Skills Workshops (0.5 credits each):		1.5
PMW 651	Communication Skills for Executive-Level Audience	
PMW 652	Effectively Delivering and Receiving Developmental Performance Feedback	
PMW 653	Design Thinking for Innovation	
PMW 654	Stress Management for Stressed Managers	
PMW 655	Unleashing Creativity for Innovation	
PMW 656	Value-Added Listening	
PMW 657 & PMW 658	Leadership Accelerator (LA) Part I and Leadership Accelerator (LA) Part II	
All students complete the following Technology Lab:		
PML 670	Using Technology to Solve Health Challenges Tech Lab	0.5
In addition, students select two additional Technology Labs (0.5 credits each):		1.0
PML 671	Introduction to the Structured Query Language Programming	
PML 672	Mastering Generative AI Tools for Professional Excellence	
PML 673	Digital Marketing Analytics Lab	
PML 674	Analyzing and Presenting Data with Generative AI	
PML 675	Leveraging Immersive Technologies for Business Innovation and Strategic Leadership	
Bentley Global Experience		
Students complete one Global Travel Course		3
Total Credits		**39**

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, Artificial Intelligence, Business Analytics, and Financial Analytics, together with the core courses, comprise four distinctive majors. Collectively, they provide students with an in-depth understanding of how integrated expertise on data, IT applications, and a business domain forms a strong foundation for sustainable success.

Pre-Program Foundation Requirements

Course	Title	Credits
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 523	Marketing Management	3
GR 524	Accounting for Decision-Making	3
GR 525	Financial Statement Analysis for Decision-Making	3
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.

Program Requirements

Course	Title	Credits
Required Courses:		
CS 605	Data Management and SQL for Analytics	3
GR 601	Strategic Information Technology Alignment	3
GR 602	Business Process Management	3
GR 603	Leading Responsibly	3
GR 604	Global Strategy	3
GR 645	Law, Ethics and Social Responsibility	3
Major Courses (Students must select a Major from the list below):		12 to 15
Accounting Analytics (p. 12)		
Artificial Intelligence (p. 12)		
Business Analytics (p. 12)		
Financial Analytics (p. 13)		
Credits from foundation courses or additional electives		3 to 15
Total Credits		**36 to 45**

Major Requirements

Accounting Analytics

Course	Title	Credits
Select any 4 courses from the following:		12
AC 611	Financial Reporting and Analysis	
AC 612	Advanced Topics in Financial Reporting	
AC 621	Managerial Accounting	
AC 701	Internship in Accounting Practice [1]	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 730	Business Processes and Controls Assessment	
AC 731	Financial Information Systems	
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 750	Federal Corporate Income Taxation	
AC 754	Accounting for Income Taxes	
AC 770	Data Analytics for Accountants	
AC 777	Accounting Analytics in Practice	
AC 793	Professional Judgment, Ethics and Decision Making	
AC 794	Operational Controls and Business Risk Management	
TX 601	Federal Taxation of Income	
Total Credits		**12**

[1] AC 701 must be approved in advance by Accounting Analytics major advisor and internship advisor to ensure full STEM coverage.

Artificial Intelligence

Course	Title	Credits
CS 602	Data-Driven Development with Python	3
CS 733	Artificial Intelligence Techniques and Applications	3
CS 653	Generative AI for Business – Solutions and Strategies	3
PH 610	Ethics of AI (Ethics of AI)	3
Total Credits		**12**

Additional electives, if needed:

Course	Title	Credits
CS 655	Managing with Analytics: From Data to AI	3
CS 690	Applied AI Intrapreneurship	3
CS 747	AI Governance and Leadership	3

Business Analytics

Course	Title	Credits
MA 610	Optimization and Simulation for Business Decisions	3
MA 705	Data Science	3
MA 707	Introduction to Machine Learning	3
ST 625	Quantitative Analysis for Business	3
ST 635	Intermediate Statistical Modeling for Business	3
Additional elective, if needed:		3
CS 753	Business Intelligence Methods and Technologies	
MA 611	Time Series Analysis	
MA 706	Design of Experiments for Business	

ST 701	Internship in Business Data Analysis [1]	
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

Course	Title	Credits
Foundation Course		
GR 526	Calculus	3
Required Courses		
CS 655	Managing with Analytics: From Data to AI	3
FI 623	Investments	3
FI 650	Quantitative Investment Management	3
FI 774	Computational Finance	3
Additional electives, if needed:		0 to 6
FI 631	Financial Modeling	
FI 645	Derivatives	
Total Credits		**12**

Master of Business Administration (Healthcare)

The Healthcare MBA at Bentley University, developed in collaboration with a leading teaching hospital, is designed to equip healthcare professionals with the business acumen and leadership skills necessary to excel in the dynamic healthcare industry. This program is designed to meet the needs of mid-career professionals, directors, and executives seeking to advance their careers and make a significant impact in their organizations.

Unlike many MBA programs that add healthcare electives to standard core courses, Bentley's program weaves healthcare into every course. From finance to leadership, all content is taught through a healthcare lens, giving professionals industry-specific tools to lead, innovate, and make informed decisions in tackling real-world healthcare challenges. We are a business university with strong Arts & Sciences (A&S) departments and faculty committed to interdisciplinary collaboration. Our Center for Health and Business develops and sustains a robust network of connections with industry partners.

This program is cohort-based and offered fully online, using synchronous modality for most courses.

Foundation Courses

Course	Title	Credits
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 523	Marketing Management	3
GR 524	Accounting for Decision-Making	3
GR 525	Financial Statement Analysis for Decision-Making	3
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.

Program Requirements

Course	Title	Credits
Core Courses:		
GR 601	Strategic Information Technology Alignment	3
GR 602	Business Process Management	3
GR 603	Leading Responsibly	3
GR 604	Global Strategy	3
GR 606	Designing for the Value Chain	3
GR 645	Law, Ethics and Social Responsibility	3
Elective Courses - Students must complete four of following:		12
HC 660	Interpersonal Dynamics in Health Care	
HC 661	Project Management for Healthcare	
HC 662	Healthcare Innovations	
HC 664	Healthcare Analytics	
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.		
Credits from foundation courses or additional electives		6 to 15
Total Credits		**36 to 45**

Master of Science in Accounting

The advent of big data, analytics, blockchain, and machine learning is creating exciting changes in the field of accounting. Bentley's Master of Science 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 (except Taxation) 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.

Curriculum

Pre-Program Foundation Requirements

Course	Title	Credits
GR 521	Managerial Statistics	3
GR 524	Accounting for Decision-Making	3
Total Credits		**6**

Program Requirements

Course	Title	Credits
Required Courses:		
AC 611	Financial Reporting and Analysis	3
AC 730	Business Processes and Controls Assessment	3
AC 770	Data Analytics for Accountants	3
AC 793	Professional Judgment, Ethics and Decision Making	3
Students must select one of the following majors:		18
Advisory (p. 15)		
Analytics (p. 15)		
Assurance (p. 16)		
Corporate Finance Reporting (p. 16)		
Taxation (p. 17)		
Total Credits		**30**

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 coursework must be completed within 5 years.

Major Requirements

Advisory

Course	Title	Credits
Concentration Requirements		
AC 721	Performance Management and Evaluation	3
AC 773	Fraud and Forensic Accounting	3
Select one of the following:		3
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
Select three electives:		9
AC 701	Internship in Accounting Practice	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 753	Tax Factors in Business Decisions	
AC 772	Principles of Fraud Investigation	
AC 777	Accounting Analytics in Practice	
AC 794	Operational Controls and Business Risk Management	
CS 605	Data Management and SQL for Analytics	
CS 607	Cybersecurity	
CS 655	Managing with Analytics: From Data to AI	
CS 725	Information Security, Controls and Ethics	
CS 741	Enterprise Systems Planning and Configuration	
ETH 700	Ethical Issues in Corporate Life	
FI 625	Corporate Finance: Theory, Tools and Concepts	
FI 627	Corporate Finance: Applications and Advanced Topics	
FI 631	Financial Modeling	
GR 604	Global Strategy	
LA 701	Business Law	
MG 635	Negotiating	
MG 638	Corporate Governance	
MG 651	Project Management	
MG 704	Management Consulting Skills	
MK 726	Customer Data Analysis and Relationship Marketing	
TX 601	Federal Taxation of Income	
TX 602	Transactions	
TX 604	Multi-Jurisdictional Taxation	
Total Credits		**18**

Analytics

Course	Title	Credits
Concentration Requirements		
AC 777	Accounting Analytics in Practice	3
CS 602	Data-Driven Development with Python	3
CS 605	Data Management and SQL for Analytics	3
CS 655	Managing with Analytics: From Data to AI	3
Select one of the following:		3
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
Select one elective:		3
AC 701	Internship in Accounting Practice	

AC 714	Advanced Accounting for Multinational Corporations
AC 720	Cybersecurity for Accounting and Business
AC 721	Performance Management and Evaluation
AC 731	Financial Information Systems
AC 741	Financial Statement Audit
AC 742	Information Technology Auditing
AC 744	Internal Audit
AC 794	Operational Controls and Business Risk Management
CS 650	Data Analytics Architectures with Big Data
CS 733	Artificial Intelligence Techniques and Applications
CS 753	Business Intelligence Methods and Technologies
ETH 700	Ethical Issues in Corporate Life
FI 631	Financial Modeling
HF 730	Visualizing Information
HF 760	Intelligent User Interfaces
MG 635	Negotiating
MG 638	Corporate Governance
MG 651	Project Management
MA 705	Data Science
MA 707	Introduction to Machine Learning
ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business
TX 601	Federal Taxation of Income
Total Credits	**18**

Assurance

Course	Title	Credits
Concentration Requirements		
Select two of the following:		6
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
Select one of the following:		3
AC 750	Federal Corporate Income Taxation	
AC 754	Accounting for Income Taxes	
Select three electives:		9
AC 612	Advanced Topics in Financial Reporting	
AC 621	Managerial Accounting	
AC 701	Internship in Accounting Practice	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 721	Performance Management and Evaluation	
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 753	Tax Factors in Business Decisions	
AC 772	Principles of Fraud Investigation	
AC 773	Fraud and Forensic Accounting	
AC 777	Accounting Analytics in Practice	
AC 794	Operational Controls and Business Risk Management	
CS 725	Information Security, Controls and Ethics	
CS 741	Enterprise Systems Planning and Configuration	
ETH 700	Ethical Issues in Corporate Life	
FI 631	Financial Modeling	
LA 701	Business Law	
MG 635	Negotiating	
MG 638	Corporate Governance	
MG 651	Project Management	
TX 601	Federal Taxation of Income	
TX 602	Transactions	
TX 604	Multi-Jurisdictional Taxation	
Total Credits		**18**

Corporate Finance Reporting

Course	Title	Credits
Concentration Requirements		
AC 612	Advanced Topics in Financial Reporting	3
AC 621	Managerial Accounting	3
Select one of the following:		3
AC 750	Federal Corporate Income Taxation	
AC 754	Accounting for Income Taxes	
Select three electives:		9
AC 701	Internship in Accounting Practice	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 721	Performance Management and Evaluation	
AC 731	Financial Information Systems	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 777	Accounting Analytics in Practice	
AC 794	Operational Controls and Business Risk Management	
CS 607	Cybersecurity	
CS 655	Managing with Analytics: From Data to AI	
CS 725	Information Security, Controls and Ethics	
CS 741	Enterprise Systems Planning and Configuration	
ETH 700	Ethical Issues in Corporate Life	
FI 625	Corporate Finance: Theory, Tools and Concepts	
FI 627	Corporate Finance: Applications and Advanced Topics	
FI 631	Financial Modeling	
LA 701	Business Law	
MG 635	Negotiating	
MG 638	Corporate Governance	
MG 651	Project Management	

MK 726	Customer Data Analysis and Relationship Marketing	
TX 601	Federal Taxation of Income	
TX 602	Transactions	
TX 604	Multi-Jurisdictional Taxation	
Total Credits		**18**

Taxation

Course	Title	Credits
Concentration Requirements		
TX 600	Professional Tax Practice	3
TX 601	Federal Taxation of Income	3
TX 603	Corporations and Shareholders	3
TX 604	Multi-Jurisdictional Taxation	3
Select two electives:		6
AC 612	Advanced Topics in Financial Reporting	
AC 621	Managerial Accounting	
AC 701	Internship in Accounting Practice	
AC 714	Advanced Accounting for Multinational Corporations	
AC 720	Cybersecurity for Accounting and Business	
AC 721	Performance Management and Evaluation	
AC 731	Financial Information Systems	
AC 741	Financial Statement Audit	
AC 742	Information Technology Auditing	
AC 744	Internal Audit	
AC 753	Tax Factors in Business Decisions	
AC 754	Accounting for Income Taxes	
AC 772	Principles of Fraud Investigation	
AC 773	Fraud and Forensic Accounting	
AC 777	Accounting Analytics in Practice	
AC 794	Operational Controls and Business Risk Management	
CS 602	Data-Driven Development with Python	
CS 605	Data Management and SQL for Analytics	
CS 607	Cybersecurity	
CS 650	Data Analytics Architectures with Big Data	
CS 655	Managing with Analytics: From Data to AI	
CS 725	Information Security, Controls and Ethics	
CS 741	Enterprise Systems Planning and Configuration	
ETH 700	Ethical Issues in Corporate Life	
FI 625	Corporate Finance: Theory, Tools and Concepts	
FI 627	Corporate Finance: Applications and Advanced Topics	
TX 707	Pass-Through Entities and Closely Held Businesses	
Total Credits		**18**

Master of Science in Business Analytics

The Master of Science in Business Analytics (MSBA) program provides students with a rigorous, applied, and technically grounded understanding of modern data analytics. Students develop expertise in statistical modeling, data mining, and commonly used analytics software, while also learning to communicate analytical findings clearly and translate data into business value. Building on Bentley's more than 20-year history as a leader in the advanced study of business analytics, the MSBA program prepares students to use data-driven methods to solve complex organizational problems across a wide range of business settings.

Curriculum

Pre-Program Foundation Courses

Course	Title	Credits
Students with the appropriate background may be waived from the following course:		
GR 521	Managerial Statistics	3
Total Credits		**Up to 3**

Program Requirements

Course	Title	Credits
Required Analytics Courses:		
CS 605	Data Management and SQL for Analytics	3
CS 655	Managing with Analytics: From Data to AI	3
MA 610	Optimization and Simulation for Business Decisions	3
MA 611	Time Series Analysis	3
MA 710	Data Mining	3
ST 625	Quantitative Analysis for Business	3
ST 635	Intermediate Statistical Modeling for Business	3
Electives: Select any three courses from the following electives. Other 600-level or higher electives require permission of the MSBA program director.		9
CS 602	Data-Driven Development with Python	
CS 612	Cloud-Based Enterprise Applications	
CS 650	Data Analytics Architectures with Big Data	
CS 653	Generative AI for Business – Solutions and Strategies	
CS 725	Information Security, Controls and Ethics	
CS 733	Artificial Intelligence Techniques and Applications	
CS 747	AI Governance and Leadership	
CS 753	Business Intelligence Methods and Technologies	
EC 611	The Macroeconomics of Financial Markets	
FI 623	Investments	
FI 635	Fixed Income Valuation and Strategies	
FI 640	Equity Valuation	
FI 645	Derivatives	
GR 602	Business Process Management	
HF 730	Visualizing Information	
MA 602	Quantitative Data Analysis for Health	
MA 705	Data Science	
MA 706	Design of Experiments for Business	
MA 707	Introduction to Machine Learning	
MA 755	Special Topics in Mathematical Science	
MA 795	Business Analytics Project Course	
MA 799	Experimental Course in MA	
MG 632	Leading Effective Work Teams	
MG 635	Negotiating	
MG 645	Leading Change	
MG 651	Project Management	
MK 711	Marketing Research and Analysis	
MK 725	E-Marketing	
MK 726	Customer Data Analysis and Relationship Marketing	
MK 758	Enhancing Creativity	
ST 701	Internship in Business Data Analysis	
ST 755	Special Topics in Business Analytics	
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 four majors:

- The first is a 10-course Finance major that can be completed in 9 to 15 months.
- The second, Financial Analytics, is a STEM-designated 10-course major with a stronger emphasis on mathematics and capital markets. It can be completed in 12 to 15 months.
- The third, Financial Planning and Wealth Management, is designed for students who value both an MSF degree and the opportunity to prepare for the Certified Financial Planner (CFP) exams. It is a 10-course major that can be completed in 9 to 15 months.
- The fourth, Finance and Technology (FinTech), is a STEM-designated 10-course major that equips students with a blend of financial expertise and computing skills. It is designed to meet the high demand in today's job market for professionals who can bridge the gap between finance and technology. It can be completed in 12 to 15 months.

All coursework must be completed within five years.

Expand the sections below for detailed descriptions of the four alternatives.

Master of Science in Finance

Foundation Requirements

Course	Title	Credits
Students with the appropriate background may be waived from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
Total Credits		**Up to 9**

Program Requirements

Course	Title	Credits
Core Courses:		
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts	3
FI 631	Financial Modeling [1]	3
FI 751	International Financial Management [2]	3
ST 625	Quantitative Analysis for Business	3
Electives: Select a minimum of four courses in Finance (FI) or Finance and Technology (FT) from the following list. The remaining fifth elective may be in Finance or any non-Finance elective at the 600 level or above.		15
FI 627	Corporate Finance: Applications and Advanced Topics	
FI 635	Fixed Income Valuation and Strategies	
FI 640	Equity Valuation	
FI 645	Derivatives	
FI 650	Quantitative Investment Management	
FI 685	Financial Strategy	
FI 701	Internship in Finance [3]	
FI 730	Management of Financial Institutions	
FI 735	Mergers and Acquisitions	
FI 774	Computational Finance [4]	
FI 787	Large Investments and International Project Finance	
FT 770	Investment Applications of Natural Language Processing	
Total Credits		**30**

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

Master of Science in Finance: Financial Analytics

Foundation Requirements

Course	Title	Credits
Students with the appropriate background may be waived from these courses.		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
GR 526	Calculus	3
Total Credits		**Up to 12**

Program Requirements

Course	Title	Credits
Required Courses:		
CS 605	Data Management and SQL for Analytics	3
CS 655	Managing with Analytics: From Data to AI	3
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts	3
FI 631	Financial Modeling	3
FI 645	Derivatives	3
FI 774	Computational Finance	3
ST 625	Quantitative Analysis for Business	3
Finance Elective:		3
Select one FI or FT course at the 600-level or higher.		
Analytics Elective:		3
Select one CS, MA, or ST course at the 600-level or higher		
Total Credits		**30**

Master of Science in Finance: Financial Planning & Wealth Management

Foundation Requirements

Course	Title	Credits
Students with the appropriate background may be waived from these courses		
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
Total Credits		**Up to 9**

Program Requirements

Course	Title	Credits
Required Courses:		
FI 623	Investments	3
FI 625	Corporate Finance: Theory, Tools and Concepts	3
FI 627	Corporate Finance: Applications and Advanced Topics	3
FI 631	Financial Modeling	3
FI 751	International Financial Management	3
FI 760	Financial Planning Fundamentals	3
FI 761	Insurance, Retirement and Estate Planning	3
FI 762	Comprehensive Financial Plan Development	3
ST 625	Quantitative Analysis for Business	3
Any graduate course 600-level or higher		3
Total Credits		**30**

Master of Science in Finance: Finance and Technology

NOTE: The MSF-FinTech Major is not open to Bentley students with an undergraduate major in Finance and Technology (including Advanced Standing students).

Foundation Requirements

Course	Title	Credits
GR 521	Managerial Statistics	3
GR 522	Economic Environment of the Firm	3
GR 524	Accounting for Decision-Making	3
GR 526	Calculus	3
Total Credits		**Up to 12**

Program Requirements

Course	Title	Credits
CS 602	Data-Driven Development with Python	3
CS 605	Data Management and SQL for Analytics	3
FI 623	Investments	3
FI 645	Derivatives	3
FI 723	Introduction to FinTech	3
FI 730	Management of Financial Institutions	3
FI 774	Computational Finance	3
FT 724	Blockchain Applications and Decentralized Finance	3
FT 770	Investment Applications of Natural Language Processing	3
ST 625	Quantitative Analysis for Business	3
Total Credits		**30**

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, 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

Course	Title	Credits
Required Courses:		
HF 700	Foundations in Human Factors	3
HF 710	Managing the Experience Design Process [1]	3
or HF 725	User Experience Leadership and Management	
HF 750	Testing and Assessment Programs	3
HF Elective Courses:		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 764	Immersive and Conversational Interface Design	
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 795	Research Methods for Human Factors	
HF 800	User Experience Thesis	
Non-HF Elective Courses:		6
BGX 790	Bentley Global Experience	
CS 602	Data-Driven Development with Python	
CS 603	Algorithmic Thinking with Java	
CS 607	Cybersecurity	
CS 655	Managing with Analytics: From Data to AI	
GR 602	Business Process Management	
GR 603	Leading Responsibly	
MG 632	Leading Effective Work Teams	
MG 635	Negotiating	
MG 645	Leading Change	
MG 646	Leading Technology-Based Organizations	
MG 651	Project Management	
MG 652	Strategic Innovation	
MK 758	Enhancing Creativity	
SO 603	Employee Experience	
ST 625	Quantitative Analysis for Business	
ST 635	Intermediate Statistical Modeling for Business	
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.

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

Course	Title	Credits
Program Requirements		
Required Courses:		
HF 700	Foundations in Human Factors	3
HF 710	Managing the Experience Design Process [1]	3
or HF 725	User Experience Leadership and Management	
HF 750	Testing and Assessment Programs	3
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 764	Immersive and Conversational Interface Design	
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 795	Research Methods for Human Factors	
HF 799	Experimental Course in HF	
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.

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. 24)
- The Bentley Business PhD (p. 25)
- The Part-Time Executive PhD in Business (p. 26)

The Bentley Accounting PhD

Since 1917, Bentley has taught and trained America's best accounting minds. This century-plus of history informs and inspires its entire PhD in Accounting program. Here, students gain an in-depth understanding of accounting, as well as a broad appreciation of business in the context of the global economy. This grounding enables students to develop the philosophical underpinnings and the tools and techniques necessary to conduct high-quality business-relevant research.

Program Requirements

Course	Title	Credits
Required Courses - Year 1 and 2		
PACC 1601	SBC: Financial Accounting	3
PACC 1602	SBC: Auditing & Assurance	3
PACC 1603	SBC: Managerial Control Systs	3
PACC 1604	SBC: Accounting Workshop	3
PACC 1605	SBC: Judgment and Decision-Making	3
PHD 1502	Quantitative Analysis I	3
PHD 1503	Qualitative Methods	3
PHD 1504	Quantitative Analysis II	3
PHD 1506	Research Design and Methods	3
PHD 1640	Quant Workshop	0
PHD 1650	Teaching Practicum	0
PHD 1750	Independent Research Project	3
Two Additional PhD-Level Courses Not Listed Above		6
Two Method Courses:		6
PACC 1607	Introduction to Accounting Research	
PBU 1602	SBC: Microeconomic Theory	
PHD 1505	Qualitative Research Method II	
PST 1708	Applied Time Series	
PST 1710	Behavioral and Experimental Economics	
PST 1711	Econometrics	
PST 1720	Introduction to Data Mining for Business	
PST 1760	Human Resource Management and Methods	
PST 1770	Manuscript Development and Scientific Writing Methods	
Total Credits		**42**

Dissertation

Course	Title	Credits
Required Dissertation Course - Year 3 and Beyond		
PHD 1850	Dissertation [1]	9
Total Credits		**18 to 90**

1 Students register for this 9-credit dissertation course each fall and spring term until graduation.

The Bentley Business PhD

The Bentley PhD in Business provides an interdisciplinary understanding of business and an in-depth knowledge in a particular chosen field. Students' research will probe some of the most compelling issues in business today, all under the interdisciplinary umbrella theme of business, technology, and society. Within this umbrella theme, students can concentrate in any of the business disciplines, including:

- Information Systems (including Information & Process Management and Computer Information Systems)
- Management (including Organizational Behavior, Strategy, Entrepreneurship, Organizational Theory, Operations & Supply Chain Management, and Business Ethics)
- Marketing
- Business Analytics

Program Requirements

Course	Title	Credits
Required Courses - Year 1 and 2		
PBU 1604	SBC: Business Workshop	3
PHD 1502	Quantitative Analysis I	3
PHD 1503	Qualitative Methods	3
PHD 1504	Quantitative Analysis II	3
PHD 1506	Research Design and Methods	3
PHD 1640	Quant Workshop	0
PHD 1650	Teaching Practicum	0
PHD 1750	Independent Research Project	3
Six Additional PhD-Level Courses Not Listed Above		18
Two Method Courses:		6
PBU 1602	SBC: Microeconomic Theory	
PHD 1505	Qualitative Research Method II	
PHD 1507	Quantitative Analysis III	
PST 1706	Mathematical Statistics	
PST 1707	Advanced Analytics	
PST 1708	Applied Time Series	
PST 1710	Behavioral and Experimental Economics	
PST 1711	Econometrics	
PST 1720	Introduction to Data Mining for Business	
PST 1760	Human Resource Management and Methods	
PST 1770	Manuscript Development and Scientific Writing Methods	
Total Credits		**42**

Dissertation

Course	Title	Credits
Required Dissertation Course - Year 3 and beyond		
PHD 1850	Dissertation [1]	9
Total Credits		**18 to 90**

1 Students register for this 9-credit dissertation course each fall and spring term until graduation.

The Part-Time Executive PhD in Business

Today's business executives face unprecedented challenges that require uncommon leadership and the ability to gain deep insight into the issues that define the global economy. Bentley's Part-Time Executive PhD in Business delivers an intellectually rigorous and critically relevant academic opportunity for seasoned professionals. The program develops a new breed of high-achieving industry leaders who combine business acumen with a research-driven mindset. Graduates will earn more than a valuable credential. They will gain the rare ability to identify the most consequential of challenges, the analytical toolset to reach data-driven decisions, and the insights to manage change in any business or organization.

Program Requirements

Course	Title	Credits
Required Courses - Year 1 and 2		
PHD 1502	Quantitative Analysis I	3
PHD 1503	Qualitative Methods	3
PHD 1504	Quantitative Analysis II	3
PHD 1506	Research Design and Methods	3
PHD 1640	Quant Workshop	0
PHD 1650	Teaching Practicum	0
Applied Research Seminar (Taken each fall, spring, and summer term of the first two years, 1 credit each term):		6
PHD 1755	Applied Research Seminar	
Six Additional PhD-Level Courses Not Listed Above		18
Two Methods Courses:		6
PBU 1602	SBC: Microeconomic Theory	
PHD 1505	Qualitative Research Method II	
PHD 1507	Quantitative Analysis III	
PST 1706	Mathematical Statistics	
PST 1707	Advanced Analytics	
PST 1708	Applied Time Series	
PST 1709	Computational Methods for Business Analytics	
PST 1710	Behavioral and Experimental Economics	
PST 1711	Econometrics	
PST 1720	Introduction to Data Mining for Business	
PST 1731	Leading Transformational Change	
PST 1760	Human Resource Management and Methods	
PST 1770	Manuscript Development and Scientific Writing Methods	
Total Credits		**42**

Dissertation

Course	Title	Credits
Required Dissertation Course - Year 3 and beyond		
PHD 1850	Dissertation [1]	9
Total Credits		**27 to 126**

1 Students register for this 9-credit dissertation course each term until graduation.

Student Resources

- Academic Resources (p. 27)
- Bentley Library (p. 27)
- Center for International Students and Scholars (p. 28)
- Computing at Bentley (p. 28)
- English Language Learning Resources (p. 29)
- Graduate Academic Advising and Engagement (p. 29)
- Graduate Career Development (p. 29)
- Graduate Student Organizations (p. 30)
- Health, Counseling, and Care Team (p. 30)
- Off-Campus Housing Resources (p. 31)
- Registrar's Office (p. 31)
- Student Accessibility Services (p. 31)

Academic Resources

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).

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).

Experiential Communities

Bentley's experiential communities provide hands-on learning experiences that build upon the knowledge and skills students gain in the classroom. From service-learning projects and study abroad programs to multimedia creation and technological innovation, they offer immersive and integrated experiences that challenge students to think more creatively and critically. Learn more at Bentley Experiential Communities (https://www.bentley.edu/academics/experiential-communities).

Research

Bentley's internationally recognized faculty conduct high-level scholarship, present at national and international conferences, and publish with prominent journals and academic presses, bridging the gap between scholarly research and current practice to prepare confident graduates with the ability to change the world. Learn more about Bentley faculty research, as well as student research opportunities, at Bentley Research (https://www.bentley.edu/academics/research).

Bentley Library

Bentley Library (https://www.bentley.edu/library) invites you into a hub of learning and discovery. The Library offers the perfect environment for all your academic pursuits—whether you're diving into research, seeking a quiet corner to focus, or collaborating with peers on your next big project.

Make yourself at home among our varied seating options, explore resources at one of our 73 computer workstations, or reserve one of our 21 technology-rich collaborative study rooms through a convenient online system. Our specialized research instruction classroom provides the ideal setting for developing your academic skills.

Beyond books and databases, Bentley Library houses several campus partners including the RSM Art Gallery, University Archives, Writing Center, ESOL Center, IT Client Services Help Desk, and the Deloitte Café — truly making it the centerpiece of academic life on campus.

As proud members of the Boston Library Consortium (BLC), we connect you to a network of 28 academic and special libraries throughout New England. This partnership enhances your research experience with expanded interlibrary loan services, document delivery, and access to on-site resources at member institutions.

Don't miss our popular Museum Pass program, offering free or discounted admission to many of Boston's premier museums and attractions—just one more way Bentley Library enriches your educational journey beyond our walls.

Staff

Our expert library team is passionate about helping you discover, navigate, and assess information that matters to you. Our professional librarians are always ready to guide you through our specialized databases and collections, making even complex research feel manageable.

Working closely with your professors, our librarians create customized learning experiences that build your research confidence and skills. Our research workshops cover everything from research fundamentals to using advanced information resources.

Collections

The Library collection includes 157,000 volumes, a print periodical collection of 250 current subscriptions, a collection of 6,600 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 588,000 e-books and digital audiobooks, 127,000 streaming films, and more than 140 online research databases that provide full-text access to journals, newspapers, reports, analysis, and 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. 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, Nexis Uni, 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 the Bentley Library website (https://www.bentley.edu/library). Email questions may be addressed to the Reference Desk at refdesk@bentley.edu.

Center for International Students and Scholars

The Center for International Students and Scholars (https://www.bentley.edu/ciss) (CISS) is a student-centered team that recognizes the vital place that international students and scholars hold at Bentley University. We are focused on empowering students and scholars to pursue academic, social, and professional success. CISS promotes inclusive excellence, belonging, intercultural competency, and connection within the Bentley community. We achieve our goals through the strategic areas of comprehensive advising, immigration compliance, advocacy, cultural exchange, and programming.

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/offices/center-international-student-scholars/worldview) program, International Education Week (https://www.bentley.edu/offices/center-international-student-scholars/international-education-week), the International Peer Mentor Program (https://www.bentley.edu/offices/center-international-student-scholars/peer-mentor-program), and workshops and dialogue spaces. CISS also advises and collaborates with many student-run cultural organizations on campus, including the International Student Association (ISA).

Location: Student Center 310

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 (https://www.bentley.edu/offices/center-international-student-scholars).

Computing at Bentley

While attending Bentley, it is essential that students have a laptop computer to complete academic work.

Please review Bentley's minimum computer configuration (https://www.bentley.edu/offices/it/bentley-s-computer-configuration-for-students), which represents the minimum power, speed, and storage necessary to meet your academic needs. Macs, iPads, Chromebooks, and Microsoft Surface Pro Tablets cannot accommodate all software and screen size requirements for your courses and are not recommended. Utilizing these products will put you at a disadvantage in completing your academic coursework.

While we recognize that students prefer a certain type of laptop, Bentley recommends that students use a Windows laptop as that aligns best with the software requirements for the curriculum.

Bentley has partnered with Micros Northeast to offer business-class Lenovo laptops that meet the demands of the Bentley curriculum at educational pricing. Recommended configurations include a 4-year hardware warranty including accidental damage protection (please note that the battery is covered for 1 year) and access to a loaner laptop should your laptop need repair. Please visit the Bentley Computer Purchase Program (https://www.bentley.edu/offices/it/bentleys-computer-purchase-program) site to view available laptop purchase options.

Bentley advises against using Mac computers due to compatibility issues with Windows-only applications. Many courses, especially those in Accounting, Computer Information Systems, Finance, and general business core courses, require Windows software applications that the macOS does not support. Students with Macs will need to install additional software to run these applications. Setting up virtualization software on a Mac is costly, time consuming, and requires advanced technical skills.

Bentley offers on-campus warranty, accidental damage protection, and non-warranty (for an additional fee) laptop repair services at the IT Help Desk through our partnership with Micros Northeast for laptops purchased through the Micros Northeast website.

Laptops purchased through Micros Northeast are subject to the terms and conditions of the manufacturer's warranty.

IT Helpdesk

For help or questions, please visit the IT support site Bentley Support Central (https://bentley.service-now.com/bsc) and log in with a Bentley email address and password, or email helpdesk@bentley.edu.

For information about various IT topics (including printing, connecting to the wi-fi, setting or resetting passwords, Microsoft 365, the use of AI tools, and more), please visit the IT Main Page (https://www.bentley.edu/offices/it).

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 (https://www.bentley.edu/offices/student-success/esol). 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 (https://www.bentley.edu/offices/student-success/esol) up to two weeks in advance. 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: Bentley Library, Lower Level, Room 026

Graduate Academic Advising and Engagement

Academic Advising and Support

Graduate Academic Advising (https://www.bentley.edu/offices/academic-services/graduate-students/advising) supports student learning and success through comprehensive advising services aimed at promoting academic progress and achievement. Our work is grounded in Bentley's commitment to student success, inclusive excellence, and a collaborative learning environment, as reflected in the Bentley Core Values (https://www.bentley.edu/about/mission-and-values).

To support this mission, we take a proactive and holistic approach to advising, offering individualized guidance and targeted support programs that help students navigate their academic experience, make informed decisions, and progress toward degree completion. As part of a collaborative, campus-wide advising network, we partner with MS and MBA program directors and other key resources to provide coordinated, consistent support that enhances the student experience and fosters academic success and engagement throughout the graduate journey.

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 log in to Workday (https://my.bentley.edu/) and click on Academics to schedule an advising appointment with an advisor. Appointments can be in person, by phone, or virtual. Students may also email questions to gradvising@bentley.edu or call 781-891-2348. 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 Graduate and Alumni Career Development (https://www.bentley.edu/university-life/career-development/pulsifer-graduate-career-development) (GCD) department 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 Student Recommendations

All incoming graduate students should complete the GCD Career Pre-Work. The pre-work gives you clarity on your direction, confidence in your story, and a meaningful head start before the semester begins.Check your inbox for details!

Every graduate student should attend the Career Success Summit (https://www.bentley.edu/university-life/grad-career-success-summit),

typically offered in fall. The Career Success Summit is designed for all Bentley graduate students to explore the essentials needed to position themselves for career success and impact their return on investment.

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 (p. 37) in this catalog. Additionally, international students must consult with the Center for International Students and Scholars (https://www.bentley.edu/offices/center-international-student-scholars) (CISS) 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. GCD also hosts special events, such as Career Conversations and Professionals & Alumni in Residence (PAIR) Days.

Online Job Postings

With Handshake (https://bentley.joinhandshake.com/login), a career platform for both undergraduate and graduate students, and HireGrad (https://graduate-bentley.12twenty.com/Login), a career platform specifically designed for graduate students, jobs and internships are accessible 24 hours a day. On these platforms, 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 Interstride (https://student.interstride.com/university/bentley), a global job board that expands opportunities for students.

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, you can request membership to the Bentley Graduate and Alumni Career Development (https://www.linkedin.com/groups/16365001/) group on LinkedIn.

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 a recognized student-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 Care Team

Health and Counseling

Bentley University supports the overall health and wellbeing of its students. The Health Center provides health and wellness services, and the Counseling Center provides mental health services. These centers work collaboratively to prepare students to thrive while at Bentley throughout their lives.

Health Center

Confidential healthcare 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.

The After-Hours Nurse Advice line is available any time the Health Center is closed by calling the Health Center's main line, 781-891-2222.

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).

All full-time students must complete an online health history form, TB risk assessment form, and upload immunization records to the Health Portal (https://bentley.medicatconnect.com/home.aspx).

Counseling Center

The Counseling Center (https://www.bentley.edu/university-life/student-health/counseling-center) is a mental health resource for all Bentley

students seeking support. Through on-campus clinicians and external partnerships, the Counseling Center offers a range of mental health services to all Bentley students as part of their tuition.

After-hours mental health support is available 24/7 by calling the main Counseling Center line at 781-891-2274 and following the prompts. If experiencing a mental health emergency, University Police is available 24/7 at 781-891-3131.

The Counseling Center is accredited by the International Association of Counseling Services and abides by the ethical standards of the American Psychological Association and the National Association of Social Workers.

Bentley Care Team

At Bentley, we recognize the diverse challenges our students may encounter during their academic journey. The goal of the Care Team (https://www.bentley.edu/offices/student-affairs/bentley-cares) is to connect students with essential resources and services to effectively navigate personal difficulties. We are a small multidisciplinary group of professional staff members on campus who collaborate across the university to support students.

If you have a non-urgent concern for a Bentley student, we encourage a private, empathetic conversation as a first step. You can enhance this support by referring the student to campus resources or submitting a Care referral. Submissions are reviewed during university business hours, typically within 1-2 business days. For emergencies, contact University Police at 781-891-3131 (on-campus) or dial 911 (off-campus). The Care Team plays a secondary role to all urgent circumstances and should be contacted only after initial emergency notifications are made.

If you are unsure whether to submit a Care referral, please review the rest of the information on the Care Team website (https://www.bentley.edu/offices/student-affairs/bentley-cares). During business hours, you may also contact the Associate Director of Support Services at 781-216-7115 or the Office of Student Development, Conduct & Care at 781-891-2161.

Off-Campus 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 a 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 Academic Advising & Engagement to retrieve guest credentials.

Bentley University does not offer on-campus housing for graduate students.

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. Students should refer to the Academic Calendar (https://www.bentley.edu/offices/registrar/semesterdates) to identify the specific deadlines for a given term.

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 a student chooses to drop a course due to a schedule change by the university, their entire tuition for that course will be refunded or credited, if applicable. If the dropped course was the student's only registered 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 (subject to change). Students have access to their unofficial transcripts through their Degree Works Audit.

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 (https://www.bentley.edu/offices/student-success), 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 supporting 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), 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/student-accessibility-services/documentation) as well as general information.

Financial Information

- Tuition and Fees (p. 33)
- Financial Aid (p. 34)

Tuition and Fees

Tuition and Fees

Tuition and fees for the 2026-2027 year will be available on the Student Financial Services website (https://www.bentley.edu/offices/student-accounts/billing-payment-info).

Commitment Deposit (Nonrefundable)

New U.S. Students and International Students

Full-Time Graduate	$1,000
Part-Time Graduate	$500

Other Fees and Expenses

To help graduate students estimate their financial obligations, an approximate annual budget for the 2026-27 year is outlined on the Tuition and Aid (https://www.bentley.edu/graduate/tuition-aid) webpage. 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.

Other Expenditures

Estimated costs (https://www.bentley.edu/graduate/tuition-aid) for books and supplies 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 on the Parking and Driving (https://www.bentley.edu/offices/university-police/parking-and-driving) page.

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. More information can be found on the Payment Options (https://www.bentley.edu/offices/student-accounts/payments) page.

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 at Workday Student Resources (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/swap/drop period are as follows:

Withdrawal period	Amount to be credited
First full week of semester	100 percent
Second full week of the semester	80 percent
Third full week of the semester	60 percent
Fourth full week of the semetser	40 percent
Fifth full week of the semester	20 percent
After fifth week	No refund

Note: Refer to the academic calendar (https://www.bentley.edu/offices/registrar/semesterdates) 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 course withdrawal, scholarships initially credited toward tuition due are subject to the same withdrawal credit percentage as the tuition charge. In other words, there are no cash refunds of scholarships. In the event of disciplinary suspension or expulsion from the university, no refund of tuition charges will be made.

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 Tuition Insurance (https://gradguard.com/tuition/) or call 877-794-6603.

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 "Financial Responsibility Agreement" prior to Registration.

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 a diploma. 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.

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 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.

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 Loan Program

The Federal Direct Unsubsidized 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 on the Federal Student Aid (https://studentaid.gov/) website.

Beginning in the 2026-2027 academic year, students must be enrolled full-time to receive the full amount of their federal student loans. For students enrolled less than full-time, Student Financial Services will prorate their federal loan amounts in proportion to their enrollment level using a formula developed by the Department of Education as a result of the One Big Beautiful Bill Act.

Federal Direct Graduate PLUS Loan Program

Congress has eliminated the Graduate PLUS Loan Program for new borrowers. Students admitted to Bentley's graduate programs in Fall 2026 and beyond are not eligible to borrow PLUS Loan funds.

The Federal Direct PLUS Loan is still available to qualifying graduate students who previously borrowed during their graduate program. Eligible borrowers must complete the FAFSA for the appropriate academic year and accept the Federal Direct Unsubsidized Loan. 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 (https://studentaid.gov/mpn/) and complete a loan counseling exercise (https://studentaid.gov/entrance-counseling/) to learn about their rights and responsibilities as a borrower. No loan will be disbursed until these requirements are completed.

Applying for Aid

All aid applicants must submit the 2026-2027 Free Application for Federal Student Aid (https://studentaid.gov/h/apply-for-aid/fafsa) (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 2024 federal tax returns, with all schedules, and the 2026-2027 CSS Profile Form (https://cssprofile.collegeboard.org/), including parent data.

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 Student Financial Services (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 the student has completed 30 percent of the semester, the student 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 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.

The full Return of Funds Policy for Federal Aid Recipients can be found in the Graduate Financial Aid Guide (https://www.bentley.edu/offices/student-financial-services/graduate-aid).

Satisfactory Academic Progress (SAP)

To be eligible to receive Bentley institutional need-based grant and/or federal aid, including Federal Direct Unsubsidized and Graduate PLUS loans, financial aid applicants must meet standards of academic progress established in accordance with federal regulations. Satisfactory Academic Progress (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 percent of all attempted courses. The full graduate SAP policy can be found in the Graduate Financial Aid Guide (https://www.bentley.edu/offices/student-financial-services/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 SAP standards described above will lose eligibility for institutional need-based and federal aid. 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.

If you would like further information on loan applications, please contact Student Financial Services (https://www.bentley.edu/offices/student-financial-services/contact-information).

Academic Policies and Procedures

Graduate 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. The policies outlined below apply to all students enrolled in graduate courses, including non-degree seeking and visiting students, unless otherwise noted.

Academic Engagement/Attendance Policy

There is a strong positive relationship between class attendance and participation and academic success. Students are expected to maintain academic engagement by attending and/or participating in all classes. Students are responsible for the work and deadlines associated with class assignments. There is no university-wide class attendance policy, but individual instructors are encouraged to set attendance requirements for their courses in the class syllabi.

Verification of Participation

Students are expected to be on campus and participating in classes beginning on the first day of each term. In compliance with federal guidelines, students who do not attend or engage academically in any courses during the first week of class will be designated as a "no show" and will be dropped from all courses.

Late Arrival/Enrollment

Students are expected to be enrolled and participating in courses by the end of the add/swap period. Students will not be added to any courses after the add/swap deadline, unless approved by the relevant department chair. Students may be administratively dropped from any in-person or hybrid course, including those courses for which they are already registered, if they have not started attending by the first class following the end of the add/swap period.

Administrative Withdrawal

Students* are expected to be engaged and active participants in class throughout the term. Faculty are expected to outline the attendance and participation expectations for students in the class syllabus. An enrolled student may be administratively withdrawn after a prolonged period of absence or nonparticipation. Examples of prolonged periods of nonparticipation are listed below, but faculty may define a prolonged period of nonparticipation differently in the syllabus.

- Two or more consecutive weeks of nonparticipation during a semester-long course; or
- Nonparticipation in two consecutive class meetings or assignments during an abbreviated session (e.g., more than one week but less than a traditional semester); or
- Nonparticipation in any single class meeting during a course that is one-week or shorter (e.g., executive format courses, courses in Wintersession or May Intensive sessions).

If it is determined that an administrative withdrawal is in the best academic interest of the student, the student will be administratively withdrawn from their class(es) and a notification of this decision will be sent to the student's university email. Students may appeal the administrative withdrawal decision to the Committee on Academic Policy Exceptions Review within 3 business days. Students remain liable for any tuition costs related to the administratively withdrawn course(s).

An administrative withdrawal could impact the student's financial aid eligibility or account status at Bentley. Students who have extenuating circumstances may appeal using the Tuition Refund Application (https://bentleydownloads.s3.amazonaws.com/general/Tuition+Refund+Application+Updated+AY2022-2023+updated+11+01+22.pdf).

*Students attending on an F-1 visa must comply with additional requirements as noted in the International Student Distance Learning Hybrid and Online Course Policy (catalog.bentley.edu/graduate/academic-policies-procedures/#international-students).

Professional MBA ONLY

Missing An On-Campus Weekend

Being present for on-campus weekends is an essential part of the Professional MBA experience. Curricular elements that require students to be together at Bentley are scheduled for those times. However, in exceptional circumstances, students may have to miss part or all of an on-campus weekend.

In case a weekend must be missed, the student must first notify the MBA Program Director about the absence as early as possible. Based on the results of the conversation with the MBA Director, the student will immediately take action. Potential actions include registering for a course in a future semester or notifying a course's instructor as to their absence. If an instructor is to be notified, the course's instructor has full discretion over how missed work will be replaced and on what timeline. All work needs to be scheduled to be completed by the final day of the course. The schedule will be shared with the student after their notification.

Program Travel Policy

The MBA program maintains specific communication obligations regarding canceled or delayed travel. Those traveling to a Professional MBA event, such as the course weekends at Bentley, should ensure their flights are refundable in case an emergency leads to a schedule change. Bentley University shall not be held responsible for travel expenses in the case of an emergency. If the student must miss a weekend or any weekend coursework due to a travel delay or cancellation, they should follow the "missing an on-campus weekend" policy.

Executive PhD ONLY

Attendance & Remote Learning Policy

Students* are expected to join classes in person during immersion/residency weekends during the semester (unless they have a religious or other exemption). Students are expected to join online synchronous sessions through their Bentley Zoom account. For the latter, students are expected to attend classes synchronously despite potential time zone hurdles. While online, students are expected to attend class with a functioning microphone and camera. Cameras should be on to effectively engage in class and participate throughout the course. Solely watching recorded classes is not deemed to be acceptable course participation or completion. Course recordings are for the benefit of students who miss an occasional class or would like to watch the recording for further edification of materials. Disseminating any portion of these videos in any manner is strictly prohibited.

Additionally, if students miss more than two days of in-person residencies a semester, or more than two synchronous classes per course, they will be considered at risk for successful completion of the course and the Executive PhD Director, in conjunction with the advisor, will assess the students' standing in the program. Those considered at risk after the assessment will have their case brought before the PhD Council and the PhD Council Academic Performance Committee for further action.

*Please note that this policy is specific to students within the Executive PhD program. All doctoral students should comply with the Verification of Participation, Late Arrival/Enrollment, and Administrative Withdrawal policies listed above.

Academic Integrity

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 Provost; oversees the academic integrity process to ensure its adherence to the spirit and letter of Bentley's Academic Integrity System; and consults frequently with faculty, students, and the Academic Integrity Council. When necessary, the Director organizes hearings and stores Academic Integrity Incident Reports (the only official record). In the event of an integrity case filed by the Director, the provost appoints a temporary Director. The Director is also responsible for ensuring that new Bentley faculty members are familiar with the Honor Code and Academic Integrity System. The Director is responsible for helping students navigate the Academic Integrity System, including directing students to support services and assisting students in sharing necessary information.

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 an Academic Integrity Incident Report. Staff members who become aware of a possible violation must notify the Director of Academic Integrity. **No sanction can be imposed on a student without a Report first being filed with the Director.**
   The faculty member who alleges an academic integrity violation is entitled to ask the Director for additional resources to support the investigation of the violation and may question relevant students about an alleged violation.
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, technology use, and other practices.

   Students are also expected to uphold the Academic Integrity System. Therefore, a student who is aware of a possible violation of the standards established in the system is expected to report the suspected violation to a faculty member or the Director.

   A student who is suspected of committing a violation must respond promptly and honestly when informed of a suspected academic integrity violation and must provide information that may aid in the investigation of an alleged violation. The student is responsible for sharing all pertinent information as soon as possible in the Academic Integrity Process. In cases dealing with personal or sensitive information, if that information is relevant to the case and the student charged with the violation wants that information considered, the student should share the information with the Director of Academic Integrity or with the Academic Integrity Administrator. They can then discuss the most appropriate way to convey that sensitive or personal information to the professor, a hearing panel, or other relevant parties.

   A student charged with an academic integrity violation is entitled to consult with the Director and to ask for a list of student support services. The student 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 minor infraction, generally confined to student work within an individual 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; or
      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 original work;
      viii. creating a paper or other course materials for sale and/or distribution;
      ix. reproducing or distributing university course materials without instructor permission;
      x. having a substitute take an examination or taking an examination for someone else;
      xi. stealing another student's work;
      xii. intentionally impeding an investigation of an academic integrity incident or giving false witness in a Hearing;
      xiii. 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;
      xiv. using improper means to access computer files; and/or
      xv. forging or falsifying a grade, transcript or diploma.
   c. Any alleged violation involving a student who at the time has an earlier Report on file or under investigation must go to a Hearing.
2. Recommended Sanctions
   a. Level I sanctions may include, but are not limited to:
      i. a make-up assignment at a more difficult level than the original; and/or
      ii. failure or other reduced grade on the examination or assignment.
   b. Level II sanctions may include, but are not limited to:
      i. any sanctions for Level I violations;
      ii. course grade of F;
      iii. course grade of F being permanently calculated into the grade point average;
      iv. exclusion from activities such as study abroad, honors societies and programs, and varsity athletics;
      v. suspension from Bentley University; and/or
      vi. expulsion from Bentley University.

IV. Academic Integrity Incident Reports and Consequences

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

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, decide if a violation has occurred, and set sanctions with consideration given to the faculty member's proposed sanction.

1. **Student and Faculty Rights:** When a Hearing is convened, both faculty and students are entitled to:

a. a fair Hearing in a reasonable amount of time;
b. ample notice of the Hearing, a summary of the violation to be discussed, and an explanation of the Hearing process;
c. access to the Director to prepare for the Hearing;
d. the presence of witnesses accepted by the Director to give pertinent testimony;
e. the opportunity to hear all testimony presented in the Hearing, and to respond to all testimony presented in the Hearing;
f. the opportunity to speak on one's behalf;
g. the presence of one person who is not an attorney to provide support;
h. written notice, within a reasonable amount of time, of the Hearing's findings and any sanctions; and
i. notification of appeal decisions, if any.

2. **The Hearing:** A Hearing requires five voting members. Three 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, 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 it is determined at a Hearing that a violation has occurred, the Report and supporting documentation are retained in confidence for seven academic years by the Director. Outcomes affecting transcripts will be reported to the Registrar 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. A student may appeal the outcome of a hearing only when:
      i. New material or information becomes available that was unavailable at the time of the hearing that could substantially and materially affect the decision. Please note that a student's failure to provide relevant details, context, or information at or before the time of the hearing will not be considered "new information" and is, thus, not grounds for an appeal.
      ii. Evidence is provided that there has been an error in following or misapplication of university policy (e.g., substantiated bias, material deviation from established policy or procedure).
   b. An appeal of hearing decisions must be submitted in writing to the Office of the Provost and must explain in detail the reason for the appeal. It must be submitted no later than five working days from the date of the written notification from the Director informing the student of the hearing outcome. The student will be notified within a reasonable time whether the appeal will be granted. Sanctions determined by a hearing will stand until a decision on the appeal is made.
   c. 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.
   d. If an appeal is granted, the case will be sent to a new hearing. The student will be notified within a reasonable time as to the date and time of the hearing.
      i. In the case that new material or information becomes available, a reasonable effort will be made to reconvene the original hearing panel.
      ii. In the case of an error in following or misapplication of university policy, a new hearing panel will be convened.
   e. The Provost, or a designee, will inform the Director of the outcome of any student appeal.
   f. The Director will notify other university officials as necessary.
8. **Withdrawals:** Withdrawing from a course does not absolve students of responsibility for an academic integrity violation. The academic integrity process will proceed whether or not the student has withdrawn from the course. This includes cases in which academic dishonesty is discovered after a student has withdrawn from a course. Students responsible for an academic integrity violation in which course failure is the assigned sanction will be administratively reenrolled in the course. The F will remain on their transcript and be factored into their GPA.

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.

Advanced Standing Pre-Program Foundation Course Waiver Policy

Advanced Standing programs at Bentley University give students an opportunity to share four courses between an undergraduate and a graduate program. In addition, these programs provide the students with an accelerated pathway to a master's degree after they have completed a bachelor's degree.

Each of Bentley's master's programs includes pre-program foundation requirements that can be waived with sufficiently good performance in equivalent courses completed before the master's program. The number of pre-program foundation courses varies between one and five depending on the requirements of the master's program.

For Advanced Standing students, there are pre-defined undergraduate courses that have been determined to be sufficient for providing a specific waiver (see Table 1 below). A student must earn at least a grade of "B" in these courses to get a waiver. In some cases, a student can take an additional, more advanced course to demonstrate sufficient proficiency if the student's performance in the initial course is not strong enough.

Table 1. Undergraduate Pre-program Foundation Course Waivers

Table 1 (Accessible Version)

Pre-Program Foundation Course & Programs Requiring the Waiver	Waiver Course(s)
GR 521 (ASAC, ASB, ASBA, ASF)	ST 113 OR AP Statistics (Grade 4 or 5) (Alternate Course: MA 214)
GR 522 (ASB, ASF)	EC 111 OR AP Microeconomics (Grade 4 or 5) + EC 112 OR AP Macroeconomics (Grade 4 or 5)
GR 523 (ASB)	MK 250
GR 524 (ASAC)	AC 201
GR 524 (ASB)	AC 115 + AC 215 (Alternate Course: AC 201)
GR 525 (ASB, ASF)	FI 118
GR 526 (Only ASF students who pursue the Financial Analytics or FinTech track/major once in grad school)	MA 139

Waiver Approvals

Courses transferred to Bentley from accredited institutions of higher education will be approved for a waiver when the transferred course a) earns transfer credit for the waiver course and b) was completed with a grade of "B" or better.

It is essential that all students approved to one of the Advanced Standing programs are regularly kept informed regarding the course waivers they have earned. Each student will receive a report regarding their waiver status:

1. When they are approved to an Advanced Standing program and before they make their program deposit;
2. At the end of each semester once all grades have been entered into the student management system; and
3. At the time of the student's graduation from the undergraduate program and transition to the graduate program.

Each such report will include information regarding all pre-program foundation courses, indicating for each course if a waiver has been earned and if it has, how. These reports will be produced using an automated process.

An Advanced Standing program applicant may ask the program director to consider recommending the approval of a waiver based on a course completed with a grade of "B-." Such requests should be an exception,

and they should be approved only if additional information regarding a student's academic performance suggests that the student is likely to perform well in the master's component of the Advanced Standing program. These exception requests will be evaluated by the faculty member identified as "Faculty Authorized Agent" for that waiver by Graduate Admission.

All pre-program foundation waivers will be evaluated for all Advanced Standing students because such waivers can also be used to determine if a pre-program foundation course can be used as a prerequisite for a graduate course in the program.

This policy will apply to students admitted to an Advanced Standing program in Fall 2026 or later.

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 as a "Commencement Participant," 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 (two courses) 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 summer classes to complete their degree 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.

*Please note these Commencement Policies do not apply to doctoral students. Doctoral students must be 100% complete and have submitted their dissertation to participate in Commencement.

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.

Continuous Enrollment Policies

Continuous Enrollment

Graduate, continuing education, and graduate level non-degree seeking graduate students are expected to maintain continuous enrollment in fall and spring terms to preserve their active student status. However, Bentley University recognizes that there are occasions when students may require time away from their studies for medical, personal, or professional reasons. After a period of non-enrollment, a student's record will be discontinued, and they will no longer be considered an active Bentley student.

In their initial term at Bentley, graduate, continuing education, a graduate level non-degree seeking students are considered as enrolled once they have deposited, registered, and attended at least one day of class beyond the drop period, either in person or online. Students who wish to delay their initial undergraduate enrollment may request deferral through the Office of Admissions. Students who are not enrolled in courses at the conclusion of the drop period and do not request a deferral through the Office of Admissions will have their admission cancelled and will be required to apply for admission to enroll in a future term.

In subsequent terms, a student is considered not enrolled if they are not enrolled in courses beyond the drop period during a term and have not taken an official leave of absence. Students who chose not to enroll in a summer term do not need to take a leave of absence unless they do not plan to enroll in the ensuing fall term.

Discontinuation of Student Record

Students who are not enrolled beyond the drop period in three consecutive terms (i.e., fall, spring, summer) will have their academic record status changed to discontinued. Students whose records are discontinued will lose access to university systems. Discontinuation of the student's record is an administrative action and does not prevent a student from returning later to continue their studies.

Before discontinuation, the student's record may be placed in an interim administrative status that preserves access and enables targeted outreach. Students in this status remain active in university systems and may receive coordinated communication regarding reenrollment at the university.

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 (or below a B- if a doctoral student; in the doctoral program, any grade below a B- is considered a failed course); 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, unless the student is granted an exemption to this policy by the Graduate Committee on Academic Standing (GCAS). Exemptions are granted for a single registration of a specified course and the exemption would only apply to this policy. All other course repeat policies would apply.
- 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, unless the student is granted an exemption to this policy by the Graduate Committee on Academic Standing (GCAS). Exemptions are granted for a single registration of a specified course and the exemption

would only apply to this policy. All other course repeat policies would apply.

- 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 Bentley Global Experience (BGX) courses to the same country with the same professor, nor can a BGX to another country count as a repeat for an F grade obtained in a previous BGX 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 advanced standing undergraduate programs should refer to the Undergraduate Course Repeat Policy.

Professional MBA ONLY: Course Failure Policy

If a student fails a course, they must complete that course or a course of the same type (if approved by the MBA Director) the next time the course is offered. Students will be required to pay for the additional course they must take as a result of failing a course.

Credit Hour Policy

As an institution of higher education, Bentley University is responsible for determining and upholding standards related to the awarding of credit hours for student work consistent with national standards. We do this by ensuring:

- Bentley awards academic credit in the unit of credit hours. Each credit hour is measured by the amount of work represented in intended learning outcomes and verified by evidence of student achievement consistent with commonly accepted practice in postsecondary education. This reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week.
  - For example, three-credit, 14-week courses typically meet for 160 minutes of classroom or direct faculty instruction weekly, and 320 minutes out of class student work is assigned each week for fourteen weeks per semester.
- Winter and summer terms offer accelerated courses, and the schedule is adjusted to meet the above standards.
- Asynchronous courses require an equivalent amount of instruction and coursework, i.e., a total of 112 engagement hours per three-credit course. As asynchronous courses do not have the same distinction between in-class time and out-of-class time, instructors must ensure that overall course expectations, such as readings, lessons, activities, and assessments, fulfill this policy.
- These standards hold for other academic activities as established by the institution including laboratory work, internships, directed studies, tutorials, practica, service learning, and other work where academic credit is awarded. In particular,
  - For Undergraduate Students:
    - For one-credit internships, a minimum of 40 hours of professionally appropriate engagement over at least four weeks in the internship is expected, and a minimum of four hours providing course deliverables is expected.
    - For three-credit internships, a minimum of 120 hours of professionally appropriate engagement over the semester is expected, and a minimum of 12 hours providing course deliverables is expected.
  - For Graduate Students:
    - All graduate internship policies at minimum meet the engagement hours defined in the undergraduate section above. For specifics of each graduate program, please review the internship requirements in the Graduate Catalog.

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 coursework 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
- Bentley Global Experience (BGX) 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 and Engagement 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 Standards

Grading System

Academic performance is officially recorded on an academic term basis in letter grades and quality points. For master's students, 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. For doctoral students, passing grades range from a high of A (100) to a low of B- (80).

Master's Grading Rubric

What follows is the proposed grading rubric for master's-level graduate courses. The ranges in the "Numerical Equivalent" column apply to the letter grade unless specified otherwise in the course syllabus.

Grade	Quality Points	Numerical Equivalent
A	4.0	95 to 100
A-	3.7	90 to less than 95
B+	3.3	87 to less than 90
B	3.0	83 to less than 87
B-	2.7	80 to less than 83

C+	2.3	77 to less than 80
F	0.0	Less than 77

Grade	Quality Points	Numerical Equivalent
I	None*	Incomplete
W	None*	Withdrawal grade designates that a student has withdrawn from the course prior to the end of the term. This could be an individual course withdrawal processed before the withdrawal deadline or is part of a full-term withdrawal.

* Does not factor in the cumulative grade point average.

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

Doctoral Program Grading Rubric

Grade	Quality Points	Numerical Equivalent
A	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79 (not passing for PhD students)
F	0.0	Below 77

Grade	Quality Points	Numerical Equivalent
P	None*	Pass - equivalent to 2.7 or better
IG	None*	Incomplete
W	None*	Assigned to indicate a withdrawal during the period starting at the third week of class and continuing through two-thirds of the semester
NS	None*	Assigned by the Registrar's Office to indicate that a grade has not been submitted by the instructor
NR	None*	Grade given to a course that is non-graded in a given semester
S	None*	Final grade given in the Dissertation course once the student passes the defense; in other cases, the S grade can be used to indicate a non-graded PhD course has been completed satisfactorily

*Does not factor in the cumulative grade point average.

There is no audit option available for doctoral 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 coursework 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 honors societies.*** The degree GPA is not printed on a student's transcript.

Incomplete Grades 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 either when required work, which can be made up, is not completed by the end of the semester, or when a student's course grade cannot be determined due to an outstanding academic integrity issue.

Faculty should not issue an incomplete grade without an agreement with the student as described below. In rare cases in which a student is unavailable to commit to the agreement due to extenuating circumstances, the Office of Student Success or the University Registrar can support faculty in determining if an incomplete grade is appropriate.

Before submitting an incomplete (I) grade in Workday, faculty members must register an incomplete grade agreement via the Registrar's electronic form. This agreement must include:

- The work due,
- Due date(s) for the work, and
- Method for submission of the work.

Incomplete Grade Requirements

- It is the student's responsibility to ensure that they meet all elements of the incomplete agreement.

- Faculty may grant an incomplete grade when a student experiences unforeseen and extraordinary circumstances at the end of the semester.
- An incomplete grade is appropriate only if a student has consistently demonstrated course engagement and passing academic work prior to the request for an incomplete.
- Faculty must not issue an incomplete grade when the student needs to attend and repeat most of the course.
- Faculty must not issue an incomplete grade to allow a student the opportunity for grade improvement or extra credit not available to all students in the course.
- Faculty must issue an incomplete grade when an incident report of a potential academic integrity violation has been filed with the Office of Academic Integrity but a final resolution for the case cannot be achieved before the time that grades are due for the semester.

Due Dates

Faculty members have the discretion to set a reasonable deadline by which outstanding coursework must be submitted, provided that the permanent course grade is submitted in accordance with the dates below.

Note: students typically benefit from completing their outstanding work as quickly as is reasonably possible, limiting its potential interference with other responsibilities, including academic work from the following semester. Therefore, faculty are encouraged to work with the student to determine the shortest appropriate time for completion of outstanding work.

- A permanent course grade from an incomplete grade submitted in the fall or winter term must be issued no later than March 1 of the subsequent spring semester.
- A permanent course grade from an incomplete grade submitted in the spring or summer term must be issued no later than October 1 of the subsequent fall semester.

An incomplete grade, for which a permanent course grade is not issued within the required period, will automatically convert to a failing grade. Individual faculty members do not have the authority to extend the completion deadline for an incomplete grade past the dates specified above.

Additional Considerations

Additional information on incomplete grades is available on the University Registrar's website (https://www.bentley.edu/offices/registrar/student-resources).

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.

Grade Changes

Once a final grade is submitted by a faculty member, the grade is considered part of the student's permanent academic record. Submission of coursework after the conclusion of the academic term is not permitted unless it is part of a pre-approved incomplete grade agreement made between the student and instructor in accordance with university policy. Per the Final Grade Dispute Policy, students who wish to dispute a final grade must contact their instructor within 30 days.

Final Grade Dispute Policy

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 Standing Policy

Master's-Level Policies

Bentley assigns graduate students an academic standing at the end of each fall, spring, and summer term in which a student is enrolled in classes at Bentley.

Academic Standing: External Reporting

Students with a grade point average (GPA) of 2.70 or higher will be reported, upon a student's request or as required by law, to other institutions of higher education and other interested parties as being in ***good academic standing***.

Students with a GPA below 2.70 shall be reported externally as ***not in good academic standing.***

Academic Standing: Internal Definitions

Internally, Bentley University further differentiates Academic Standing to help identify students for the purposes of supporting student learning and as part of its requirement to maintain minimum academic standards.

Graduate students can earn five different types of academic standing in a given term: Good Standing, Academic Concern, Academic Recovery, Academic Separation, 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; repeated courses will not change a student's academic standing for a given term.

- Good Academic Standing – Students in Good Academic Standing have a cumulative GPA sufficient to graduate and show consistent success in the term under review. New students enter the university in Good Academic Standing. Note: Bentley undergraduate students who take graduate courses prior to matriculation to the Graduate School are subject to review by the Graduate Committee on Academic Standing (GCAS) when they matriculate into the Graduate School. An academic standing will be assigned based on the student's performance in graduate courses taken while enrolled as an undergraduate student.
- Academic Concern – Students in Academic Concern remain in Good Academic Standing but have a cumulative GPA and/or inconsistent performance in the term under review that suggests that they may be at some risk of falling out of Good Academic Standing.
- Academic Recovery – Students in Academic Recovery have a cumulative GPA and/or performance in the term under review that indicate they are experiencing academic difficulties. Students in Academic Recovery may benefit from a higher level of support to help them meet their academic goals.
- Academic Separation – Students in Academic Separation have experienced academic difficulties over one or more terms and there is concern that the student is unable to achieve consistent academic success at this time. Students in Academic Separation are required to immediately suspend their studies at Bentley for a minimum period of one full fall or spring semester. Bentley remains committed to supporting students in Academic Separation with their long-term goals of academic success and degree completion. Students in Academic Separation are strongly encouraged to work with their academic advisor or student success coach during their time away from Bentley to discuss appropriate introspection, self-reflection, personal development, and preparation activities during their time away from Bentley. Before being approved to resume their studies at Bentley, students in Academic Separation must demonstrate their ability to achieve consistent academic success at Bentley if approved to resume their studies at Bentley.
- Students in Academic Dismissal have experienced academic difficulty to the extent that the Graduate Committee on Academic Standing determines that they are likely unable to successfully complete their degree and are permanently separated from the university.

Academic Standing Requirements

Graduate students at Bentley shall be considered in Good Academic Standing if they meet **all** of the following criteria:

- They have a cumulative GPA of 2.90 or higher
- They earn a term GPA of 2.70 or higher in a term in which they attempt 3 or more credits

Students in Good Academic Standing in the term under review shall be placed on Academic Concern if they meet **any** of the following criteria:

- They have a cumulative GPA between 2.90 and 2.7 and 8 or more total credits attempted at Bentley
- They have a cumulative GPA below 2.90 and fewer than 8 total credits attempted at Bentley
- They have a cumulative GPA at or above 2.90 and earn a term GPA above 2.0 and below 2.70 in a term where they attempted 3 or more credits

Students in Good Academic Standing in the term under review shall qualify for Academic Review by the Graduate Committee on Academic Standing (GCAS) to determine whether Academic Recovery, Academic Separation, or Academic Dismissal is warranted if they meet **any** of the following criteria:

- They have a cumulative GPA below 2.70 and 8 or more total credits attempted at Bentley
- They have a term GPA below 2.0 in a term with 3 or more credits attempted and 8 or more total credits attempted at Bentley, regardless of cumulative GPA
- They have failing grades in courses totaling 6 or more credits in the term under review and 8 or more total credits attempted at Bentley, regardless of cumulative GPA

Students (1) who began the term under review in Academic Concern or Academic Recovery, (2) who are unable to qualify for Good Academic Standing based on the criteria above, or (3) who are unable to meet the conditions of their academic standing, are subject to further review by GCAS and may be candidates for Academic Recovery, Academic Separation, or Academic Dismissal.

Students qualify for potential Academic Dismissal when they meet **any** of the following criteria:

- They qualify for Academic Review and have previously been placed on and approved to return from Academic Separation.
- They qualify for Academic Review and are unable to successfully achieve the requisite grade point average to complete their program of study, as determined by the Graduate Committee on Academic Standing. **Note:** A GPA of 2.7 in the major, concentration, as well as in the overall GPA is required for graduation.

Graduate Committee on Academic Standing (GCAS)

Potential outcomes from review by GCAS include a change in academic standing to Academic Concern, Academic Recovery, Academic Separation, or Academic Dismissal. As a result of a change in academic standing, GCAS may direct students to fulfill one or more of the following:

- Meet with an assigned academic advisor or student success professional
- Achieve passing grades in all credit-bearing courses in their next term
- Achieve a semester GPA of 2.70 or higher in their next term
- Maintain, achieve or demonstrate significant progress toward a cumulative GPA 2.90 or higher
- Enroll in and successfully complete specific courses
- In the case of Academic Separation, immediately suspend their studies at Bentley University for a period of at least one fall or spring semester and seek authorization to resume their studies (as described below)
- In the case of Academic Dismissal, students will be permanently unenrolled from the university

Notes on GCAS Practices

Every effort is made to identify students who are subject to review by GCAS before GCAS convenes to determine academic standing. Identified students are offered support in writing a statement that describes their experiences in the term under review and the challenges they faced, and that presents their plan for success in the term to come. Students are encouraged to provide relevant documentation that can support their letter to GCAS where appropriate. GCAS considers this information, along with other data, to determine the appropriate academic standing and associated conditions for students to meet in the future.

The first semester in which a student qualifies for review by GCAS is likely to result in the student being placed in Academic Recovery. However, GCAS is empowered and has discretion to determine whether Academic Separation or Academic Dismissal is in the best interest of the student on a case-by-case basis, including during the first semester in which a student qualifies for review by GCAS.

Students who qualify for review by GCAS may choose to voluntarily suspend their studies by taking a voluntary academic leave of absence, if they believe that time away from Bentley is in their best interest. Students taking a voluntary academic leave of absence after qualifying for review by GCAS are expected to immediately suspend their studies at Bentley for a minimum of one fall or spring semester and must seek authorization to resume their studies utilizing the same process described below following Academic Separation. Students who are candidates for possible Academic Dismissal as defined above will still have their cases reviewed by GCAS, even if they elect a voluntary academic leave of absence. An Academic Dismissal supersedes a voluntary academic leave of absence.

GCAS may, at its discretion, consider any Incomplete grade (I) as a failing grade (F) in determining a student's eligibility for review and in determining what standing and associated conditions are in the best interest of the student.

GCAS meets after each fall semester, spring semester and summer term to assign student academic standings. GCAS can delegate its authority to assign academic standings of Good Academic Standing, Academic Concern or Academic Recovery, with associated performance requirements, to appropriate university officials when it is determined that a student qualifies for such standing after the full GCAS has met following a given semester (e.g., as a result of late grades or grade changes).

Academic Separation

Students on Academic Separation are required to suspend their studies at Bentley for a minimum period of one fall or spring semester. The rationale is to provide students with sufficient opportunity for introspection, self-reflection, personal development, and preparation without risk of damage to their academic record. Bentley remains committed to supporting each student in Academic Separation with their long-term goals of academic success and degree completion. Students are encouraged to find productive ways to spend their time away, based on their individual needs. Students are also strongly encouraged to meet with their assigned academic advisor or student success coach throughout their time away from Bentley to discuss appropriate self-reflection, learning, personal development, and preparation activities during their time away from Bentley so that they can achieve consistent academic success at Bentley if approved to resume their studies at Bentley.

Academic Separation is intentionally designed as a temporary break from a formal educational experience. Students are expected to suspend their studies to engage in introspection, self-reflection, personal development, and preparation to return to a formal educational experience.

The deadline for submitting a request to resume studies is March 15 for a summer or fall term return and October 15 for a spring term return, though students are encouraged to communicate their goals for return to studies with their academic advisor well in advance of these dates. Requests to return received after these deadlines may not be considered for such term and may instead be considered for the next available fall or spring term.

To request authorization to resume studies, students will provide a statement and supporting documentation to GCAS that describes their activities while away from Bentley, demonstrates how they have overcome obstacles they have faced in the past, explains what they have learned from their experiences, and presents a detailed plan for consistent success in their Bentley coursework moving forward. Students' academic advisor can provide students with support in drafting and submitting their request to resume studies.

Time on academic separation or voluntary academic leave of absence, totaling not more than two years, will not be included in the calculation of a student's time to degree completion. See Time to Degree Completion Policy (catalog.bentley.edu/graduate/academic-policies-procedures/#time-to-degree).

Appeals Process

There is no appeal for placement on Academic Concern or Academic Recovery. Students who are placed in Academic Separation or Academic Dismissal may request an appeal within four (4) business days of the date of the notification of their change in standing. Appeals are reviewed

by the Dean of McCallum Graduate School or their designee. Please note that bases for appeal are strictly limited. Appeals must present either:

1. New information that was unavailable at the time GCAS met that could substantially and materially affect the decision by GCAS; or
2. Evidence of an error or misapplication of university policy (e.g., substantiated bias, material deviation from established policy or procedure).

Please note that a student's failure to provide relevant details, context, or information in a letter or statement to GCAS prior to GCAS's meeting will not be considered "new information" and is, thus, not grounds for an appeal.

Additional Notes

Financial aid applicants must also be aware of satisfactory academic progress (SAP) standards set in accordance with federal regulation. More information on SAP policy can be found in the University Catalog (p. 34). Merit scholarship recipients should refer to their admission letters for their specific scholarship requirements. Undergraduate students who have questions or concerns about meeting their enrollment or cumulative GPA requirements can contact Student Financial Services.

Members of varsity sport programs are required to meet progress toward degree credit requirements and maintain minimum overall GPA requirements set forth by the NCAA. Further clarification on these requirements can be found in the Student Athlete Handbook (https://bentleyfalcons.com/documents/2024/6/11/2023-24_Student_Athlete_Handbook.pdf).

International students should be aware of the potential impact of academic status change on their immigration status. The Center for International Students and Scholars (https://www.bentley.edu/offices/center-international-student-scholars) is available as a resource.

Doctoral-Level Policies

Circumstances may arise that lead to a doctoral student's dismissal from the PhD Program. This policy describes the typical circumstances that would lead to dismissal from the program and the procedures to be followed. This is not an exhaustive list of all circumstances which may lead to dismissal, but is intended to cover some of the most common situations.

Procedures

The initial discussions regarding dismissal of a doctoral student should involve the Executive PhD Director and the student's advisor (and internal dissertation committee members. if applicable). The next step in the process would be for the case to be considered by the PhD Academic Performance Committee. If it is determined by the Academic Performance Committee that the situation may merit dismissal, the issue is brought to the full PhD Council. The PhD Council will then make the determination regarding dismissal from the program. In making this determination, the PhD Council may request additional information from the student, advisor, and faculty.

Potential Circumstances for Dismissal

This is not meant as an exhaustive list of all circumstances which may lead to dismissal, but is intended to cover some of the most common situations.

- Violations of Bentley's academic integrity and/or judicial policies.
- Scoring lower than an 80 in the same course twice.
- Scoring lower than an 80 for two different courses.
- Failing or needing to rewrite three different comprehensive examinations.
- Failing a retake of a comprehensive examination. If a student fails a comprehensive examination and needs to retake an exam, this retake must be passed on the first attempt (i.e., without the possibility of another retake). The retake will be a new set of questions, as compared to the original comprehensive examination.
- Failing to complete all required coursework by the end of the of the 3rd year in the program unless prior authorization has been received from the Executive PhD Director.
- Failure to complete the dissertation within five years.
- Failing the dissertation proposal twice. A new proposal must be completed within three months of the failed proposal.
- Failing the final dissertation defense twice. A new defense must be completed within three months of the failed defense.

Students can petition the PhD Council to reconsider a decision of dismissal. A petition to reverse a dismissal decision should contain a statement indicating the extenuating circumstances and a realistic plan to both remedy the deficiency which lead to the dismissal decision and to successfully complete the program. In deciding on the appeal, the PhD Council will also consider the opinion of the student's advisor and dissertation committee (if applicable) regarding the circumstances and the student's potential for successfully completing the program.

Students dismissed from the program may be eligible to earn a Master's in Business Research. Students must fulfill the conditions and regulations detailed by the program's documentation on the Master's in Business Research degree. Students who are dismissed for violations of academic integrity or judicial policies would not be eligible to receive the Master's in Business Research degree.

Graduate Course Waiver Policy

Master's-Level Policies

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.
   b. Students will be notified of the results of their appeal.
   c. Students are not to contact program directors directly to ask about appeals during this time. Program directors will refer all requests in this period to Graduate Admissions.
   d. Graduate Admissions will continue with late appeals through the Add/Drop period.
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 (https://bentleydownloads.s3.amazonaws.com/academics/PostMatriculationWaiverAppealForm9.18.24.pdf) 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 two 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 (all majors)
- Master of Science in Finance (all majors)

Substitutions 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 on the Graduate Academic Advising and Engagement page under Waivers and Substitutions (https://www.bentley.edu/offices/academic-services/graduate-students/academic-programs).

Doctoral-Level Policies

Course Waivers

In some cases, the core subject-based courses may be substituted when a student already has specialized knowledge in the area. In these cases, the student will still have to complete any related comprehensive examination, which may include material from core courses. However, the student will not get credit for this prior work, but will be required to take an alternative, specialized elective course so that they do not have to repeat work. It is the responsibility of the student to put forward a case for a core course substitution. The student will make this submission in writing to the PhD Council Curriculum and Assessment Committee, which will make a recommendation to the PhD Council as to whether the student may substitute a core course with an alternate elective.

Transfer of Credit

Given the unique orientation of the PhD program, transfer credit will not be given to those who have started a PhD at a different institution. However, students may petition, based on exceptional circumstances. No other previously completed coursework will typically be reviewed for transfer of credit.

Graduate Internships

All graduate students interested in completing an internship for academic credit must submit the internship approval form (https://bentleydownloads.s3.amazonaws.com/academics/InternshipFormFillable6.15.23.pdf). There are no internships in the doctoral program.

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

- All required work for an internship must be completed during the term of registration.
- Students earning 3 credits are expected to work 20 hours per week for the duration of the academic term unless otherwise noted.
- Students must have a minimum of an overall GPA of 3.0, unless otherwise noted.
- 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 add/swap/drop 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 time line 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 Add/Drop deadline of each semester.

- Any courses dropped to accommodate internship course registration beyond the Add/Drop deadline of each semester are subject to published refund deadlines.
- Regular withdrawal deadlines and refund penalties apply once the student has been registered for the internship course through the Registrar's Office.
- Regular grade reporting deadlines apply. Incomplete grades must be changed 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).

Graduate-Level Posthumous Degree Policy

A graduate degree may be awarded posthumously to a student in recognition of their academic achievement at the time of their death. The degree will be awarded based on the following considerations:

- The student was enrolled at the time of their passing.
- The student was in good standing.
- For master's students:
  - The student's earned credits typically constitute three-quarters or more of the credits required for graduation.
  - A master's student not eligible for a posthumous degree may instead be awarded a memorial certificate, which recognizes the student's progress toward a degree and contributions to the Bentley community.
- For PhD students:
  - The PhD degree may be awarded posthumously if the student has successfully passed their comprehensive exams.
  - A PhD student who has not passed their comprehensive exams may receive a Master's in Business Research degree posthumously if they have completed approximately three-quarters or more of their PhD coursework.
  - A PhD student not eligible for a posthumous degree (either the PhD or Master's in Business Research) may instead be awarded a memorial certificate, which recognizes the student's progress toward a degree and contributions to the Bentley community.

The Provost, together with the Academic Dean, makes the final recommendation to the Board of Trustees. If approved by the Board of Trustees, the Registrar's Office will confirm the degree or memorial certificate.

Graduation Policies

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 Wintersession) *will not have their degrees awarded until the conclusion of the corresponding term.* Wintersession 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 conferral 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.

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". See the Commencement Participation Policy (catalog.bentley.edu/graduate/academic-policies-procedures/#commencement-participant) above for more information.

GPA Requirements for Graduation

Students must meet the overall GPA of a 2.7 as well as a 2.7 in their major/concentration.

Graduation Honors

Honors at graduation are awarded to those graduate 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 (catalog.bentley.edu/graduate/academic-policies-procedures/#grade-point-average) for explanation of GPA.

*Please note that there are no honors designations for doctoral students.

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 (AACSB). Nomination to the society occurs each spring and is determined by the degree GPA in effect at that time. Students graduating in the top 20 percent of an academic year's graduates (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.

Please note that doctoral students are not eligible for Bega Gamma Sigma.

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.

Please note that doctoral students 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. Graduate students interested in requesting a directed study must submit the request form (https://bentleydownloads.s3.amazonaws.com/academics/Directed+Study.Tutorial.Fillable.pdf).

Doctoral students interested in a direct study should talk to the PhD Program Office and request the doctoral directed study form.

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 of Business for Academic 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

Initiating a Leave of Absence

Students who wish to pause their studies and resume them at a future time should apply for a leave of absence. A leave of absence may be granted for up to two years. To initiate the leave of absence process (https://www.bentley.edu/offices/student-affairs/leave-absence), a student should complete the Leave of Absence Form. Students may not take classes at other institutions during their leave of absence. If a student is separated from the University through an administrative process, the suspension/separation supersedes the leave of absence, even if the leave of absence has already been requested and processed.

During a Leave of Absence

While on a leave of absence, a student will not have access to Bentley's facilities, events, or activities; however, their academic record will remain active with the university. A leave of absence is an internal academic status granted by Bentley University. The university does not guarantee that this status will be recognized by external entities, including but

not limited to employers, government agencies, lenders, or immigration authorities. Students are responsible for verifying how a leave of absence may affect financial aid and scholarships, loan repayment, insurance eligibility, visa status, or other external obligations.

Returning from a Leave of Absence

When the student is preparing to resume their studies, the student must complete the return from leave process to become eligible to enroll in classes. If a student does not return from a leave of absence after a period of two years, their record will be discontinued, and they must complete the reentry process through the Registrar's Office. A student who is granted an official leave of absence may have their time to degree completion period extended for the length of their leave up to a maximum of two years.

Professional MBA ONLY: Leave of Absence Policy

Bentley graduate students are expected to maintain continuous enrollment. However, Bentley University recognizes that occasions may rise when students 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 faculty advisor and the MBA Director.

Students who plan to take a full semester or more away from their studies must formally request a leave of absence by filling out an appropriate form and submitting it to the MBA Director in addition to completing the university leave of absence process. Students may not transfer credits earned at other institutions during their leave of absence from Bentley. Students who take more than one semester away from their studies without obtaining an approved leave of absence request will be inactivated. Students may also request an extension to their approved leave of absence status not to exceed a total of two years.

The Professional MBA Program works as a lock-step course sequence with a cohort format. As such, students returning from a leave of absence may need to extend their time away until the courses they still need to complete are offered again. Students should discuss the leave with the MBA Director to create a timeline for return that matches Bentley's course offering schedule.

Executive PhD ONLY: Leave of Absence Policy

Bentley PhD 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 students experiencing medical, personal, or professional challenges may take a voluntary leave of absence for up to one calendar year, after consultation with their faculty advisor and the Executive PhD Director. Matriculated is defined as a graduate student who has deposited, registered, and attended at least one day of class either in person or online.

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/pid094205). 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.

Due to the Executive PhD Program lock step course sequence and cohort format, Executive PhD students returning from a Leave of Absence may need to extend their time away until the next semester when the courses they still need to complete are offered again. Students should discuss the leave with the PhD Program Office and Executive PhD Director to create a timeline for return that matches the anticipated course offering schedule.

Withdrawal from the University

If a student decides to leave the university permanently, the student should fill out the Withdrawal/Transfer Form (http://www.bentley.edu/offices/student-affairs/leave-absence). Once the withdrawal process is complete, the individual is no longer considered a Bentley student. Should an individual change their mind after the withdrawal process is complete, the former student must complete the reentry process through the Registrar's Office. Students must also settle any outstanding charges to the university with Student Financial Services.

Failure to Return After Suspension or Academic Separation

If a student who left the university on suspension or an academic separation does not reenroll within two years, their academic record will be discontinued. The student must resolve any outstanding academic or non-academic sanctions and complete the return process through the office that imposed the sanction(s) before applying for reentry through the Registrar's Ofice.

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) 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 Academic Advising and Engagement, 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 catalog. 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) 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.

Registration Changes During Academic Term

Add/Swap Period

The Add/Swap Period is a designated timeframe at the beginning of each academic term during which students may finalize their course schedules without financial liability. For semester-long courses, the Add/Swap Period consists of the first seven (7) calendar days of the semester.

Students will not be added to courses after the Add/Swap deadline unless an exception is approved by the appropriate department chair.

As with all registration activity, students must meet course eligibility requirements, including prerequisites and co-requisites, and must resolve any registration holds to participate in the Add/Swap process.

Course Drops

Students may drop courses through the Drop Deadline, which occurs fourteen (14) calendar days after the start of instruction. In cases where a holiday falls during the first two weeks of instruction, the Drop Deadline may be extended by one day.

Courses dropped during the Add/Swap Period will not result in tuition or fee charges. Courses dropped after the Add/Swap Period and before the Drop Deadline are subject to prorated tuition and fees in accordance with institutional policy. Students should refer to the Student Accounts website for more information on prorated tuition.

Withdrawal Period

The withdrawal period begins after the drop deadline for a given academic period. For semester-long courses, the withdrawal deadline is Friday of the 9th calendar week of classes. Withdrawn courses appear on a student's transcript record with a grade of 'W'.

Accelerated and Summer Courses

For accelerated (e.g., six-week, twelve-week asynchronous) and summer courses, the Add/Swap, Drop, and Withdrawal deadlines are prorated based on the length of the course. Students should consult the Academic Calendar for specific dates applicable to each term and course format.

Professional MBA ONLY: Course Add/Drop Policy

Students may add or drop Focus Areas within a week of the first class meeting. For skills workshops and tech labs this is allowed until the beginning of the second class session. After these times, changes to their schedule will require a permission by the MBA Director.

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 and Engagement (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 and Engagement 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 and Engagement, 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.

*This policy does not apply to doctoral students. Any questions related to time away should be addressed to the PhD Program Office.

Return After Period of Non-Enrollment

Eligibility to Return

Students seeking to return after a period of non-enrollment must meet the following conditions:

- Good Academic and Disciplinary Standing: Students must have left the university in good standing or have resolved any outstanding academic or non-academic sanctions and complete the appropriate return process.
- Resolution of Holds: All financial, conduct, or administrative holds must be resolved prior to re-entry.

Re-Entry Process

Reentry after a period of non-enrollment will be managed by the Registrar's Office. Admissions review is not required unless the student exceeded time-to-degree limits (catalog.bentley.edu/graduate/academic-policies-procedures/#time-to-degree).

Degree Requirements Upon Return

Graduate students will be subject to the academic catalog requirements at the time they initially enrolled (e.g., their catalog year). In some cases, returning students will be required to make curricular adjustments due to the length of their leave, availability of courses, or other unavoidable circumstances. Further, certain degree programs may have time limitations on specific courses, particularly in technology-focused disciplines.

Graduate programs may require readmission and/or reassessment of older coursework, particularly when a student has exceeded the time-to-degree standards (catalog.bentley.edu/graduate/academic-policies-procedures/#time-to-degree).

Cohort-Based Programs

Students in cohort-based programs may be subject to additional requirements or limitations.

Financial Aid and Awards

Financial aid, scholarships, and cohort-based awards are not assured upon re-enrollment. Students resuming their studies after a non-enrollment period must reapply for financial aid and may be offered a financial package that differs from any previously awarded assistance.

Time to Degree Completion Policy

Graduate students pursuing a master's degree program must complete their degree program(s) within five years of their admit term for their initial degree program. A student who is granted an official leave of absence may have their time to degree completion period extended for the length of their leave up to a maximum of two years. Students who do not complete their degree within the five-year period will be required to apply for readmission to the Graduate School. Prior coursework will not apply toward the degree program requirements upon readmission. Students may request an extension in time to degree completion, not to exceed a total of seven years. These requests should be submitted in writing to the Office of Graduate Academic Advising and Engagement.

The maximum length of time for degree completion is five years in the Executive PhD Program and seven years in the full-time PhD program.

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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 or AC 201
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: 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 Advanced Accounting for Multinational Corporations (3 credits)
Pre-Req: AC 611
This course focuses on the unique accounting challenges faced by multinational corporations. Key topics include business combinations and consolidations, goodwill impairment, and foreign currency transactions and translations, with a significant emphasis on international accounting standards and global perspectives. Students also explore the differences and connections between US GAAP and IFRS in key areas. Finally, the course addresses complex issues arising from international taxation, including transfer pricing, and the tax implications of cross-border mergers.

Typically Offered: Once a year

AC 720 Cybersecurity for Accounting and Business (3 credits)
Pre-req: GR 524; not open to students who have completed AC 220
This course examines cybersecurity concepts and frameworks with a focus on their impact on the accounting profession. Students will analyze threats, vulnerabilities, and risks while exploring disclosure requirements, SOC 2 reporting, and AICPA Trust Services Criteria. Emphasis is placed on developing professional judgment to evaluate and communicate cybersecurity issues in both business and assurance contexts.

Typically Offered: Once a year

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.

Typically Offered: Spring

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

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 and Spring

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 Corporate Income Taxation (3 credits)
Pre-Req: AC 611
Not open to students who have taken TX 601 or equivalent
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 (TX 601 or TX 603)
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 not for profit entities. It covers various aspects of financial statement preparation and interpretation. Reference is made to pronouncements of the AICPA, FASB, GASB and other authoritative sources. Budgeting, budgetary control, and public sector auditing are introduced.

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 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 794 Operational Controls and Business Risk Management (3 credits)
Pre-req: AC 730
Businesses today must balance growth, innovation, and cost control with effective risk management. Strong governance and internal controls are essential for sound decision-making, supported by accurate financial information and awareness of regulatory impacts. This course examines how to design and apply efficient risk management and control frameworks, integrate financial insights into business judgment, and foster a culture of accountability and engagement that safeguards corporate performance and reputation.

Typically Offered: 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

Bentley Global Experience (BGX)

BGX 790 Bentley Global Experience (3 credits)
Bentley Global Experience courses are faculty-led programs that combine academic learning with international travel lasting 7–10 days. These intensive experiences provide students with a deep exploration of business practices and cultural dynamics in the host country. Offered during key academic breaks—January (winter break), March (spring break), and May at the start of the summer semester—these courses allow students to engage directly with the global business environment. Participants visit companies, meet with business leaders and government officials, and gain firsthand insight into how organizations operate across different regions.

Through this experience, students broaden their global perspective, strengthen cultural awareness, broaden their global perspective, strengthen cultural awareness, and build lasting connections with classmates that enhance their learning experience.

Visit bentley.edu/offices/international-education/global-business-experiences to learn more.

Typically Offered: As needed

Career Development (CDI)

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 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 653 Generative AI for Business – Solutions and Strategies (3 credits)
Pre-req: CS 602 or MA 705
This course provides a comprehensive overview of advancements in Generative Artificial Intelligence (GenAI). Fundamental AI concepts (e.g., Machine Learning and Deep Learning) are briefly reviewed, while the majority of the course focuses on cutting#edge developments in Natural Language Processing (NLP), Large Language Models (LLMs), and GenAI tools such as ChatGPT, Claude, Gemini, and DeepSeek. The course also covers practical topics including APIs, Huggingface, Prompt Engineering, Reinforcement Learning with Human Feedback (RLHF), and agentic workflows. Real-world applications and use cases in business, finance, marketing, and other domains will be examined. Human factors in GenAI —such as user-centered design, human#AI interaction, trust, and ethical considerations—are also explored. Through hands-on exercises, projects, and exams, students gain both theoretical knowledge and practical skills to apply AI and GenAI techniques effectively.

Typically Offered: Spring

CS 655 Managing with Analytics: From Data to AI (3 credits)
Students who completed IPM 652 not eligible to take this course
The course will provide a management-focused perspective on analytics, the role of data, and AI's growing influence on analytics in businesses. There is an emphasis on business fundamentals for analytics professionals (and how analytics, data collection, and AI can be integrated into business processes), the value of analytics, data, and AI in organizations (including constraints and consequences such as those related to privacy, security, transparency, and ethics), and the practice of analytics (understanding and framing ill-defined business problems, exploring and visualizing problem-related data, identifying actionable insights, and communicating the results). 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 an SQL queries.

Typically Offered: Every two or more years

CS 690 Applied AI Intrapreneurship (3 credits)
This applied course focuses on designing and delivering AI-enabled innovation within existing organizations. Rather than emphasizing innovation strategy, service design, or startup formation, the course prepares students to create or advance AI-driven improvements to products, services, and workflows under real organizational constraints. Working in cross functional teams, students integrate user discovery, AI feasibility, and business considerations to make informed decisions shaped by testing and sound judgment. The course emphasizes hands-on experimentation with modern AI patterns, including generative AI, through discovery research, behavioral evaluation, and no code/low code development. Students learn how to assess AI behavior, evaluate trade-offs, and communicate value and limitations to non-technical stakeholders. The semester culminates in a well-supported pitch and demo appropriate for internal decision makers. No coding experience is required.

Typically Offered: Once a year

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 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 key artificial intelligence (AI) technologies including machine learning, natural language processing, and computer vision. The fundamental concepts and mechanisms behind artificial intelligence will be introduced and demonstrated with applications in various domains. This course will also use case studies to illustrate how these techniques can be integrated into business operations and functions, increase productivity, and support strategic decision making in organizations. Students will have opportunities to be exposed to and explore AI software and tools.

Typically Offered: Once a year

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 747 AI Governance and Leadership (3 credits)
This course prepares students to navigate the complex intersection of AI innovation and organizational responsibility. As AI transforms every industry, organizations need executives who can balance breakthrough opportunities with ethical obligations, regulatory compliance, and stakeholder trust. Students will develop the strategic judgment to make high-stakes decisions about AI investments, risk tolerance, and governance structures. The curriculum spans technical foundations to boardroom strategy, teaching students to speak fluently with both data scientists and C-suite executives. Through analysis of major AI failures and responsible deployment successes, students develop frameworks for building competitive advantage through trustworthy AI. This course emphasizes risk-based governance, global regulatory regimes, organizational oversight structures, and stakeholder engagement.

Typically Offered: Fall

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 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

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.

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

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

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

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

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

FI 650 Quantitative Investment Management (3 credits)
Pre-Req: FI 623
This advanced applied course will extend the understanding of security selection and portfolio construction you developed in an Investments course and use a lot of concept you learned in a Statistics class. Our focus will be on the active quantitative management of equity portfolios. The course requires the extensive use of FactSet quantitative tools (Alpha Testing, Screening and Portfolio Analysis). We start with developing an understanding of the importance of investment styles and style benchmarks. We will then turn to studying quantitative factor models (Economic and Fundamental) for stock selection, portfolio construction, and risk management. We will end with the analysis of portfolio performance. This course is a hand-on applied course with a semester long quantitative portfolio manager project that will bring to life the concepts we are learning during the semester.

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)
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 723 Introduction to FinTech (3 credits)
Pre-req: FI 305, FI 306, FI 623, or FI 625
Not open to students who have completed FT 323 or FI 323
This course aims to provide students with an introduction and broad overview of the FinTech universe. The course specifically covers the role of technological innovations in shaping the financial services industry, and covers techniques relevant for the valuation of FinTech firms. The course includes assignments and projects designed to encourage students to think entrepreneurially in the context of the FinTech universe.

Typically Offered: Fall and Spring

FI 730 Management of Financial Institutions (3 credits)
Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625, previously or concurrently
This course analyzes the environment, structure and operation of depository financial institutions while concentrating most heavily on commercial banks. It reviews the complex role of depository institutions within a changing industry and examines criteria used to measure performance. The course presents the analytical methods used to evaluate the efficiency of operations, the market position, and the development of the institutions. Factors leading to growth and profitability, both internal and external to the firm, are evaluated. Issues specific to the international operations of U.S. banks as well as the domestic operations of foreign banks are explored. The course examines the exposure to risk of various kinds and methods used to minimize those risks. Both cases and current issues are used.

Typically Offered: Once a year

FI 735 Mergers and Acquisitions (3 credits)
Pre-Req: GR 525, GR 525D, GR 525P, or FI 625. MSF students must take FI 625
This course studies mergers and acquisitions, both as a growth strategy and as a means of increasing the market value of the firm. Students develop the skills to scan the environment for potentially attractive targets, and thereafter, to determine the terms of a merger. Through the case analysis method, students test pre-merger conditions against post-merger facts to form judgments about the soundness of a given merger. Accounting treatment of mergers, as well as the role of tax and antitrust laws, is studied.

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
Students who have completed FI 360 not eligible for this course
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 761 Insurance, Retirement and Estate Planning (3 credits)
Pre-req: FI 760
This course builds on the concepts and techniques taught in FI760 (Financial Planning Fundamentals). The purpose is to fully introduce learners to the principles of risk, insurance and the more complex areas of retirement planning and estate planning. The second module of the course covers the more complex retirement planning issues and decisions that were not covered in FI760. The third module will cover the further aspects of estate planning, not covered in FI760 that a professional financial planner would need to know.

Typically Offered: Once a year

FI 762 Comprehensive Financial Plan Development (3 credits)
Pre-req: FI 761
This course builds on the knowledge and techniques taught in FI760 (Introduction to Personal Financial Planning) and FI761 (Insurance, Retirement & Estate Planning). The purpose of this course is to help students document and refine their financial planning skills through case study methodologies and the completion of a written financial plan based on complex personal and household financial planning scenarios. Students are expected to exhibit advanced financial planning skills in the development and implementation of client-centered financial recommendations. Additionally, this course examines professional issues in FP, including ethical dilemmas, behavioral psychology, regulatory compliance, certification requirements, and practice standards.

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 presumes 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

Finance and Technology (FT)

FT 724 Blockchain Applications and Decentralized Finance (3 credits)
Pre-req: FI 305, FI 306, FI 623, or FI 625
Not open to students who have taken FT 324
This course introduces students to the rapidly evolving world of decentralized finance (DeFi). It explores the technologies, innovations, and disruptions shaping the financial services industry including blockchain, smart con-tracts, digital assets, stablecoins, and NFTs. The course also covers decentralized governance models and pre-pares students to explain, evaluate, and apply innovative insights in a DeFi context.

Typically Offered: Fall and Spring

FT 770 Investment Applications of Natural Language Processing (3 credits)
Pre-req: (CS 230 or CS 602) and (FI 306 or FI 623); excludes students who have completed FT 370
This course introduces the application of Natural Language Processing (NLP) in investment analysis, teaching students how to analyze and interpret vast amounts of unstructured textual data relevant to financial markets. Students will gain skills to extract actionable insights for informed investment decisions through techniques such as sentiment analysis, topic modeling, and language models. Hands-on projects will involve using Python and specialized libraries to analyze real-world financial datasets, bridging the gap between theory and practice. By the end of the course, students will be equipped with cutting-edge tools to enhance data-driven decision-making in investment applications across dynamic financial environments.

Typically Offered: Fall and Spring

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)
Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, and MSF. May not be used as an elective
This course examines managerial decision-making from an economic standpoint. The first half (microeconomics) explores how prices, wages and profits are determined in market economies; the advantages and disadvantages of unfettered competition; and the impact of government intervention on market outcomes. The second half (macroeconomics) investigates the factors influencing gross domestic product, interest rates, unemployment, inflation and growth; the causes of the business cycle; the role of the federal government and the Federal Reserve in stabilizing the economy; the impact of technology on productivity and growth; and the influence of international trade and finance on economic activity.

Typically Offered: Fall and Spring

GR 523 Marketing Management (3 credits)
Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective
This course covers the processes involved in the creation, distribution and sale of products and services, and explores the tasks and decisions facing marketing managers. It focuses on market and competitive analysis, customer behavior, and the design and implementation of marketing strategies in domestic and international markets, including product, price, promotion, distribution and customer service decisions.
Typically Offered: Fall and Spring

GR 524 Accounting for Decision-Making (3 credits)
Restricted to PMBA, EMBA, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective
This course highlights how managers use cost, cash flow and financial reporting information in their decisions. It will introduce the student to (a) purpose of accounting and its role in making business decisions, (b) accounting principles, procedures and judgments underlying corporate financial statements, (c) use, interpretation and limitations of financial statements, (d) use and interpretation of 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, ELMBA, MSMBA, MSA, MSBA, MSF and MSMA. May not be used as an elective
The objective of this course is to provide an applied understanding of the finance concepts and tools of analysis used in measuring firm performance and in making investment decisions that create value. This will be achieved through instructor conferences and the use of cases. The main concepts covered include financial statements, ratio analysis, financial planning, the time value of money, capital budgeting, capital structure, the cost of capital and asset valuation.

Typically Offered: Fall and Spring

GR 526 Calculus (3 credits)
This course only counts towards the foundation requirements for the MSF quantitative finance track.
The course presents differential and integral calculus in a single variable, with connections to further study in continuous probability, multivariate calculus and differential equations. Specific emphasis is placed on tools relevant to later study of computational finance. Topics include limits, continuity, differentiation of single-variable and multivariate functions, implicit differentiation, optimization, integration by substitution and by parts, numerical integration, and introductions to ordinary differential equations, continuous probability, and Taylor series.
Typically Offered: Spring

GR 601 Strategic Information Technology Alignment (3 credits)
For ELMBA and MSMBA: For PMBA: GR 521, GR 522, GR 523,GR 524, GR 525.
This course provides an enterprise-wide perspective on IT management, focusing on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes (i.e., Strategic IT Alignment). Cases and readings examine how companies in various industries use IT to serve customers well, manage operations efficiently, coordinate with business partners, and make better business decisions. We consider how to maximize the strategic benefits of investments in hardware and software, while minimizing risks. The course places equal weight on technical and managerial skills. Our primary objective is to help students prepare to be effective contributors to IT initiatives in partnership with IT professionals, including external service providers here and abroad.

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 CIS 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 ELMBA, EMBA & PMBA
This course focuses on how firms create and sustain competitive advantage in a competitive and globalized environment. Students learn about theories of firm performance based on factors both internal and external to the firm. Emphasis is placed on formulating strategy at the business and corporate levels, in addition to special topics that vary from section to section. This course involves the comprehensive discussion of case studies that require analyzing companies from multiple viewpoints and functional perspectives, such as marketing, operations, finance, and management, among others.

Typically Offered: Fall and Spring

GR 606 Designing for the Value Chain (3 credits)
Pre-Req: GR 521, GR 522, GR 523, GR 524, and GR 525
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.

Typically Offered: Fall and Spring

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 ELMBA & MSMBA students. Not open to students who have taken MK 735.
Corporate Immersion courses focus on solving current business problems with company management. Emphasizes the use of multidisciplinary skills to identify, define and solve complex issues within the firm. The course covers multiple topics, including finance, accounting, management, marketing, technology and the law. Helpful to understand technology and cultural idioms. Involves significant group work and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Students need immense curiosity, ability to research, search capability, and experience investigating multiple industries. The course emphasizes the ability to use both written and oral skills in formal business presentations to top management. It requires the ability to defend analyses and recommendations under pressure and strict time constraints. The course mirrors working conditions and expectations of corporate partners' employees.

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.

HC 665 Microeconomics of Health Care (3 credits)
Pre-Req: GR 522; not open to students in the MBA-BILH program
Health Economics is the application of microeconomic tools to the context of health care. We will investigate the production, delivery, and financing of the American health care system which is made up of patients, providers (hospitals, doctors, and pharmaceuticals), and insurers (both private and public). We will rely on the ideas of risk & insurance, competition, innovation, and market failures to understand the business landscape and the public policy debates surrounding the market for care and will employ theoretical models and empirical methods to evaluate and explain phenomena unique to health care markets.

Typically Offered: Once a year

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

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, MSMBA 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: 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, humane 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.

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 courcse 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 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.

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.

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 todays global business environment. Company visits, case studies and dialogue with senior managers and scholars provide the setting for studying global organizational systems, processes and practices. The course stimulates critical thinking and insight into global management issues such as virtual team leadership, strategic alignment, open innovation, accelerating development, and integrating projects across multinational lines. As a partnership program of Bentley and the University of São Paulo, the course is open to graduate students from both universities.

MG 651 Project Management (3 credits)
This course presents the specific concepts, systems and techniques for managing projects effectively. It leads students through a complete project life cycle, from requirements analysis and project definition to startup, reviews and phase-out. The role of the project manager as team leader is examined, together with important techniques for controlling project costs, schedules and performance. Lectures, case studies and group discussions are combined to develop skills needed by project managers in today's environment.

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.

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 656 People Strategy: Driving Team and Organizational Performance (3 credits)
Pre-Req: None.
Not open to students who have completed MG 641.
This course focuses on People Strategy as a central component of organizational effectiveness and competitive advantage, viewed through the perspective of managers and team leaders. Students examine how leaders interpret, implement, and evaluate HR systems to support strategy execution, organizational change, and workforce sustainability. The ability to ensure alignment between people strategy and business strategy is highly valued in today's organizations.

Emphasis is placed on integrating HR-related decisions across functions, managing tradeoffs under real constraints, and applying evidence-based reasoning to complex, people-related challenges. The course is designed for current and future managers, not only for those pursuing HR careers. Learning involves applied analysis, critical thinking, and managerial judgment through cases, discussion, and students' professional experiences.

Typically Offered: Once a year

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 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 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
Customer relationships are central to modern marketing and are built on understanding data. This course focuses on analyzing rich, multifaceted customer data as the primary input to crafting relationship marketing strategies. It introduces concepts, frameworks, and analytical approaches to inform strategic decisions. The course covers three core modules: (1) leveraging large-scale lifestyle survey (soft) data for profiling and developing meaningful psychographic segments, (2) analyzing behavioral (hard) data to assess customer value and designing tailored marketing strategies across value segments, and (3) designing and interpreting marketing experiments that reveal how and why customers respond to interventions.

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 602 Quantitative Data Analysis for Health (3 credits)
Pre-req: ST 625
Not open to students who have completed MA 302
This course provides a comprehensive introduction to the major components of the health sector and the quantitative data analysis tools used to study health problems. Students will explore the role of statistics and mathematics in addressing issues such as health outcomes, health care costs, clinical decision#making, and management optimization, such as resource allocation.

The course introduces key quantitative data analysis methods, including statistical inference, simple and multiple regression, mathematical modeling, and optimization. It then demonstrates their use through applications in health outcome analysis, clinical studies, health services, health insurance, and health cost for various health decision#making scenarios.

Typically Offered: Fall

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 andor 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
Pre-Req: MA 705 or CS 602
or instructor permission
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 755 Special Topics in Mathematical Science (3 credits)
This course offers an in-depth exploration of an advanced or emerging methodological topic in statistics, mathematics, or data science. Topics vary by semester and may include specialized modeling techniques, theoretical frameworks, or computational approaches beyond the scope of standard coursework. The course may be conducted in a seminar format, with students actively engaged in developing and presenting course materials.

Typically Offered: As needed

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

Professional MBA Essentials (PME)

PME 601 Essentials in Finance (1.5 credits)
This course is an introduction to the principles of finance and the application of these concepts as they pertain to financial decision making. Important concepts covered throughout this course center on applying the language of business (accounting), time value of money, valuation, capital budgeting, cost of capital, financing sources and capital structure. Through a combination of group work, weekly projects leading to the completion of a cumulative term project, homework and a final exam, each student is expected to apply traditional financial methodologies, analyzing and deconstructing real business situations, and develop concrete business evaluations, assessments and strategies. Students will also consider the implication of new or emerging dimensions that can affect decision making, such as sustainable investment criteria and emerging technologies (i.e. blockchain, quantum computing) throughout the course.

Typically Offered: Fall

PME 602 Essentials in Accounting (1.5 credits)
This course is designed to expose students to current developments in the accounting profession. Through readings from the current business press, discussions, guest speakers, and cases, students will gain an understanding of the real-world problems facing the accounting profession and how changes in accounting can broadly impact business. Topics covered will be revised as needed to reflect the rapid evolution of technology, changes in reporting standards, and global considerations.

Typically Offered: As needed

PME 603 Essentials in Marketing (1.5 credits)
This Marketing Essentials course explores the essential tools, techniques, and technologies organizations use to conduct marketing research, enhance value, shape product identity, and engage in two-way communications with customers. The course emphasizes sustainability and technology, focusing on different product offerings and technologies. An example of this is the electric vehicles (EVs) industry. Students will apply real-world marketing concepts to create an integrated marketing plan, with an experiential learning project that deconstructs a current marketing campaign for a sustainable product; an example could be a US-based campaign for an electric vehicle. Through this, students will assess the environmental impact, advanced technology, and consumer and societal benefits of EVs while analyzing how companies' position EVs to meet government emissions targets and consumer demand for sustainable alternatives.

Typically Offered: Once a year

PME 604 Essentials in Digital Transformation (1.5 credits)
The Digital Transformation course provides the participants essential perspectives, insights and strategies to pursue long-term innovation in incumbent organizations in the form of digital transformation. This involves unlocking value by improving operations, customer service, agility and an innovative mindset within the organization by deploying digital technologies at scale. The participants will learn these by integrating lessons from intrapreneurship, change management and leadership, combining these with an understanding of the disruptive potential of emerging digital technology platforms. The participants will get the opportunity to exercise these knowledge elements, skills and capabilities by engaging in exercises for assessing organizational readiness, developing a digital transformation strategy, setting the stage for execution with leadership, cultivating organizational talent, and communicating with stakeholders across the organization.

Typically Offered: Summer

PME 605 Operations Management Essentials (1.5 credits)
Operations Management (OM) is the heartbeat of any organization, where strategy meets execution. In this course, students will learn to see businesses as systems of interconnected processes that transform inputs into valuable outputs for customers. Through guest speakers from industry, interactive case studies, a simulation game and a group project, students will develop process-thinking skills and apply core concepts such as process design, capacity, quality, inventory, and supply chain management. With a strong foundation in OM essentials, students will examine the role of technology and sustainability in modern operations and supply chains. Using frameworks and data, they will explore trade-offs among cost, speed, quality, and environmental impact.

Typically Offered: Fall

PME 606 Organizational Effectiveness Essentials (1.5 credits)
In the Organizational Effectiveness course, students will explore the strategic practices, structures, and responsible leadership approaches that drive high-performing organizations. Through case studies, evidence-based frameworks, and experiential learning, students will analyze how elements of organizational culture, decision-making, and talent development impact organizational success factors. This course integrates principles from organizational behavior, strategy, and human resource management to equip future leaders with essential knowledge and skills to enhance efficiency, innovation, and employee engagement. By the end of the course, students will be able to diagnose organizational challenges, design effective interventions, and implement data-driven solutions to foster sustainable growth and competitive advantage.

Typically Offered: Once a year

Professional MBA Focus Areas (PMF)

PMF 611 Global Management (6 credits)
The Global Management focus area prepares participants with the essential tools and perspectives needed to thrive in today's interconnected global business environment. Emphasizing organizational sustainability, the curriculum integrates principles of ethical governance, social equity, and ecological consciousness. Through the development of a global mindset, this interdisciplinary course blends insights from business, politics, social and environmental science, global studies, and economics, empowering participants to navigate complex global management challenges. Participants will learn to tailor market entry strategies to the unique contexts of individual countries, enhance cultural awareness for better negotiation and relationship-building, and develop strategies that maximize the positive impact of multinational corporations on sustainable global development. This focus area addresses the key knowledge, skills, and perspectives necessary for effective international management.

Typically Offered: Fall

PMF 612 Data Analytics (6 credits)
This course equips students with essential data analytics tools and techniques to support informed decision-making in today's data-driven business environment. Topics include data wrangling, data visualization and storytelling, business statistics, statistical modeling and machine learning, and operations optimization. Students will develop the skills to identify, communicate, and lead with insights that span descriptive, predictive, and prescriptive analytics. An emphasis is placed on exploring real-world cases through discussions, collaborative projects, and reflections to bridge theory and business application.

Typically Offered: Fall

PMF 613 Financial Analytics (6 credits)
This course teaches statistical and quantitative tools used in financial analysis. Students will learn why such tools are necessary and relevant in analyzing financial markets and how they help in making informed decisions. The course touches on topics both in corporate finance and investments. Theoretical models in each topic will be introduced to students, then they will learn how to test those models using real financial data and various statistical methods. The course will start with classical methods such as Hypothesis testing, ANOVA, and regressions to test finance theories, including CAPM, multi-factor model, portfolio optimization, as well as forecasting returns. We will further study models for classification to handle selection and binary outcomes. Then, the course will introduce prediction techniques based on high-dimensional data using machine learning methods. Finally, the course will introduce the recent development, such as AI, large language models, and big data.

Typically Offered: Fall and Spring

PMF 614 Sustainable Organizations (6 credits)
The Sustainable Organizations focus area examines the behavior of purpose-driven, science-based, and society-oriented businesses. This course trains participants to utilize a transdisciplinary set of knowledge and skills to drive positive change. The curriculum covers how a clear sense of purpose and mission, coupled with systems thinking, drives the development of innovative products and services that meet all stakeholders' needs, including the environment and society. The course emphasizes ethical behavior and teaches a multistakeholder approach to manage risk effectively. When faced with ethical dilemmas, participants rely on stated missions and core values to guide decision-making processes. By balancing environmental, social, ethical, and economic responsibilities, participants will be prepared to lead organizations toward long-term success and positive contributions to the world.

Typically Offered: Spring

PMF 615 Strategic Leadership (6 credits)
Strategic leadership is dynamic and interdisciplinary, focusing on setting strategies and inspiring followers to achieve organizational goals. This approach prepares leaders with both hard and executive skills to navigate challenges and drive change. The program blends the art and science of leadership, emphasizing situational alignment and a well-rounded skillset, including industry expertise, cutting-edge research, and executive skills like cultural competence, emotional intelligence, and strategic communication. A strong technical foundation is essential due to dynamic conditions involving technology, stakeholders, and consumers.

Typically Offered: Once a year

PMF 616 Innovation Design (6 credits)
The Innovation Design focus area introduces essential innovation frameworks, methods, and tools through individual assignments and a team project that engages students in an applied design challenge. Primary course topics include design thinking, problem definition, creativity, ideation techniques, prototyping, design for sustainability, emerging technologies, design ethics, delivering effective pitches, and other timely special topics. Students critically evaluate the role of emerging technologies in innovation- and design-focused sustainability efforts, use design thinking and related methods to develop and test prototypes, and deliver a pitch for their proposed solutions. Along the way, students learn industry-standard software, practice co-facilitating design activities, and deliver a conference-style talk on an assigned topic. Workshops, lectures, readings, discussions, and guest lecturers expose students to a broad range of approaches to innovation design.

Typically Offered: Spring

Professional MBA Labs (PML)

PML 670 Using Technology to Solve Health Challenges Tech Lab (0.5 credits)
This course will focus on equipping students with the technical skills necessary to transform data into meaningful, interactive presentations that drive informed business decisions. Students will get a hands-on practice with tools and techniques such as Power BI, Microsoft Copilot, and storytelling. Students will learn how to process, visualize and present data effectively to solve business problems. The course will cover both established and emerging technologies that are transforming business operations today.

The in-person sessions will employ active learning skills where students may be asked to watch and read materials before coming to class. Class time will be spent on working with groups on discussions around data, use of AI and putting together presentations to present the data and ideas. AI tools will be used to generate data and create scenarios for students to solve. For asynchronous work, students will be asked to create dashboards, prototypes, and visual presentations.

Typically Offered: As needed

PML 671 Introduction to the Structured Query Language Programming (0.5 credits)
This Programming Lab is designed to provide students with practical experience in SQL, a vital skill in the business and data analytics industry. The lab will focus on Structured Query Language for managing and analyzing data in relational databases. Students will gain proficiency in querying, analyzing, and visualizing data to make informed business decisions. They will learn to use SQL tools to present their findings effectively, addressing business needs by leveraging database technologies.

Typically Offered: As needed

PML 672 Mastering Generative AI Tools for Professional Excellence (0.5 credits)
Artificial Intelligence (AI) is transforming business and education, creating new opportunities for innovation, efficiency, and productivity. This hands-on tech lab equips students with the essential skills to effectively integrate AI tools into their professional and academic workflows. Participants will explore AI-powered applications for automating tasks, enhancing notetaking, generating professional visuals, and refining AI-driven prompts for real-world use cases. Through practical exercises and ethical discussions, students will develop the expertise to harness AI responsibly and strategically, positioning themselves for success in an AI-driven world.

Typically Offered: As needed

PML 673 Digital Marketing Analytics Lab (0.5 credits)
The Digital Marketing Analytics Tech Lab equips students with a foundational and systematic understanding of digital marketing analytics concepts, metrics, and practices. Students will explore key topics, including analytics across various channels (e.g., websites, paid ads, SEO, social media), digital campaign creation (e.g., digital advertising), and campaign optimization (e.g., A/B testing). The course emphasizes critical skills such as analyzing channel-specific metrics, designing effective campaigns, and applying optimization techniques. Through a hands-on, practical approach, students will engage with industry-standard tools like Google Analytics 4, Google Keyword Planner, and Google Ads to address real-world business challenges and develop actionable insights.

Typically Offered: As needed

PML 674 Analyzing and Presenting Data with Generative AI (0.5 credits)
This lab bridges the gap between traditional data analytics and emerging Generative AI technologies, preparing future leaders to harness the power of Generative AI in driving business growth and innovation. Students will explore hands-on how Generative AI can revolutionize the way businesses can handle datasets, uncover patterns, create compelling visualizations, and tell a story with data.

Typically Offered: Once a year

PML 675 Leveraging Immersive Technologies for Business Innovation and Strategic Leadership (0.5 credits)
Immersive technologies are rapidly emerging as critical tools for businesses seeking innovative ways to engage with customers, drive digital commerce, and manage operations. This PMBA Tech Lab will introduce students to the business opportunities and challenges associated with these technologies, focusing on their applications in strategic leadership and innovation. Throughout the lab, students will explore the technological foundations of immersive experiences, including virtual reality (VR), augmented reality (AR), and related platforms, while examining case studies of successful business integrations. The lab will culminate in the specification of a VR-enabled business strategy project, allowing students to apply the concepts they have learned in a practical setting. Students will come to campus at one of several available times before the tech lab begins to get training on a VR headset.

Typically Offered: As needed

Professional MBA Workshops (PMW)

PMW 651 Communication Skills for Executive-Level Audience (0.5 credits)
This experiential workshop would be designed to refine communication skills for executive-level audiences. Participants will learn how to deliver strategic, concise, and high-impact messages that resonate with top leadership shifting from operational to strategic communication. Attendees will gain the ability to highlight fundamental differences in messaging, delivery, and content to influence decision-making. The workshop will leverage practical tools and techniques to enhance executive presence and communication effectiveness through practice, self-reflection and application in their field.

Typically Offered: As needed

PMW 652 Effectively Delivering and Receiving Developmental Performance Feedback (0.5 credits)
This workshop will develop participant skills related to the delivery and receipt of feedback, with emphasis on developmental performance feedback. Developmental performance feedback informs the recipient that they are not meeting performance expectations, and/or that the expectation is for improvement or change. Thus, developmental performance feedback is intended to improve employee performance. However, effective delivery and receipt of developmental performance feedback are among the more difficult leadership and managerial tasks and as such, may not always have the intended effect of improving performance – at least in the short-term. Due to feedback's central role in learning and motivation, the ability to effectively process feedback is key distinguisher of leader and manager excellence.

Typically Offered: Once a year

PMW 653 Design Thinking for Innovation (0.5 credits)
Design thinking is a human-centered, iterative problem-solving skill that emphasizes empathy, creativity, and experimentation to develop innovative solutions to complex challenges. For PMBA students, design thinking is relevant as it equips them with a versatile toolkit to tackle business problems, drive innovation, and create user-centric products and services. This skills workshop introduces participants to the essentials of design thinking, focusing on key skills and concepts. Students will gain an overview of the design thinking process and engage in hands-on activities to reinforce learning.

Typically Offered: Once a year

PMW 654 Stress Management for Stressed Managers (0.5 credits)
In this skills workshop, students will be introduced to major theoretical perspectives on stress to gain a better understanding of its causes and consequences. Based on these theories, students will learn about, and experiment with, different forms of stress prevention and stress management. These experiences will increase students' understanding and awareness of how they experience stress and the strategies that are effective for them. Through readings, cases, and experiential activities, students will develop knowledge and competence for effectively coping with stressors in the workplace.

Typically Offered: Fall

PMW 655 Unleashing Creativity for Innovation (0.5 credits)
Students will learn what creativity means and how to practice creativity in order to grow it. Topics include divergent and convergent thinking, the importance of failure, overcoming barriers to creativity, group creativity and brainstorming, and design thinking and wicked problems (such as sustainability). Class will consist of discussions, interactive exercises, and group ideation and presentation sessions. Asynchronous activities will include reading and reporting on a book about creativity, developing and assessing a proposed solution to a wicked problem, and providing feedback on potential solutions.

Typically Offered: Once a year

PMW 656 Value-Added Listening (0.5 credits)
Workplace leaders often struggle with ineffective listening, which is crucial for accepting criticism, navigating feelings, and understanding others. Many believe they are good listeners if they avoid interrupting or checking their phones, but lack real training in "active listening." This course focuses on acquiring skills beneficial both professionally and personally. Using well-tested techniques from leading counseling psychologists, students will learn to improve concentration and use empathic reflection instead of diagnosis or advice. This respectful, non-judgmental approach fosters genuine exchanges, builds rapport, and leads to better decisions. The course highlights the role of listening in identifying business problems and solutions. Through deliberate practice, learners will appreciate organizational voice and silence, and see positive changes in their professional and social relationships.

Typically Offered: Once a year

PMW 657 Leadership Accelerator (LA) Part I (0.5 credits)
The Leadership Skills Workshop Part I focuses on self-awareness and self-management at the intrapersonal level. The primary purpose of this workshop is to lay a foundation around the drivers, tendencies, and competencies that humans espouse and enact, and how these elements influence both personal leadership conduct as well as tendencies when they lead others. Beginning with a focus around how mindsets apply to strategic vision and personal modus operandi, this highly interactive and experiential course will explore how intentions and impacts are not guaranteed to align, and how conscious self-awareness and curation of one's actions influence how individuals may become effective leaders. Specifically, students in this workshop will learn about: growth mindset; psychological safety; barriers to personal growth and leadership; learning styles (inventory and impact); and established competencies and aptitudes that foster effective leadership behaviors.

Typically Offered: As needed

PMW 658 Leadership Accelerator (LA) Part II (0.5 credits)
The Leadership Accelerator II focuses on the role of the leader in groups & teams. The primary purpose of this workshop is to provide students with an experiential opportunity to develop an in-depth understanding of group dynamics from a systemic perspective and to learn about their own behavior in groups. The workshop aims to enable students to perceive, understand, and interpret dynamics in groups and systems using a group relations (group-as-a-whole or group centered) framework. Specifically, students in this course will learn about: theories of group development; group boundaries, tasks and roles; power, authority, and influence in groups and systems; and approaches to managing conflict in groups & teams.

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

ST 755 Special Topics in Business Analytics (3 credits)
This course explores current or emerging applications of business analytics in real-world contexts. Topics vary by semester and emphasize the use of analytical tools and thinking to support data-informed decision-making. The course may be conducted in a seminar format, with students actively engaged in developing and presenting course materials.

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 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 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 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: As needed

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: As needed

PhD Course Descriptions

- PhD: Methods and Philosophy (PHD) (p. 85)
- PhD: Subject Based Core - AC (PACC) (p. 86)
- PhD: Subject Based Core - BUS (PBU) (p. 87)
- PhD: Thematic Seminars (PST) (p. 88)

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 realist case study research strategy for purposes of description, theory building, and theory-testing. The course is designed to allow hands-on practice using a variety of techniques in a small, but complete research project from study design through writing strategies. The controversies and ethical issues surrounding the use of qualitative methods will be explored.

Typically Offered: Summer

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 Research Design and Methods (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.
Typically Offered: Summer

PHD 1510 Business and Society (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: Fall

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: Fall, Spring, and Summer

PHD 1850 Dissertation (9 credits)
Dissertation study.

Typically Offered: Fall, Spring, and Summer

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: Fall

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 of firm performance). Its principal objective is to serve as an introduction to research in Strategic Management. To do so, we will cover a number of the principal theoretical streams in Strategic Management, including business-level strategy, competitive strategy and theories of the firm. Upon completion 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: Summer

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: Fall

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: Fall

PST 1708 Applied Time Series (3 credits)
Time series analysis, the art and science of exploiting the past to foresee the future, has witnessed a rich, illustrious, and at times, tortuous history that continues to swell with each passing day. This course examines a crucial fraction of that history through techniques inspired by linear regression. Through grasping the fundamentals of autocorrelation, we will begin by surveying how this course is different from those that deal with data collected at a frozen time-snapshot. Predictable and deterministic tendencies will be examined next through decomposition, exponential smoothing, and Holt-Winters type models. Unpredictable and stochastic movements will be tackled subsequently through ARIMA models with and without homoscedastic errors, quantile estimation, and value-at-risk and GARCH-type models. Depending on interests, we may study topics such as hidden Markov models, long-memory, chaotic processes, and deal with context-specific peculiarities such as intermittent demand.

Typically Offered: Fall

PST 1709 Computational Methods for Business Analytics (3 credits)
This course offers an in-depth exploration of computational methods in statistics, focusing on statistical simulation and numerical techniques. Key topics include Monte Carlo simulation, generating random variables from various probability distributions, applying Monte Carlo methods to solve statistical and optimization problems, and utilizing permutation and resampling techniques. Participants will gain practical experience implementing these methods to address complex statistical challenges.

Typically Offered: Spring

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

PST 1720 Introduction to Data Mining for Business (3 credits)
This class is designed to provide a brief survey of the concepts on four commonly used data mining topics for business applications. The course begins by extending the regression modeling methods to the classical forms of cluster analysis, text mining, and sentiment analysis will then be covered. The rest of the course will be devoted to tree methods beginning with decision trees. The visualization of the results will be covered in the class as well.

Typically Offered: Once a year

PST 1730 Inclusive Leadership (3 credits)
The purpose of this doctoral course to is understand the academic and professional fields of diversity, equity, and inclusion and associated frameworks and theories. Students will read academic and professional articles in DEI and gain insight into the applied research. The course will cover the evolving definitions of diversity, equity, inclusion, belonging, and social justice. Additionally, students will study the current state of DEI research and how it impacts practice.

Typically Offered: Summer

PST 1731 Leading Transformational Change (3 credits)
The purpose of this class is to introduce students to the science and practice of planned organization change through the application of behavioral science concept and tools. Assuming some basic knowledge of organizational behavior theory and research, this course will address issues of how to gather data about organizations to: diagnose and facilitate change, increase effectiveness, and foster the capacity for learning and development over time. The focus will be on understanding organizations through the development and use of self-as-instrument in conjunction with specific change technologies during all phases of organizational consultation.

Typically Offered: Spring

PST 1740 Advanced Topics in Cognition (3 credits)
This doctoral seminar examines historical and contemporary cognitive science in relation to experience design practice. Course topics include cognitive models, memory, spatial memory, language, thinking, knowledge, intelligence, reason, judgement, decision making, unconscious processes, personality, emotion, social cognition, learning and development, as well as frontiers and trends in cognitive science. Readings are drawn from a range of influential texts, review articles, and empirical studies spanning multiple fields including neuroscience, philosophy, linguistics, physics, medicine, and psychology. Lectures, student-led presentations and discussions, and written assignments engage students in critically examining the implications of important cognitive theories, models, and frameworks for modern experience design practice.

Typically Offered: Summer

PST 1741 Perception in Action (3 credits)
Designing experiences requires understanding how interfaces shape interactions. These interactions rely on our perceptions of these interfaces and corresponding actions on them. Since our contact with the world around us depends on our senses of sight, hearing, touch, taste, smell, and balance, this Ph.D. level course allows students to explore each of these sensory systems, showing how their biology shapes our perceptual experience of artificial tools. An essential theme in the course is that our sensory systems play a crucial role in how we act, navigate, and interact with the environment and the technologies surrounding us to facilitate and improve human lives.

Typically Offered: Fall

PST 1742 Design Ethics (3 credits)
This course explores the values that consciously and unconsciously underpin and emerge from 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 dis-functioning 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. The principles and process of mindful design are initiated as a way for designers to reflect on the (un)conscious e#ects their actions have on themselves, users and wider systems.

Typically Offered: Fall

PST 1743 Emerging Technologies (3 credits)
New technologies are developed at breakneck speed. Today, they are haptic and touchless interfaces, augmented and virtual reality, and AI, including machine learning, voice, and human-robot interfaces. XD is a human-centered approach with an inherently inclusive design. Thus, leaders in XD must be familiar with the opportunities, constraints, costs, and impacts of emerging technologies (ETs) to actively shape them for their human consumption.

Typically Offered: Spring

PST 1760 Human Resource Management and Methods (3 credits)
This course is a doctoral-level seminar that provides an overview of theoretical approaches, methodologies, and contemporary issues in the field of Human Resource Management (HRM). Students will be introduced to a survey of select topics in the HRM literature including but not limited to Strategic HR, Recruitment, Selection, Performance Management, Training & Development, Compensation & Rewards, and Employee Retention. Although we will cover a broad array of topics, this course is not exhaustive. The primary focus of the selected readings is to introduce students to a number of theories, concepts, and methods utilized in the field while also providing a broad overview of certain topics.

Typically Offered: Spring

PST 1770 Manuscript Development and Scientific Writing Methods (3 credits)
This doctoral seminar is a multi-part course that is designed to bring together concepts that students have learned in their course work to advance and structure their research towards successful completion of their comprehensive exams, final dissertation and eventual publication. The objective is to provide students the knowledge to leverage their dissertation topics, identify potential data, and introduce the students to best practices associated with the publication process, including the review and editing process.

Typically Offered: Fall

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