BENTLEY UNIVERSITY

GRADUATE CATALOGUE

2016-2017

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Email Communication

All university offices use email to communicate with students. Email communications may include notification of registration dates, a cancelled course or prerequisite violation, offering of a waitlisted seat, graduation information or other important news. All administrative email is sent to a Bentley Microsoft Outlook account, which may be forwarded to a work/home email; be sure, however, that a personal email account does not block email from Bentley or send it to a Junk Mail folder.

To view a current email address or to have a Bentley email forwarded to a home/work account, go to my.bentley.edu/web/guest, login with a username and password, and click on the following: Student Self-Service, Personal Information and Forward Bentley Email.

New students who have paid their deposit will have email accounts generated within 24 hours of completing the Technology Ethics Agreement. To access this agreement, go to my.bentley.edu/web/guest, login with your username and password and view the Administrative Responsibilities Box.

BENTLEY UNIVERSITY MISSION STATEMENT

As a business university, Bentley's mission is to create new knowledge within and across business and the arts and sciences and to educate creative, ethical and socially responsible organizational leaders.

The university's vision is to distinctively integrate business and the liberal arts, and to provide international leadership in business education and research. Bentley is a leader in promoting ethically and socially responsible enterprise and the critical role of information and communication technology in achieving sustainable high performance.

THE BENTLEY BELIEFS

Bentley University is a community of faculty, students and staff who are gathered to learn and to support learning. To maintain and nurture our community and to maximize learning, we embrace the Bentley Beliefs, which govern our conduct in classrooms, residence halls and places of work. Our learning is a privilege. It is predicated upon our acceptance of the responsibilities described below.

We strive at all times to treat one another with respect.

In language, personal interactions and the treatment of property not our own, we treat others as they would like to be treated. We recognize the inherent dignity and worth of every person in our community. We are each responsible to help keep our community safe, and without vandalism, hate speech, physical violence and harassment.

We acknowledge and learn from our differences.

We are all different — rural, urban, gay, straight, lesbian, bisexual, from somewhere in the United States or from abroad, of differing religions, philosophies and physical abilities. We seek to understand one another. We protect and affirm the right of each person to be himself or herself.

We act with integrity and honesty in our academic, personal and professional affairs.

Within a framework of mutual respect, we are honest in our writing, classroom work and professional involvement. We are willing at all times to examine our own conduct in the light of ethical standards.

We seek to further our learning and growth, as well as that of each member of our community.

We affirm that we are here, first and foremost, to learn. We acknowledge that much of our learning will occur through our interactions with others. Our own conduct will be of key importance in making possible our learning and growth, and that of others.

RIGHTS, RESPONSIBILITIES AND POLICIES

Bentley adheres to the following basic values:

- A respect for the rights of each person
- A commitment to treat each person as an individual
- An acceptance and appreciation of the cultural differences among individuals
- A respect for the worth and dignity of each person
- A belief that education and experience provide the potential for continuous growth
- A commitment to approaching student interaction as an opportunity for education

Bentley students have a responsibility to behave in ways that promote the safety and security of all individuals within the university community. Actions that place community members at a safety risk are not tolerated. The online Student Handbook (found at bentley.edu/shandbook/) contains the official list of rights, responsibilities and policies (including all academic policies). Notices of important laws and legal rights are also located in the online student handbook. Questions regarding these rights, responsibilities and policies should be directed to the university's general counsel.

Rights Regarding Educational Records

Bentley University Policy

Family Educational Rights and Privacy Act

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

Notice

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

Access/Amendment to Educational Records

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

Location of Educational Records

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

Directory Information

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

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

Disclosure Without Consent-Statutory Exceptions

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

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

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

The Dean of Student Affairs or his or her designee reserves the right to contact parents of a dependent student when it has been determined that the student's success is at risk.

Complaint Procedure

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

Health and Safety Emergencies

The university may disclose educational records and personally identifiable information to members of the university community, professionals assisting the university, law enforcement personnel and others when it determines, based on the information available at the time, that there is an articulable and significant threat to the health or safety of a student or others and that the disclosure will aid the university in addressing the health and safety threat or emergency.

Results of Disciplinary Proceedings

The university informs victims of any crime of violence or non-forcible sex offense of the final results of a disciplinary proceeding and the action taken against the perpetrator student when the proceeding finds a violation.

LISTING OF GRADUATE PROGRAMS

PhD Programs

- Accountancy
- Business

Master of Business Administration

- The Bentley MBA
- Emerging Leaders MBA
- Professional MBA
- MS+MBA

MBA Concentrations

- Accountancy
- Business Analytics
- Economics of Financial Markets
- Finance
- Information Systems and Technology
- Law and Taxation
- Management
- Marketing

Master of Science

- Accountancy
- Business Analytics
- Finance
- Financial Planning
- Human Factors in Information Design
- Information Technology
- Marketing Analytics
- Taxation

Certificate

- Graduate Certificate in Accountancy
- Graduate Certificate in Business Analytics
- Graduate Certificate in Business Ethics
- Graduate Certificate in Fraud and Forensic Accounting

- Graduate Certificate in Marketing Analytics
- Graduate Certificate in Taxation
- Master Personal Financial Planner Certificate™
- Advanced Graduate Business Certificate
- Advanced Graduate Certificate in Financial Planning
- Advanced Graduate Certificate in Taxation

PHD PROGRAMS

The Bentley Accountancy PhD

CURRICULUM

First Year Fall (9 credits)

PHD 1501 Philosophy of the Social Sciences
PHD 1506 Quantitative Research Methods I
PHD 1502 Quantitative Analysis I
PACC 1604 Accountancy Workshop Part 1

First Year Spring (12 credits)

PHD 1503 Qualitative Research Methods I
PHD 1504 Quantitative Analysis II
PACC 1602 Auditing and Assurance
PACC 1604 Accountancy Workshop Part 2*

First Year Summer (3 credits)

PHD 1750 Independent Research Project

Second Year Fall (9 credits)

PBU 1602 Microeconomic Theory
PHD 1510 Ethics and Corporate Social Responsibility
PACC 1603 Managerial Control Systems

Second Year Spring (9 credits)

PACC 1601 Financial Accounting
PACC 1605 Judgment and Decision Making
Elective

Second Year Summer

PHD Teaching Workshop (0 Credits)

** Accountancy Workshop is no credit until the second term.*

The Bentley Business PhD

CURRICULUM

First Year Fall (9 credits)

PHD 1501 Philosophy of the Social Sciences
PHD 1506 Quantitative Research Methods I
PHD 1502 Quantitative Analysis I
PBU 1604 Business Workshop Part 1*

First Year Spring (12 credits)

PHD 1503 Qualitative Research Methods I
PHD 1504 Quantitative Analysis II
PBU 1605 Organizational Theory
PBU 1604 Business Workshop Part 2*

First Year Summer (3 credits)

PHD 1750 Independent Research Project

Second Year Fall (9 credits)

PBU 1602 Microeconomic Theory
PHD 1510 Ethics and Corporate Social Responsibility
Elective

Second Year Spring (9 credits)

PBU 1603 Information Systems
Elective
Elective

Second Year Summer

PHD Teaching Workshop (0 Credits)

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

MBA AND MS PROGRAMS

The Bentley MBA

CURRICULUM

Program Requirements (48 credits)

Innovation Theme (12 credits)*

INN 601 Psychology of Innovation
INN 602 Enhancing Creativity
INN 603 Design for Business
INN 604 Sustaining Innovation

**Includes an imbedded Global Business Experience.*

Value Theme (12 credits)*

VAL 601 The Value Environment
VAL 602 Deriving Value
VAL 603 Generating Value

**Includes an imbedded Global Business Experience.*

Environment Theme (12 credits)*

ENV 601 Social Context
ENV 602 Law, Regulation and the Economic Environment
ENV 603 Technology, Communication and Networks
ENV 604 Analyzing Complexity and Change

**Includes an imbedded Global Business Experience.*

Leadership Theme (12 credits)

LDR 601 Leadership: Fundamentals
LDR 602 Thinking About Thinking
LDR 603 Leadership Ethics: Decision Making, Influence and Integrity
LDR 604 Global Strategy

Emerging Leaders MBA Program

CURRICULUM

Foundation Requirements (up to 15 credits)

Students with the appropriate background may be waived from these courses.

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

Program Requirements (40 credits)
MBA Core Courses (25 credits)

GR 601D	Strategic IT Alignment
GR 602D	Business Process Management
GR 603D	Leading Responsibly
GR 604D	Global Strategy
GR 606D	Designing for the Value Chain
GR 645D	Law, Ethics and Social Responsibility
GR 735D	Corporate Immersion
GBE 790	ELMBA Global Business Experience

Electives (15 credits)

Select four courses from one of the following Concentrations and one Free Elective

- Accountancy
- Business Analytics
- Economics of Financial Markets
- Finance
- Information Systems and Technology
- Law and Taxation
- Leadership
- Marketing

Note: ELMBA 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.

MS + MBA Program — Information Technology

CURRICULUM

Foundation Requirements (up to 15 credits)

Students with the appropriate background may be waived from these courses.

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

Program Requirements (46 credits)
MBA Core Courses (25 credits)

GR 601D	Strategic IT Alignment
GR 602D	Business Process Management
GR 603D	Leading Responsibly
GR 604D	Global Strategy
GR 606D	Designing for the Value Chain
GR 645D	Law, Ethics and Social Responsibility
GR 735D	Corporate Immersion
GBE 790	ELMBA Global Business Experience

IT Courses (18 credits)

CS 603	Object-Oriented Application Development
CS 605	Data Management and Systems Modeling
CS 607	Technology Infrastructure of Information Systems
CS 610	Enterprise Architecture
CS 620	IT Project Management
CS 630	Object-Oriented Systems Analysis and Design

Electives (6 credits)
Select one CS or IPM Elective

Students who have completed comparable coursework may be eligible to substitute electives for CS603, CS605 and/or CS607 in consultation with the MSIT Program Director.

Professional MBA

CURRICULUM

Foundation Requirements (up to 15 credits)

Students with the appropriate background may be waived from these courses.

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

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

Program Requirements (31 - 37 credits)
MBA Core Courses (19 credits)

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

Electives (12 - 18 credits*)

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

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

- Accountancy
- Business Analytics
- Economics of Financial Markets
- Finance
- Information Systems and Technology
- Law and Taxation
- Leadership
- Marketing

Option 2: Take four courses for a general MBA.

*If more than three Foundation Courses are waived, students must add electives. See Note under Foundation Requirements.

Note: PMBA 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.

Master of Science in Accountancy

CURRICULUM

Pre-Program Foundation Courses (9 credits)

Students with the appropriate background may be waived from these courses.

GR 521	Managerial Statistics
GR 522	Economic Environment of the Firm
GR 525	Financial Statement Analysis for Decision-Making

Program Requirements (30 credits)
Accountancy Foundation or Unrestricted Electives (9 credits)

Students with the appropriate background will be allowed to substitute unrestricted electives for these courses.

AC 611	Financial Accounting Problems I
AC 612	Financial Accounting Problems II
AC 621	Cost Accounting

Accountancy Core (12 credits)

AC 730	Business Processes and Systems Assessment
AC 741	Financial Statement Auditing
AC 750	Federal Income Taxation
AC 793	Professional Accounting Research and Policy

Electives (9 credits)

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

AC 701	Internship in Accounting Practice
AC 713	Adv. Topics in Financial Accounting
AC 714	Business Reporting and Analysis
AC 722	Adv. Topics in Managerial Accounting
AC 731	Adv. Acctg Information Systems: Modeling Effective Accounting Systems
AC 742	IT Auditing
AC 744	Internal Auditing
AC 753	Tax Factors in Business Decisions
AC 754	Accounting for Income Taxes
AC 766	Risk and Performance Measurement
AC 771	Governmental Accounting, Reporting and Auditing
AC 772	Principles of Fraud Investigation
AC 773	Fraud and Forensic Accounting
AC 781	International Dimensions of Accounting

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

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

Master of Science in Business Analytics

CURRICULUM

Pre-Program Foundation Courses (9 credits)

Students with the appropriate background may be waived from this course:

GR 521	Managerial Statistics

Program Requirements (30 credits)
Required Analytics Courses: (18 credits)

Students with the appropriate background will be allowed to substitute unrestricted electives for these courses.

CS 605	Data Management and Systems Modeling
MA 610	Optimization and Simulation for Business Decisions
MA 611	Time Series Analysis
MA 710	Data Mining
ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

Electives (12 credits)

Select any four courses from the following electives or, with permission from the MSBA Program Director, any 600-level or higher elective.

ST 701	Internship in Business Data Analysis
CS 603	Object-Oriented Application Development
CS 612	Web-Based Application Development
CS 650	Data Management Architectures
CS 753	Business Intelligence Methods & Technologies
EC 611	The Macroeconomics of Financial Markets
EC 631	Market Structure and Firm Strategy
FI 623	Investments
FI 635	Fixed Income Valuation and Strategies
FI 640	Equity Valuation
FI 645	Derivatives
GR 602	Business Process Management
HF730	Visualizing Information
IPM 652	Information Management
IPM 723	Information Security, Control and Ethics
IPM 755	Special Topics in Information Process Management
MK 711	Marketing Research & Analysis
MK 725	E-Marketing
MK 726	Customer Data Analysis and Relationship Marketing
MK 758	Enhancing Creativity
GR 603P	Leading Responsibly (with Program Director Permission)
MG632	Managing Effective Work Teams
MG635	Negotiating
MG645	Leading Change
MG 704	Management Consulting Skills

Master of Science in Finance

CURRICULUM

Foundation Requirements (up to 9 credits)

Students with the appropriate background may be waived from these courses.

GR 521	Managerial Statistics
GR 522	Economic Environment of the Firm
GR 524	Accounting for Decision-Making

Program Requirements (30 credits)
Core Courses (15 credits)

FI 623	Investments
FI 625	Corporate Finance: Theory, Tools and Concepts

FI 730	Management of Financial Institution
FI 751	International Financial Management
ST 625	Quantitative Analysis for Business

Electives (15 credits)

Select five courses in Finance (FI) from the following list:

FI 627	Corporate Finance: Applications and Advanced Topics
FI 635	Fixed Income Valuation and Strategies
FI 640	Equity Valuation
FI 645	Derivatives
FI 650	Advanced Portfolio Theory and Practice
FI 685	Financial Strategy
FI 735	Mergers and Acquisitions
FI 745	Real Estate Investment Analysis
FI 787	Large Investments and International Project Finance

OR select one of the following as a fifth elective:

FI701	Internship in Finance

Unrestricted elective 600 or 700 non-FI elective approved by the Program Director.

Master of Science in Financial Planning

CURRICULUM

Program Requirements (30 credits)
Financial Planning Core (18 credits)

FP 600	Professional Financing Planning Practice*
FP 601	Investments and Capital Accumulation
FP 610	Benefits, Compensation and Retirement
FP 620	Trusts, Gifts and Estates
FP 630	Financial Planning Process and Case Studies**
TX 601	Federal Taxation of Income

*Professional Financial Planning Practice is recommended to be taken as one of the first courses in the MSFP program.

Electives (12 credits)

Select four financial planning courses from the list below or any other graduate courses at the 600 level or higher.

FP 700	Investment Vehicles
FP 701	Portfolio Management
FP 703	Marriage, Separation and Divorce
FP 704	Financial Planning for Non-Traditional Families
FP 705	Elder-Planning Techniques
FP 706	Psychology in Financial Planning
FP 710	Insurance and Wealth Preservation Planning Techniques**
FP 781	Internship in Financial Planning Practice

****Note:** Students must take elective FP 710 as a prerequisite for required course FP 630 unless waived by Director.

Master of Science in Human Factors and Design

CURRICULUM

Program Requirements (30 credits)
Core Courses (9 credits)

HF 700	Foundations in Human Factors
**HF 710	Managing a User-Centered Design Team
OR	
**HF725	User Experience Leadership and Management
HF 750	Testing and Assessment Programs

**Student permitted to take both HF710 and HF725 and count one as an elective.

Human Factors Electives (15 credits)

Select five courses from the list below.

HF 720	Localization and the Global Market
HF 730	Visualizing Information
HF 740	Information Architecture: User-Centered Design for the World Wide Web
HF 751	Measuring the User Experience
HF 755	Special Topics in Human-Computer Interactions
HF 760	Intelligent User Interfaces
HF 761	Mobile Design
HF 765	Emerging Interfaces
HF 770	Prototyping and Interaction Design
HF 780	Field Methods in Human-Computer Interaction
HF 785	Ethnography of Work for Design
HF 790	Internship in HFID
HF 795	Research Methods in Human Factors
HF 800	User Experience Thesis

Non-Human Factors Electives (6 credits)

Select two courses from the list below or, with approval of the MSHFID Program Director, any other graduate course at the 600 level or higher.

CS 603	Object-Oriented Application Development
CS 607	Technology Infrastructure of Information Systems
GBE 790	Global Business Experience - Program fit contingent upon topic and trip
GR 602P	Business Process Management
GR 603P	Leading Responsibly
GBE 790	Global Business Experience
IDCC 711	Argumentation Strategies for Business
IPM 652	Information Management
MG 632	Leading Effective Work Teams
MG 645	Leading Change
MG 646	Leading Technology Based Organizations
MG 651	Project Management
MG 652	Strategic Management
ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

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

CURRICULUM

Program Requirements (30 credits)
Required Courses (12 credits)

HF 700	Foundations in Human Factors
**HF 710	Managing a User-Centered Design Team

HF 715	User Experience Boot Camp
**HF725	Managing a User-Centered Design Team
HF 750	Testing and Assessment Programs

**Student permitted to take both HF710 and HF725 and count one as an elective

Human Factors Electives (12 credits)

Select four courses from the list below.

HF 720	Localization and the Global Market
HF 730	Visualizing Information
HF 740	Information Architecture: User-Centered Design for the World Wide Web
HF 751	Measuring the User Experience
HF 755	Special Topics in Human-Computer Interactions
HF 760	Intelligent User Interfaces
HF 761	Mobile Design
HF 765	Emerging Interfaces
HF 770	Prototyping and Interaction Design
HF 780	Field Methods in Human-Computer Interaction
HF 785	Ethnography of Work for Design
HF 790	Internship in HFID
HF 795	Research Methods in Human Factors
HF 800	User Experience Thesis

Non-Human Factors Electives (6 credits)

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

Master of Science in Information Technology

CURRICULUM

Program Requirements (30 credits)
Information Technology Core (18 credits)

CS 603	Object-Oriented Application Development*
CS 605	Data Management and Systems Modeling*
CS 607	Technology Infrastructure of Information Systems*
CS 610	Enterprise Architecture
CS 620	Global IT Project Management
CS 630	Object-Oriented Systems Analysis and Design

*Students who have completed comparable coursework may be eligible to substitute electives for CS603, CS605 and/or CS607 in consultation with the Program Director.

CS Elective (3 credits)

Select one course from the following list:

CS 612	Web-Based Application Design
CS 640	Data Communications
CS 650	Data Management Architectures
CS 753	Business Intelligence Methods and Technologies
CS 795	Special Topics Seminar
CS 801	IT Policy and Management
CS 881	MSIT Internship
GS 602	Business Process Management

Information Systems & Technology Elective (3 credits)

Select one CS, IPM or HFID course.

Unrestricted Electives (6 credits)

Select two additional Bentley Graduate School courses at the 600 level or higher.

Master of Science in Marketing Analytics

CURRICULUM

Foundation Requirements (up to 9 credits)

Students with the appropriate background may be waived from these courses.

GR 521	Managerial Statistics
GR 522	Economics Environment of the Firm
GR 523	Marketing Management

Program Requirements (30 credits)
Marketing Analytics Core (15 credits)

MK 612	Strategic Marketing
MK 711	Marketing Research and Analysis
MK 726	Customer Data Analysis and Relationship Marketing
ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

Electives (15 credits)

Select three marketing courses from the list below. The remaining two courses can be in marketing or any other discipline, at the 600 level or higher.

MK 701	Internship in Marketing
MK 712	Consumer and Buyer Behavior
MK 713	Marketing Promotion and Communication
MK 714	Marketing Channels and Logistics
MK 715	New Products: Planning, Development and Marketing
MK 716	International Marketing
MK 718	Marketing of Services
MK 725	E-Marketing
MK 735	Corporate Immersion
MK 755	Special Topics in Marketing
MK 758	Enhancing Creativity

Master of Science in Taxation

CURRICULUM

Program Requirements (30 credits)
Taxation Core (15 credits)

TX 600	Professional Tax Practice*
TX 601	Federal Taxation of Income
TX 602	Transactions
TX 603	Corporations and Shareholders
TX 604	Multi-Jurisdictional Taxation

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

Electives (15 credits)

Select five taxation courses from the list below or any other graduate courses at the 600 level or higher.

TX 704	Federal Taxation of Income from Trusts and Estates
TX 707	Pass-through Entities and Closely Held Businesses
TX 711	Mergers and Acquisitions
TX 731	Investment Companies and Other Financial Products

TX 732	Intellectual Properties
TX 733	Tax Aspects of Buying and Selling a Business
TX 741	Tax Accounting Problems
TX 761	State and Local Taxation Practice
TX 771	International Tax Practice
TX 781	Internship in Tax Practice
TX 791	Practicum in Low-Income Taxpayer Clinic

Graduate Certificate in Accountancy

Accountancy Pre-Program Requirements (up to 9 credits)

Students without the appropriate background must take the following courses to meet the accountancy preparation requirement:

AC 611	Financial Accounting Problems I
AC 612	Financial Accounting Problems II
AC 621	Cost Accounting

Program Requirements (12 credits)
Accountancy Core Courses (12 credits)

AC 730	Business Processes and Systems Assessment
AC 741	Financial Statement Auditing
AC 750	Federal Income Taxation
AC 793	Professional Accounting Research and Policy

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

Graduate Certificate in Business Analytics

Program Requirements (12 credits)
Required Core Courses (6 credits)

ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

Electives (6 credits)
Methodology Courses

Select at least one from the following methodology courses:

EC 621	Business & Economic Forecasting
MA 610	Optimization & Simulation for Business Decisions
MA 611	Time Series Analysis
MA 710	Data Mining
MK 726	Customer Data Analysis and Relationship Marketing

Note: Students may not take both EC 621 and MA 611.

Application Courses

Select one more course from the above list OR one from the following application courses:

CS 605	Data Management and Systems Modeling
CS 753	Business Intelligence Methods & Technologies
EC 611	The Macroeconomics of Financial Markets
EC 631	Market Structure and Firm Strategy
MK 711	Marketing Research & Analysis
ST 701	Internship in Business Data Analysis

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

As of January 2017, MSMA students will no longer be able to apply for a concurrent Certificate in Business Analytics

Graduate Certificate in Business Ethics

Program Requirements (12 credits)
Required Core Courses (6 credits)

ETH 700	Ethical Issues in Corporate Life

Select one of the following courses:

ETH 750	Managing Ethics in Organizations
ETH 810	Research in Business Ethics

Electives (6 credits)

Select two electives from the following list:

AC 766	Risk and Performance Measurement
ETH 701	Internship in Business Ethics
ETH 750	Managing Ethics in Organizations
ETH 810	Research in Business Ethics
IPM 723	Information Security, Control and Ethics
LA 720	Current Topics in Law and Ethics in the Workplace
MG 630	Emotionally Intelligent Leadership
MG 645	Leading Change
MG 661	Global Leadership
MG 670	Leadership in a Diverse Workplace

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

Graduate Certificate in Fraud and Forensic Accounting

Accountancy Pre-Program Requirements (up to 3 credits)

Students without the appropriate background must take the following course to meet the accountancy preparation requirement.

AC 611	Financial Accounting Problems I

Program Requirements (15 credits)
Required Core Courses (12 credits)

AC 730	Business Processes and Systems Assessment
AC 741	Financial Statement Auditing
AC 772	Principles of Fraud Investigation
AC 773	Fraud and Forensic Accounting

Elective (3 credits)

Select one course from the following list:

AC 701	Internship in Accounting (must be in forensic accounting)
AC 742	IT Audit (if not taken as the audit course in the required above)
AC 744	Internal Audit (if not taken as the audit course in the required above)
IPM 723	Information Security, Control and Ethics
LA 701	Business Law
LA 715	International Business Law
LA 720	Current Topics in Law and Ethics in the Workplace

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

Graduate Certificate in Marketing Analytics

Foundation Requirements (up to 9 credits)

Students with the appropriate background may be waived from these courses.

GR 521	Statistics
GR 522	Economic Environment of the Firm
GR 523	Marketing Management

Program Requirements (15 credits)
Required Core Courses (12 credits)

MK 612	Strategic Marketing
MK 711	Marketing Research and Analysis
MK 726	Customer Data Analysis and Relationship Marketing

And select one of the following:

ST 625	Quantitative Analysis for Business
ST 635	Intermediate Statistical Modeling for Business

Elective (3 credits)
Select one from the following list:

MK 712	Consumer and Buyer Behavior
MK 713	Marketing Promotion and Communication
MK 714	Marketing Channels and Logistics
MK 715	New Products: Planning, Development and Marketing
MK 716	International Marketing
MK 718	Marketing of Services
MK 725	E-Marketing
MK 758	Enhancing Creativity

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

Master Personal Financial Planner Graduate Certificate™

Program Requirements (12 credits)
Required Core Courses (9 credits)

FP 600	Professional Financing Planning Practice
FP 601	Investments and Capital Accumulation
FP 620	Trusts, Gifts and Estates

Elective (3 credits)
Select one from the following list:

FP 610	Benefits, Compensation and Retirement
FP 700	Investment Vehicles
FP 701	Portfolio Management
FP 703	Marriage, Separation and Divorce
FP 704	Financial Planning for Non-Traditional Families
FP 705	Elder-Planning Techniques
FP 706	Psychology in Financial Planning
FP 710	Insurance and Wealth Preservation Planning Techniques

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

Graduate Certificate in Taxation

Program Requirements (12 credits)
Required Core Courses (9 credits)

TX 600	Professional Tax Practice
TX 601	Federal Taxation of Income
TX 604	Multi-Jurisdictional Taxation

Elective (3 credits)
Select one from the following list:

TX 602	Transactions
TX 603	Corporations and Shareholders
TX 704	Federal Taxation of Income from Trusts and Estates
TX 707	Pass-through Entities and Closely Held Businesses
TX 711	Mergers and Acquisitions
TX 731	Investment Companies and Other Financial Products
TX 732	Intellectual Properties
TX 733	Tax Aspects of Buying and Selling a Business
TX 741	Tax Accounting Problems
TX 761	State and Local Taxation Practice
TX 771	International Tax Practice
TX 791	Practicum in Low-Income Taxpayer Clinic

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

Advanced Graduate Certificate in Business

Program Requirements (12 credits)
The curriculum is a custom-designed selection of at least four graduate business courses at the 600 level or higher and any required prerequisite courses. Open only to students who have been awarded an MBA or an MS in a business discipline.

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

Advanced Graduate Certificate in Financial Planning

Program Requirements (12 credits)
Select four courses from the following list:

FP 600	Professional Financial Planning Practice
FP 601	Investments and Capital Accumulation
FP 610	Benefits, Compensation and Retirement
FP 620	Trusts, Gifts and Estates
FP 700	Investment Vehicles
FP 701	Portfolio Management
FP 703	Marriage, Separation and Divorce
FP 704	Financial Planning for Non-Traditional Families
FP 705	Elder Planning Techniques
FP 706	Psychology in Financial Planning
FP 710	Insurance and Wealth Preservation Plan Techniques
FP 730	Financial Planning Process & Case Studies

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

Advanced Graduate Certificate in Taxation

Program Requirements (12 credits)
Select four courses from the following list:

TX 600	Professional Tax Practice
TX 601	Federal Taxation of Income
TX 602	Transactions
TX 603	Corporations and Shareholders
TX 604	Multi-Jurisdictional Taxation
TX 704	Federal Tax of Income from Trusts and Estates
TX 707	Pass-Through Entities and Closely Held Businesses

TX 711	Mergers and Acquisitions
TX 731	Investment Companies and Other Financial Products
TX 732	Intellectual Properties
TX 733	Tax Aspects of Buying and Selling a Business
TX 741	Tax Accounting Problems
TX 761	State and Local Tax Practice
TX 771	International Tax Practice
TX 791	Practicum in Low-Income Taxpayer Clinic

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

MASTER'S CANDIDATE PROGRAM

The Masters Candidate Program is designed for motivated Bentley undergraduate students with high academic standing defined as earning a GPA of 3.2 or higher. Depending upon the program of study, Master Degree requirements may be completed within one year of full-time academic work. Masters Candidates declare their intention to apply to a degree in their Junior Year and apply to the Graduate School during the senior year via an abbreviated application process. There are a number of benefits to participating in this program.

Program Benefits and Requirements

■ Students in the Master's Candidate Program may be able to earn both a bachelor's and master's degree in five or more years depending on their personal and professional circumstances.

■ The Blended Term Option - A declared Masters Candidate, with a light schedule in the last undergraduate semester, may take up to 2 courses that can count towards a graduate degree based on the following conditions:

- A student taking 9 undergraduate credits may take 6 graduate credits.
- A student taking 12 undergraduate credits may take 3 graduate credits.
- A student taking 5 undergraduate courses has a full schedule and no blended courses are available.

■ Masters Candidate students may participate in any co-curricular programs designed to support academic goals and success as you during the transition to graduate school.

■ Masters Candidates have access to advising from Graduate School academic advisors for assistance in planning for the blended term and graduate degree completion planning.

■ When applying to the Graduate School, Masters Candidates can waive the Graduate Management Admission Test (GMAT) or Graduate Records Exam (GRE) requirement for admission.

(Please note that the GMAT or GRE exam is required for students to be eligible for merit-based aid.; Poor performance on the examination could result in the denial of admission regardless of 3.20 GPA standing. It is recommended that students opt to have the results sent to them and then decide whether or not to submit their score. Further questions should be directed to the Office of Graduate Admissions.)

■ Students may satisfy the 150 academic-credit-hour requirement to sit for the CPA exam in Massachusetts and in many other states.

■ When applying to the Graduate School, Masters Candidates may waive the application fee.

Program Requirements

■ In order to declare, a minimum GPA of 3.20 is required. No exceptions to this minimum GPA will be made.

■ Qualified students may declare as early as their first day of their junior year. The deadline for the declaration is the first day of a student's final undergraduate term.

■ Students must maintain a minimum cumulative GPA of 3.20 for the remaining duration of their undergraduate program to qualify for any Masters Candidate benefits, including the blended term, waiver of the GMAT or GRE (unless seeking merit aid) and to apply and be admitted to the Graduate School via the Masters Candidate application process.

■ Students who transferred into Bentley from another institution must have completed at least one full semester at Bentley and haveBentley grades posted before declaring intention for the Master's Candidate Program.

■ Students must be matriculated in an Undergraduate Day program in order to participate in the Master's Candidate Program.

■ Students in the Undergraduate Evening program are not eligible. However, they are welcome to apply to the McCallum Graduate School of Business via the standard application process.

■ Students that take the GMAT or GRE to be considered for aid should not submit scores that do not meet the minimum 500 (GMAT) or equivalent (GRE) required for admission to the Graduate School. Scores submitted will be considered in the admission evaluation of a student's 3.20 GPA standing. A score that does not meet admissions standard may jeopardize acceptance to the Graduate School, despite meeting the Minimum 2.30 GPA.

Blended-Term

A blended term enables a Master's Candidate, in their final undergraduate semester, to enroll in a graduate course(s) that will count toward a graduate degree. The tuition for the graduate course(s) is included in the undergraduate tuition at no additional charge.

General Guidelines

■ Students must be enrolled in the Master's Candidate Program to be eligible for the blended term. Students will still need to file a Graduate School Application Form in the last semester of senior year to obtain official acceptance.

■ The blended term is not the official start term for graduate studies so Graduate School application materials do not have to be submitted prior to registering for the blended term. However, students should be preparing to submit all required application materials for the official start term (the semester after you complete your undergraduate studies) during the last semester of their senior year.

■ Students are limited to a maximum of two graduate courses (6 credits) and a total of 15 credits in their blended term; students who plan to take a 16th credit for a four-credit lab or additional credit for Service Learning are are not penalized and may take full advantage of the blended term 6-credit benefit.

■ Students must have a minimum cumulative GPA of 3.20 in order to be eligible to take blended term courses. There will be a GPA check at the time of registration as well as before the beginning of the blended term semester.

■ Students must then fill out and submit a Blended Term Registration Form for submission to the Graduate Student and Academic Services Office (LaCava 295) during normal business hours. Students are enrolled in blended term graduate courses by staff in the Registrar's Office.

Undergraduate Financial Aid in a Blended Term

- Recipients of need-based aid (i.e., grants, loans) and merit-based aid (i.e., scholarships) should adhere to the following guidelines to retain eligibility for undergraduate aid and scholarships during their blended term. For specific information, please contact the Office of Financial Assistance (781.891.3168) with any questions or concerns.
- Financial aid recipients (need or merit-based) must take at least six undergraduate credits and be enrolled in a minimum of 12 credits to maintain eligibility for undergraduate aid.
- Students who are receiving Bentley aid (grants or scholarships) are permitted to take a maximum of two graduate courses during the blended term depending on their situation.
- Students with undergraduate merit scholarships (awarded by Bentley University) will be allowed to receive their scholarship in the blended term, provided they still meet the GPA or other requirements.

ACADEMIC SUPPORT, SERVICES AND ADVISING

Graduate Student and Academic Services (GSAS)

Graduate Student and Academic Services is responsible for supporting student learning through academic advising services and academic success-focused co-curricular experiences. Programs and services are directed toward fostering students' academic progress and achievement. All Graduate student and Academic Services activities adhere the University's academic integrity policies, the community values and expectations espoused in the Bentley Beliefs and all University academic policies. GSAS support this mission by offering one-on-one academic advising meetings and academic support programs. The Graduate Student and Academic Service Team is also part of a larger campus advising system designed to connect students with Program Directors, MBA Concentration Coordinators, Internship Coordinators and other campus resources and professionals.

Graduate Student and Academic Services is located in LaCava 295 and students are encouraged to meet with any member of the Graduate Student and Academic Services Team during business hours.

Students can log onto MyBentley and click the Advising Tab to set up 30-minute appointments with an advisor. Appointments can be for an office visit, a telephone call, or a Skype meeting over the internet. Graduate Student and Academic Services also offers walk-in or call-in advising from 1:00 PM – 4:00 PM Monday through Thursday year round, except when University offices are closed.

Graduate Student and Academic Services Hours are as follows:

FALL/SPRING

Monday to Friday: 8:30 a.m. to 4:30 p.m.

Note: The university is closed between Christmas and New Year's Day.

SUMMER HOURS

Monday to Thursday: 8:00 a.m. to 5:30 p.m.

Friday: Closed

CONTACT INFORMATION:

Advising

Advising Appointments: MyBentley/Advising Tab Drop-in Advising Location: LaCava Center, 295

Optional Advising Updates: MyBentley/Advising Tab allows links to Facebook, LinkedIn and Twitter

Graduate Student Association (GSA) and Affiliated Sister Organizations

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

Participating in a student organization teaches valuable skills in leadership, teamwork and collaboration. The over-arching student governance body is the Graduate Student Association (GSA), which spearheads a range of events and programs. They also oversee a roster of affiliated sister organizations that focus on academic programs and disciplines, leadership development, philanthropy, and cultural affiliation and celebration. Dinners, cultural events, volunteer opportunities, pub nights and signature events such as the annual GSA Gala and the annual Springfest enable both full-time and part-time graduate students to network and discuss issues of common interest and have some fun together. 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 (*bentleygsa.org/content*) for a list of upcoming events and links to the GSA's active affiliated sister organizations.

Registrar's Office

The Registrar's Office acts for the Faculty in coordinating activities including course registration, maintenance and protection of academic records, and certification of students for continued enrollment and for graduation. The office maintains, interprets and monitors academic policy and communicates procedures to faculty students and the university's various publics. In carrying out its functions, the Registrar's Office maintains a comprehensive database of student academic and demographic information. The office certifies student enrollments and academic eligibility to various agencies, including the NCAA and the National Student Clearinghouse, and it provides for alumni verification of degrees awarded.

Hours are as follows:

FALL/SPRING

Monday to Thursday: 8:30 a.m. to 5:00 p.m.

Friday: 8:30 a.m. to 4:30 p.m.

SUMMER HOURS

Monday to Thursday: 8:30 a.m. to 5:30 p.m.

Friday: Closed

Location: Rauch 111

Email: *GA_Grad_Registrars_office@Bentley.edu*

Telephone: 781.891.2177

Fax: 781.891.3428

Transcript requests

Transcripts are ordered online. Go to the Registrar's website (*bentley.edu/offices/registrar/forms*) and select "Transcripts". A small fee will be charged per transcript, and you will be able to track the transcript order. Additional fees apply if you want a paper copy sent via FedEx or expedited mail. Transcripts will not be released if the student has not met his or her financial obligation to the University.

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 courses through the first week of classes, drop courses through the second week of classes and withdraw from courses within predetermined deadlines.

Drop/Add Policy

Students may add courses to their schedules only through the first week of the semester. Students may drop courses through the first two weeks of the semester without any academic penalty. Tuition refund amounts vary according to drop date and can be found on the Registrar's Office Registration Webpage each semester. Students are strongly encouraged to read all policies related to drop, add and withdrawal from courses and refunding charts as found on the Registrar's website.

Course Withdrawal

Once registration has occurred, any student who needs to drop a course may do so during the first two-thirds of a semester.

Courses may be dropped via MyBentley > Student Self-Service according to the schedule published in each semester's registration information and published on the Registrar's website.

The effective date of a course drop is the date that the official notification is received by the Registrar's Office. Simply notifying the instructor of one's plans to drop a course for which one registers, or ceasing to attend a course, does not constitute an official withdrawal from the course. A student who fails to attend classes for a course for which he or she registers, and does not initiate the proper withdrawal action within the published deadlines, receives a grade of F for the course and is liable for any tuition charge applicable to the course. If the student has a hold on his/her account which prevents access to the drop form in MyBentley, he/she must contact the Registrar's Office via phone, email, fax or in person to drop the course. The drop will be dated as of this contact date and refund amounts will be assessed accordingly, as per the refund chart on the Registrar's website. Course withdrawals beginning with the third week of class and continuing through two-thirds of the semester are recorded as W on a student's transcript. The W grade has no impact on the grade point average.

Credit Restrictions

Graduate students are restricted to the number of credits that they may register for in a given term. This number is based on the student's program and the full-time/part-time status as declared on the admission application.

- BMBA students are restricted to taking only BMBA courses until the completion of program.
- ELMBA and MS+MBA students (full-time): 16-credit maximum.
- EMBA/PMBA & MS students: 13-credit maximum (full-time) and 10-credit maximum (part-time)

Students who would like to register for more than their maximum credit allowance in a given term must request a credit limit change prior to the beginning of the registration period by sending an email to Graduate Student and Academic Services at gradvising@bentley.edu with the Subject "Credit Limit Adjustment."

Course Prerequisites

Students are responsible for satisfying all prerequisites.

Since MyBentley does not prevent students from registering for courses for which they do not have the prerequisites, all registrations are tentative subject to a prerequisite check by the Registrar's Office before the end of the drop/add period. If you have not met the prerequisites for your course, the Registrar's Office will notify you via your Bentley email account. If you do not respond within the given deadline, you will be dropped from the course. For questions concerning a prerequisite violation contact the Registrar's Office at *ga_grad_registrars_office@ bentley.edu*.

Departments are not obligated to grant waivers to accommodate a student's required course of study. Students may petition the appropriate program director or academic department chair for a waiver of a prerequisite for a particular course. Students who choose to obtain a waiver and remain in the course do so at their own risk. The University makes every effort to notify students who fail to meet the appropriate prerequisites; the responsibility, however, rests with the students.

Revised Schedules and Course Cancellations

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

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

Level Restrictions

Graduate students who want to register for undergraduate courses must complete a course change form and submit it to the Registrar's Office in Rauch 111 or via fax at 781.891.3428. Undergraduate courses will never be allowed to fulfill graduate level 600/700/800 course requirements/electives. Note: All Graduate Electives must be at the 600, 700 or 800 level.

Course Limitations

A student may take up to two additional classes outside their degree program for reasons such as completion of a certificate. Students may also take an additional two courses as an attempt to raise grade point average, or to obtain extra knowledge for the work force. International students must consult with the Office of Graduate Student and Academic Services and the Center for International Students and Scholars, as extra coursework must be completed prior to degree completion and may require special permission before approval.

Summer and Winter Starts

Students admitted for the fall term are allowed to take courses in the preceding summer term provided their undergraduate degree is completed. Students admitted for the spring term are allowed to take winter-session courses provided their undergraduate degree is completed. Master's Candidate students are allowed to follow this rule, but must pay the tuition required of summer or winter-session courses, as it is not a part of the Master's Candidate Program.

Degree Audit Summary (DAS)/Degree Requirement Summary (DRS)

The Registrar's Office is responsible for creating and maintaining a DAS or DRS for each student. The DAS or DRS is created and sent to a student in their first semester. The DAS/DRS is a tool meant to assist students in tracking progress toward their degree. It is not an official document. The DAS/DRS should be used in conjunction with the program guide, the MBA concentration worksheet, academic adviser and/or program director. DAS's are available for viewing via MyBentley. Students are expected to check their Degree Audit on a regular basis and report any discrepancies to the Registrar's Office.

Students who do not have an online DAS (those pursuing a dual degree and some students who have completed a prior graduate degree at Bentley) will have a paper DRS on file at the Registrar's Office. The DRS is updated and mailed out once a year and upon request.

Students who wish to request a copy of their paper DRS or who have questions about their DAS should contact the Registrar's Office at *ga_grad_registrars_office@bentley.edu*.

Degree Requirements/Course Selection/ Academic Advising

Students are responsible to register for courses which are appropriate for their program and for which they have satisfied the required prerequisites. For assistance with course selection or to determine if a particular class or section is what is wanted/needed, students should consult the appropriate program guide, program director and/or academic adviser. Research should be done BEFORE the class starts. MyBentley will allow all course registrations, even if the prerequisite is not satisfied, if the course will not count in a student's degree program or if the course was taken previously. Course selections are not monitored for program fit before, during or after registration. Therefore, it is a student's responsibility to choose appropriate courses and consult documentation and/or advisors as needed. Errors in selecting courses could result in having to take extra courses at the student's own expense.

ACADEMIC POLICIES AND PROCEDURES

Graduate Academic Programs, Policies and Procedures

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

Graduate Course Waiver Policy

As part of a student's acceptance, Graduate Admissions will list the courses that a student is eligible to waive.

1. The waiver appeal process is as follows:

   a. Prior to the last day of Add/Drop in the first semester, students complete a Pre-Add/Drop Waiver Appeal (found at: *bentley.edu/graduate/graduate-course-waiver-policy-and-appeal-form*) and submit it to Graduate Admissions with detailed documentation about the course they completed and an explanation of why they believe the course should be waived.

   b. Fall admits must submit all documentation by July 1 of the application year. Spring admits must submit all documentation by November 1 of the application year.

   c. If requesting more than one waiver, students must complete a separate form for each contact person.

   d. Graduate Admissions will evaluate all waiver appeals between the first and third weeks of July/November of the application year.

   e. This evaluation process may require input from program directors.

   f. Students will be notified of the results of their appeal after the third week of July/November, which precedes graduate course registration.

   g. Students should not contact program directors directly to ask about appeals during this time, and program directors should refer all requests in this timeframe to Graduate Admissions.

   h. 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 available on the Registrar and GSAS websites (found at: *bentley.edu/graduate/graduate-course-waiver-policy-and-appeal-form*).

   a. The "Waiver Appeal" form must be completed and all required documentation attached and sent to the relevant departmental representative. 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.

   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.

Grading Policy

Grade	Alphabetical	Numerical Equivalent
4.0	A	95-100
3.7	A-	90-94
3.3	B+	87-89
3.0	B	83-86
2.7	B-	80-82
2.3	C+	77-79
	F	Below 77
	P	Pass: Equivalent to 2.7 or better
	IG	Incomplete
	W	Assigned to indicate a withdrawal during the period starting at the third week of class and continuing through two-thirds of the semester

There is no audit option for graduate-level courses.

Receipt of Grades

Term grades for full-semester courses are due from faculty within 72 hours of the final exam for a term. Once grades have been received and processed, students may learn their grades by accessing MyBentley > Student Self-Service.

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

Procedure for Resolution of Course Grade Disputes

In very rare instances, students may dispute a course grade. Such cases will be considered by a faculty-led review process described below. Every attempt should be made to preserve confidentiality for all involved in the process.

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

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

Missed Exam or Quiz

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

Final Exams

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 agrees to an alternative agreeable to the student, then the middle exam must be rescheduled. Students must request rescheduling at least two weeks prior to the scheduled examination time.

Academic Standing

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

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

- Good Standing: A student with an overall grade point average at or above 2.7.

- Academic Probation: A student with an overall grade point average below 2.7, after review by the Graduate Academic Performance Committee, is sent an Academic Intervention letter with directives and conditions that must be met to avoid subsequent academic review or dismissal

- Academic Dismissal: A student status assigned after all appeals are exhausted for a violation of the Graduate Academic Performance Policy. Note: A status of "Good Standing" does not indicate eligibility to graduate. A GPA of 2.7 in both the major/concentrations, as well as the overall GPA, is required for graduation.

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

Academic Performance Review

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

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

Academic Sanctions

Students found in violation of the Graduate Academic Performance Policy noted above will have their academic record reviewed by the Graduate Academic Performance Committee. Actions taken by the Graduate Academic Performance Committee after an academic record has been reviewed include:

- Academic Warning: Results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified that further reviews can result in additional sanctions up to and including Academic Dismissal; there is no opportunity for appeal.

- Academic Intervention: Results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified that adjustments are necessary to continue making progress toward a degree and that further reviews can result in additional sanctions up to and including Academic Dismissal; adjustments may include, but are not limited to, changes in current course load or a short-term leave of absence. There is an opportunity for an appeal as noted below.

- Academic Dismissal: Results in an official email sent by the Graduate Academic Performance Committee Chair acknowledging the violation of the Graduate Academic Performance Policy; student is notified of the decision and board's reasoning behind the decision; there is an opportunity for appeal of the decision as noted below.

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

The Graduate Academic Performance Committee reviews violations, makes decisions and acts on behalf of the Dean of Business and the McCallum Graduate School. The chair of the Graduate Academic Performance Committee communicates all decisions on behalf of the Dean of Business and the Graduate School of Business.

Academic Performance Appeal Process

Any appeal must be made in writing to the chair of the Graduate Academic Performance Committee within seven calendar days of the original official email. On behalf of the Dean of Business and the McCallum Graduate School, the chair of the Graduate Academic Performance Committee will review written appeals and documentation and determine whether to uphold, alter or reverse the decision of the Graduate Academic Performance Committee. The chair of the Graduate Academic Performance Committee will notify the student in writing of the final outcome of the appeal once all materials have been reviewed.

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

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

1. New material information unavailable to the committee at the time of the hearing becomes available. New material information must highlight unusual or unexpected circumstances, beyond a student's control or planning, and occurring during the term/s in question. In addition, students must supply physical documentation for stated information.

2. Evidence is provided that the stated process or protocol has not been followed.

Incomplete Grade Policy

- Students who have two or more Incomplete Grades (IGs) will have holds placed on their accounts until the IGs are reduced to one IG grade.

- Students who have IGs turn to F may be subject to dismissal per the Academic Performance policy (see Academic Performance section).

- It is the student's responsibility to make arrangements with the instructor to clear the deficiency.

- An IG is not counted in computing grade point averages. However, the IG will turn to an F on or about November 15 for spring/summer courses and on or about March 15 for fall/winter courses.

- A faculty member may request an extension beyond these dates by providing a written explanation to the Registrar's Office detailing remaining student work to be submitted and the expected completion date.

- There is no change of grade one year after the IG submission.

Grade Changes

University policy requires all grade changes to be submitted within one year of the grade's original submission. The acceptance of grade changes beyond the one-year period may be requested of the Office of the Graduate School Dean and will only be considered in cases where extreme circumstances have prevented the student from completing the requirements within the one-year allowable time period. Requests to have a grade changed beyond the one-year allowable time period must be submitted in writing to the Associate Dean of Business. The petition must include: a) the reason why the course could not be completed within the one-year timeframe; and b) a plan to complete the course that has been agreed upon by the student and faculty member. This plan must include the date by which the work will be complete and the date that the final grade will be submitted. This appeal process does not require a faculty member to allow a student more than one year to complete a course and does not guarantee the acceptance of the grade by the Dean beyond the expired time period.

Course Repeat Policy

The following policy applies to repeating any course:

- A student may only repeat the same course in which an F grade has been earned; this is the only way to remove the F grade from the student's overall GPA.

- A failed course may be repeated only once.

- A student may only repeat a total of two courses.

- Only the second grade enters into the grade point average, but the F grade will remain on the transcript.

- If the course is no longer offered or not available prior to a student's graduation, the student must seek approval from the program director or the department chair of the failed course to select an appropriate replacement course.

- Students cannot repeat GBE courses to the same country with the same professor, nor can a GBE to another country count as a repeat for an F grade obtained in a previous GBE regardless of a different destination and/or professor.

- If the student chooses not to repeat the course, the F will always be calculated in the student's GPA.

Time to Degree Completion Policy

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

Leave of Absence Policy

The Office of Graduate Student and Academic Services will oversee the consistent application of approving/denying leave of absence requests across the Graduate School for extenuating life circumstances that prevent degree progress. These circumstances would require documentation. Examples of such circumstances include, but are not limited to, having a child, serious illness, or the death of a close family member. In rare cases, leaves could be retroactive provided sufficient documentation and the requested extension did not exceed seven total years since matriculation.

Students wishing to take a term or year away from school for work or reasons not covered above DO NOT need to request a leave of absence as long as their degree will be completed within five years, as outlined in the Time to Degree Policy.

Withdrawal from the University

If a student decides, for whatever reason, that he or she is unable to continue attending Bentley, the student must officially withdraw-from the university. It is recommended that students considering withdrawal from the University consult with an advisor in Graduate Student and Academic Services. Once the decision has been made to withdraw, the student sends an email to the Registrar requesting to be withdrawn for their degree program and the University

Discontinuing class attendance or not taking exams does not constitute an official withdrawal from Bentley, nor does it reduce a student's financial obligations. The university's tuition refund policy is stated in the handbook. Withdrawals from the university must be done by the last day of classes for the current semester. Withdrawal from individual courses is a different procedure; all students process course withdrawals through BannerWeb or in person at the Office of the Registrar. If there is a hold on the student's account, the student may withdraw from a course via email or fax.

Residence Requirements/Course Away Policy

Students must complete all degree requirements in residence at the Bentley Graduate School. Under rare and special circumstances after matriculation, a student may petition for a waiver of the Residence Requirement for a maximum of two courses (6 credits). Petitions for up to two courses (6 credits) of work completed at another institution will be considered. Courses must be completed at an AACSB- or EQUIS-accredited institution. Courses must also be the final two courses needed to complete the degree program. In all cases,courses must be at the graduate level and carry credits equivalent to meeting the requirements of the Bentley degree. Boston-area colleges and universities will not be considered for a waiver of the residence requirement. Such appeals should be addressed to the Graduate Student and Academic Services. A course-away grade of 2.7 must be earned for credit to be awarded towards a Bentley University degree.

Concurrent Graduate Certificates

The Concurrent Certificate Application must be submitted to the Graduate Student and Academic Services Office and is available via the following link: *bentley.edu/graduate/gsas/graduate-forms*.

Current graduate students may earn both a graduate degree and concurrent certificate by either:

- Completing course(s) as a part of their degree that will also satisfy certificate requirements.
- Completing additional course(s) beyond their degree to satisfy certificate requirements.

Students may apply to complete a concurrent certificate with an MS or MBA degree by submitting a Certificate Application to

Graduate Student and Academic Services. Students may apply to complete more than one certificate, however course(s) may not be shared between the certificate programs. Beginning January 2017, the Graduate Certificate in Business Analytics will closed to students in the Master of Science in Marketing Analytics.

Graduate Certificates must be completed within 4 or 5 years – depending upon the specific certificate program requirements.

Students must select a certificate program different from the discipline of their MS degree or MBA Concentration

Sharing of course(s) is permitted between the certificate and the degree provided:

- Course(s) are also required or qualified electives in the MS or MBA degree
- Course(s) are different from those shared between the MS and MBA degrees

(applies for students approved to pursue dual degrees — MS and MBA — in which limited course sharing is permitted)

Advanced Graduate Certificates

The Advanced Graduate Business Certificate Application must be submitted to the Graduate Admissions Office and is available via the following link: bentley.edu/graduate/admission-financial-aid/application-process.

- To qualify to pursue an Advanced Graduate Certificate, a student must hold a post baccalaureate degree from Bentley or another institution.
- An Advanced Graduate Certificate and a Degree may be completed in tandem, but there is no sharing of course(s) between an Advanced Graduate Certificate and any other degree program.
- Advanced Graduate Certificates must be completed within five years.

Dual Degrees

A Dual Degree is an option for current graduate students interested in pursuing a second graduate credential. Students who wish to pursue a Dual Degree must formally apply by submitting the Dual Degree Application to the Graduate Student and Academic Services Office. The application can be found at bentley.edu/offices/graduate-student-and-academic-services/graduate-forms. Students must meet the following criteria to be considered for a dual degree:

- 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.
- There is no sharing of courses between the Bentley MBA and a subsequent Master of Science degree.
- 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 MS dual degree may be shared with a concurrent certificate. That constitutes triple sharing of credits and is not permitted.
- Students whose original degree accepted the CPA or evidence of passing the bar in lieu of the GMAT/GRE must submit GMAT/GRE scores for acceptance if applying to a degree that requires the GMAT/GRE.
- A student must have a minimum GPA of 3.0 and have completed 9 graduate credits to be considered for a Dual Degree.
- There is no guarantee that the request for the second degree will be approved. Students must meet the admissions 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; unlike dual degrees and certificates that share courses between programs, a second MS degree shares no courses and requires a new and full application and full admissions review.
- As no courses are shared, students can take additional Field-Based Learning course/s based on the stated policy in this catalogue. International students must consult with the Center for International Students and Scholars to ensure eligibility based on documentation requirement review and timing should they be interested in this option.
- Under special circumstances, students may be able to use courses that were unused in the first degree if the courses were taken and passed within the five-year time limit for course applicability toward a second degree. Students should consult with Graduate Student and Academic Services, as any previous courses must be completed within five years of the final semester of the second degree.
- Should a required course from a previous MS degree be required of the second MS degree, the second MS degree program director will be responsible for providing a suitable substitution course.
- Bentley MBA (BMBA) students pursuing an MS degree after completion of the MBA are not allowed to share any courses between the two degrees.

Program Changes

Students who wish to pursue a program change must apply by submitting a completed Program Change Application and the required documents specified on the form to the Graduate Student and Academic Services Office. The application can be found at bentley.edu/offices/graduate-student-and-academic-services/graduate-forms. Students must meet the following criteria to be considered for a program change:

- A student must have a minimum graduate GPA of 3.0, and have completed nine graduate credits to be considered for a program change.
- There is no guarantee that the request for a program change will be approved; students are discouraged from requesting a change of program in their final term.

Field-Based Learning

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

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

Field-based options include:

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

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

Internships

A 3-credit internship is subject to the following policies:

- All 3-credit Internships take place within the beginning and end dates of an academic term. Students may commence working at an internship on the first day of classes and must complete their workplace experience by the last day of final exams. Any deviations from this time line to this must be approved by the internship coordinator and the Associate Dean for Business Programs. Also, a petition justifying the need for the timeframe exception must be submitted to and approved by the Center for International Student and Scholars.

International Students who have only one course remaining in their last spring or fall term may not take a 3-credit CPT as their last course – unless they take another on-campus course along with it. The 3-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 3-credit internship experience cannot be used to extend a one-credit internship; students must clearly distinguish the two in terms of work responsibility and supervision.

A 1-credit internship is subject to the following policies:

- Students are limited to one 1-credit Internship per degree program
- All 1-credit internships take place within the beginning and end dates of an academic term. Students may commence working at an internship on the first day of classes and must complete their workplace experience by the last day of final exams. Any deviations from this timeline must be approved by the internship coordinator and the Associate Dean for Business Programs. Also, a petition must be submitted to the Center for International Student and Scholars justifying the need (e.g. a specified training period) for the outside the term start and end dates exception.
- A 1-credit internship experience cannot be used to extend a 3-credit internship. A student who is still eligible to do a 1-credit internship after a 3-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 1-credit internships cannot be combined with any other courses to meet the overall number of credits required to graduate.

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

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

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

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

Independent Study Options

Directed Study

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

Tutorial

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

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

A subset of graduate courses is only available on an independent study basis due to the fact that they are based solely on research or specially designed projects that lend themselves to a single person completing the assignment. These courses include ES 701, ES 702, ETH 810, HF 800, MG 705 and MG 825.

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:

- a brief description of the study
- goals/objectives
- required readings/bibliography
- explanation of course deliverables — i.e., a project, papers, exams
- timeline for completion of course deliverables
- 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 petition can be found at bentley.edu/offices/graduate-student-and-academic-services/graduate-forms.

2. Once complete, the Associate Dean for Business Programs will be required to sign off on the merit of the proposal.

3. If approved, the student will be registered for the approved course by the Registrar's Office.

Deadlines

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

Cost

Current tuition 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.

Degree Conferral And Graduation Requirements

Graduate students must declare their intention to graduate by submitting a petition to graduate via MyBentley > Student Self-Service prior to registering for their final semester. All students will have their degree conferred upon successful completion of their degree requirements.

A 2.7 cumulative average in all courses required for the degree or certificate and in the selected major/concentrations is required to graduate. Grade point averages are not rounded for graduation.

Bentley confers degrees three times per year:

- Students finishing requirements in the summer are considered October graduates.
- Students finishing requirements in December or January

Intensive are considered February or March graduates.

- Students finishing requirements at the conclusion of the spring term are considered May graduates. Students completing degree requirements at the conclusion of the summer intensive week in May will not be considered May graduates.

While degrees are conferred by the Board of Trustees three times per year, only one graduate commencement ceremony is held each year. This ceremony, typically held on the third weekend in May, is attended by those who had degrees conferred in October and March, the May degree candidates, and those who qualify under the commencement participation policies.

Grade Point Average

The overall GPA reflects the average of all coursework completed at the graduate level at Bentley. This average is calculated by multiplying each course grade earned by the semester hours of credits to figure the total quality points. Then the total quality points earned are divided by the total hours of coursework completed to arrive at the grade point average. The overall GPA is the average reflected on each semester's grade report and on a student's transcript. Graduate students who have completed multiple degrees at the graduate level or who have taken additional graduate-level courses beyond the course requirements specified for a degree should note that their overall GPA and degree GPA could differ. The degree GPA reflects the average of the course work required to complete the requirements of one degree or certificate program including any required Pre-Program or Business Fundamental courses. This average is calculated similarly to the overall GPA, but only includes the courses applicable to the degree or certificate program being pursued. In cases where a student has completed multiple degrees/certificates or has taken more courses than are required for a degree, the degree GPA is the GPA used to qualify a student for graduation honors and nomination to honor societies. The degree GPA is not printed on a student's transcript.

Graduation Honors

Honors at graduation are awarded to those students receiving degrees who have achieved the following Degree 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. Honors are calculated on the degree grade point average, not the overall grade point average, if both exist. See Grade Point Average for explanation of GPA.

Commencement Participation Policy

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

1. A student's account must be paid in full;

2. After the spring semester, no more than six credits must remain for degree completion;

3. A minimum 2.7 GPA is required for both the cumulative average of courses that qualify for a degree/certificate and major/concentrations average;

4. The student must register for his or her final course(s) prior to the graduation ceremony;

5. The student must submit, no later than March 31, a petition to graduate via MyBentley > Student Self-Service for Students; and

6. The student must not be subject to review by the Academic Performance Committee.

Additional Commencement Participation Information:

1. The above policy in no way obliges the Graduate School to offer any specific summer course.

2. A student allowed to participate in commencement prior to the completion of final courses will have his or her name listed in the commencement program with the May completion candidates. A special annotation, "Anticipated completion of degree in October of XXXX" will appear and no graduation honors will be listed.

3. Diploma orders will be requested during the semester in which the degree will actually be completed.

4. A student who participates in commencement prior to the completion of studies will also have his or her name listed in the subsequent year's commencement program. If graduation honors are earned, they will be noted in this listing.

5. Diplomas will be awarded only after all degree requirements have been completed.

6. Beta Gamma Sigma nominees will include only those students who anticipate completion of their degree requirements within the nomination year.

Honors and Awards

Honor Society

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

Dandes Award

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

Walker Scholarship

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

O'Connell Scholarship

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

STUDENT RESOURCES

Graduate Career Services

Graduate Career Services takes pride in providing innovative, personalized service and works closely with students to help them make informed decisions about choosing, changing or advancing their career. The office provides the highest-caliber resources, programs and advising delivered one-on-one, in group workshops and online. The goal is to engage students in the career preparation process by supporting their individuality and teaching the skills and strategies to help students achieve their short- and long-term career goals. Additionally, as members of the Bentley community, students will have the opportunity to expand and foster long-term strategic relationships with a global alumni network and employers who highly value Bentley talent. And the office's work with students does not end at graduation; as Bentley alumni, students are entitled to lifetime career services.

The office supports students' career development from their first day on campus with an evolving array of offerings, which include: self-assessment tools; a Graduate Career Development Intensive Seminar series (GCDI 501), which provides students with the cutting-edge skills necessary to establish a professional presence in person, online and in writing, as well as helps them create a foundation for sustainable career success; and BentleyLink, the web-based campus recruiting program that enables students to apply for jobs and internships and interview with recruiters who come to campus. In addition to two all-school career fairs (fall and spring), the office hosts recruiting and networking events throughout the academic year designed specifically for graduate students across all programs.

Location: LaCava 220

Website: *bentley.edu/graduate/your-career*

Graduate Career Development Intensive Seminar Series (GCDI 501)

This six-session series provides Bentley graduate students the cutting-edge skills necessary to establish a professional presence in person, online, and in writing. A vibrant professional presence provides a competitive edge in today's economic environment; it also establishes the foundation for sustainable career success in the future. Sessions are conducted in person once a week for 75 minutes at times that complement students' class schedules. Topics include: strengths and goal assessment; résumé and cover letter writing; elevator pitch development; networking and Informational interviewing; utilizing social media for the job search; job search techniques and leveraging BentleyLink.

Internship Program

Internships enable graduate students to integrate conceptual knowledge with practical field-based experience. Interns may receive academic credit, though non-credit internships are available as well. Career Services staff and faculty collaborate to develop these opportunities, which often serve as a springboard to full-time employment at a company.

Campus Recruiting by Employers

Local, national and international employers, representing a variety of business, industry, government and nonprofit organizations, recruit at Bentley on a regular basis. In addition, two career fairs attract more than 100 companies to Bentley in the fall and spring. Graduate Career Services also hosts special events, such as Executive Exchange; STAR (Spring Talent Acquisition Recruiting event); and targeted Career Communities to connect students with a broad range of employers and industry experts.

Online Job Postings

With a BentleyLink password students can electronically access jobs and internships. Companies can post jobs specifically targeted to Bentley Graduate School students. With a password students can electronically access current listings, 24 hours a day. Each year, more than 400 local, regional and national companies visit the campus to conduct initial interviews with students who are seeking professional positions or internships.

Powerful Network of Alumni

Bentley alumni and fellow graduate students can be valuable resources for connecting with potential employers. LinkedIn 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.

Client Services

Graduate students at Bentley complete their degree with a competitive advantage in the job market resulting from exposure to, and hands-on experience with, seven high-tech learning labs and many online resources and research databases. Wireless computing on campus makes it easy for students to work independently, or within a group, from anywhere on campus, and computing support is offered seven days a week.

Website: *bentley.edu/offices/client-services/computing-support-services*

Winer Accounting Center for Electronic Learning and Business Measurement (ACELAB)

At the ACELAB, students can work on accounting tutorials or state-of-the-art software programs such as SAP or ACL. Many of the top Accountancy majors at Bentley work in the ACELAB, providing individual tutoring services. Students can also get hands-on experience with a variety of commercial accounting software packages. Case work enables students to improve communication skills so that they learn how to develop and communicate meaningful accounting information through presentations and reports.

Location: Jenison 300 and 305

Website: bentley.edu/centers/acelab

High-Tech Classrooms

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

Computer Labs

Both PCs and Macintosh computers are available for more than 90 hours per week in the student computer labs, located in Lindsay Hall. These labs are equipped with more than 80 PC Pentium computers; a Macintosh lab features Power Macintoshes. The university also provides three "specialty labs" that support computer-based learning in computer information systems, modern languages and graphic design.

Videoconferencing

Videoconferencing facilities are located in the Smith Technology Center and Adamian Academic Center. There is also a portable conferencing system.

Center for Marketing Technology

The Center for Marketing Technology (CMT) is a "best practices" teaching, research and creative media facility for hands-on learning and a hub for real-world marketing and corporate immersion projects. Located in Morison Hall, it provides leading-edge market research tools, techniques and information used by major advertising agencies and marketing departments. CMT partners with industry experts and students to study the impact of social media, web collaboration and sustainable marketing practices that will shape our world tomorrow. The CMT is our biggest Apple Mac center and supports both analytical software for research projects and creative software for design, presentation and marketing communications projects.

Location: Morison 220

Website: *cmt.bentley.edu*

The CIS Learning and Technology Sandbox

The CIS Learning and Technology Sandbox is a space for students to work and study together, seek assistance in their classes and try out new technologies. The facility has four tables with large monitors for group collaboration, several desktop computers running Windows, Linux and Mac operating systems, a Google TV, a SMART Board and an xBox. In addition to providing tutoring support for IT 101 and CIS courses, the CIS Sandbox hosts several workshops throughout the year on current computing topics.

Location: Smith Academic Technology Center

Website: *cis.bentley.edu/sandbox*

User Experience Center (UXC)

The User Experience Center (UXC) at Bentley University is a global consulting group that provides user experience and usability research, evaluation and design services. The center offers clients user-experience solutions based on a unique combination of in-depth industry expertise and scientific rigor.

Location: Smith 121

Website: *bentley.edu/centers/user-experience-center*

Hughey Trading Room

The Hughey Trading Room is one of the most advanced facilities in the country. It is a practical, hands-on vehicle for presenting financial analysis, trading, risk management and portfolio management concepts to students and the corporate community. While finance majors are the primary users, undergraduate and graduate students studying accountancy, computer information systems, management, marketing and other business disciplines also use the facility.

Location: Smith Academic Technology Center 226

Website: *bentley.edu/centers/tradingroom*

Center for International Students and Scholars

The mission of the Center for International Students and Scholars (CISS) is to support international students and scholars in their campus integration and educational pursuits. The CISS team consists of government-approved Designated School Officials (DSOs) who possess in-depth knowledge of F, H and J immigration regulations. Through advising, they keep the institution, scholars and students, including new graduates on optional practical training, in compliance with immigration laws.

In addition to compliance responsibilities, the CISS is committed to the development of international students and scholars. It provides personal counseling and orientation training on academic and everyday life in the United States through a variety of programs, including: international peer advisers, curricular practical training (CPT) and OPT workshops and Open Dialogues for new students, among others.

Other campus-wide events offered by the center include the fall Culture Fest, in collaboration with the Multicultural Center, and spring Festival of Colors with the International Student Association (ISA). The CISS advises the Global Living Center and many student organizations including the ISA. The Center is committed to providing a caring and supportive atmosphere for the university's 1400 international students and scholars from over 90 countries.

Location: Lewis Hall 101

Website: *bentley.edu/campus-life/student-development-services/international-students-and-scholars*

English for Speakers of Other Languages (ESOL) Center and International Graduate Tutorials and Seminars

Bentley University students who are English Speakers of Other Languages (ESOL) can receive English-language support for all their academic courses at the ESOL Center. Faculty tutors who specialize in working with multilingual learners offer feedback and strategies for writing at any stages from early brainstorming through the drafting and organizing process. Additionally, students can receive help related to research, documenting sources, Power Point slides, pronunciation, oral presentations, résumés and cover letters and interview practice.

The ESOL Center is located in Room 26 of the Bentley Library (ground level), down the hall from the Help Desk. Students can make an appointment by going to bapps.bentley.edu and clicking on the ESOL Center, by calling 781.891.2021, or by dropping by the ESOL Center during the hours of operation to see if a tutor is available. Day and evening appointments are available.

For further information about the ESOL Center, students are welcome to contact Pam Carpenter at *pcarpenter@bentley.edu*.

Specific skills that the center helps with include:

- Writing: Students can bring completed class papers for review of grammar and organization.
- Grammar: Individualized grammar lessons can help students improve errors.
- Executive-Level Vocabulary Development: Students will be able to join small group sessions to work on and develop high-level executive vocabulary and idioms.
- Presentation Skills: Students can work on a practice presentation with or without PowerPoint slides and receive professional feedback on their performance. Students are able to repeat their presentation until they feel comfortable.
- Pronunciation: Students can polish their professional English-speaking skills by receiving a professional assessment of their pronunciation, diction, cadence, and stress and intonation.

Students will be given a detailed set of instructions on which vowels or consonants need work. They will receive a booklet of lessons to work on based on their individual needs and based on their native language's typical pronunciation errors. Students will be able to practice the aural lessons in a state-of-the-art language lab facility, CLIC. The Graduate School has a unique accent reduction program that will greatly improve a student's professional speaking ability.

- Speaking Practice: Students will be able to make appointments to practice speaking every day. Discussions based on current articles from the Wall Street Journal are common. The Graduate School also offers the Conversation Partners Program, where students are matched with an American for further one-on-one conversations.
- Graduate Classroom Dynamics: Students will be able to learn about the teaching pedagogical practices of American higher education and be ready for classroom encounters with professors and fellow graduate students. They will learn how to jump into classroom discussions to improve their class participation grade, as well as how to overcome certain cultural barriers to participating actively in an American classroom setting.
- Résumés and Cover Letters: Students can receive a detailed critique of their résumé and cover letters based on the graduate school models implemented by the Office of Career Services. This will help students get their résumé and cover letters in perfect shape to present for job postings.
- Job Interview Practice: Detailed and helpful handouts will be provided to prepare students for real job interviews. Students can practice mock job interviews with real-life questions asked by Professor Mary Wright, who has had many years of practice preparing graduate students for job preparation.

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 at least partially. Partial "physical presence" will be interpreted as a minimum of two in-class attendances per hybrid course per semester (suggestion may be attendance at the first and last class sessions).

*Please note that hybrid classes where students have the option to either participate online or in class will be considered 100% online classes if students chose not to be physically present.

Physical presence will be monitored by the Academic Technology Center for hybrid courses and reported to the Center for International Students and Scholars. Failure to comply with the regulation [8 C.F.R. 214.2(f)(6)(i)(G)] will be a violation of a student's F-1 status.

English Language and American Culture Institute (ELACI)

The English Language and American Culture Institute (ELACI) is a new initiative at Bentley University launched in summer 2014. The Institute's goal is to provide intensive academic and professional acculturation programs for international students and other English language learners. Students in ELACI programs will improve their oral and written communication skills in order to successfully integrate into the Bentley community while helping international students to meet their academic, career and language goals.

Programs and Services

Cultural Transition Program (CTP): The Cultural Transition Program is a 3-week intensive academic and acculturation program held prior to the start of the academic year for international graduate students. The goal of the CTP is to support international students as they navigate the challenging coursework in the graduate school of business.

Students in the program will develop their oral communication, critical thinking, and business writing skills through case study analysis, introduction to business concepts, and evaluation of current issues in business. Students will also gain valuable insight into the U.S. graduate university system including classroom expectations, U.S. cultural norms, and how to work successfully on intercultural teams.

Program Benefits

- Upon successful completion of the Cultural Transition Program (CTP) will:
- Build their confidence, and cross-cultural awareness both for professional and personal interactions
- Improve oral and written English language skills through specially designed courses
- Learn American-style business practices and US cultural expectations

International Student Jumpstart

International Student Jumpstart is a pre-orientation program designed specifically for newly admitted international graduate students. During International Student Jumpstart, students will learn about visa regulations, cultural adjustment, academic expectations, and other topics related to life at Bentley University. All international students will take part in oral interviews as well as a written English language assessment. International Student Jumpstart is a great way to meet other international students, explore the campus and important resources, and to learn more about the academic and cultural aspects of life at Bentley University. International Student Jumpstart will take place August 26 -28, 2015. Participation is required of all international students.

English Language Assessment

Newly admitted international graduate students are required to participate in an assessment of their English language skills. The English language assessment is designed to help international students better understand their own linguistic strengths and weaknesses. The language assessment will take place during International Student Jumpstart pre-orientation program each year in August. It will consist of two parts: an oral interview and a written diagnostic.

This assessment is designed to identify those students who need additional work in written and/or spoken English. Based on the results of the assessment, some students may be required to take further English language support courses.

For more information about the English Language and American Culture Institute or any of its programs, please contact Chrishon Blackwell at *cblackwell@bentley.edu*.

Center for Business Ethics

Founded in 1976, the internationally renowned Center for Business Ethics (CBE) provides leadership in creating organizational cultures that align effective business performance with ethical business conduct. To this end, the center applies expertise, research, education and a collaborative approach to disseminating best practices. With its vast network of practitioners and scholars and an impressive multimedia library, CBE provides an international forum for education and research in business ethics.

In 1991, the Ethics and Compliance Officer Association (ECOA), which is the leading international association of ethics and compliance professionals, was founded by CBE, and today remains a key strategic partner. Every year, the CBE and ECOA offer the premier executive education program in business ethics and compliance, called "Managing Ethics in Organizations." Through various programs such as the Raytheon Lectureship in Business Ethics and the Verizon Visiting Professorship in Business Ethics, the center regularly brings business and academic leaders to campus to address key issues in the field. Monographs drawn from these lectures and other information on the center are available online (see web address below). Moreover, under the sponsorship of the State Street Foundation and in collaboration with the Bentley Alliance for Ethics and Social Responsibility, CBE annually holds the Global Business Ethics Symposium and the Global Business Ethics Teaching Workshop.

Students are also encouraged to visit the center's library, which consists of an extensive collection of business ethics books, DVDs, bibliographies, surveys, curricular material and other publications.

Location: AAC 108

Website: *bentley.edu/cbe*

Jeanne and Dan Valente Center for Arts and Sciences

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

Location: AAC 247

Health, Counseling and Wellness

Bentley University supports the overall health and well-being of its students. The Center for Health and Wellness provides health and wellness services and the Counseling Center provides mental health services. The Centers for Health, Counseling and Wellness work collaboratively to prepare students to thrive while at Bentley and throughout their lives.

The Center for Health and Wellness

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

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

The Center for Health and Wellness is located on the first floor of Rhodes Hall. Hours are Monday, Wednesday and Thursday from 8:00 a.m. to 5:00 p.m.; Tuesday from 8:00 a.m. to 6:00 p.m.; and Friday from 8:00 a.m. to 4:30 p.m. The center is closed on school holidays except for those when classes are held. During the academic year, students are seen by appointment, with serious illnesses or emergencies seen immediately and referred if necessary. Usually students are able to obtain same-day appointments. Appointments can be made in person or by calling 781.891.2222.

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

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

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

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

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

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

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

Website: *bentley.edu/health*

Wellness

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

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

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

Website: *bentley.edu/wellness*

Counseling Center

Located on the second floor of the Callahan Building, the Counseling Center is staffed by psychologists and doctoral interns who can meet with students experiencing a range of adjustment, stress and mental health-related issues. For those students who would benefit, we provide confidential, short-term individual and group therapy. Psychiatric medication services may be available for students who are working with therapists in the Counseling Center.

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

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

Website: *bentley.edu/counseling*

Students with Disabilities

The Office of Disability Services provides academic and personal support to full- and part-time students with diagnosed learning disabilities, Attention Deficit/Hyperactivity Disorder, hearing, visual and mobility-related impairments, medical conditions, psychological disabilities and temporary disabilities. Services for students may include, but are not limited to, academic accommodations; coaching on time management/organizational skills and test-taking strategies; faculty notification; and academic advising. Students interested in receiving services must register with the office and provide appropriate documentation. Students are also strongly encouraged to contact the Office of Disability Services as early in their academic careers as possible.

To receive additional information, contact the Senior Assistant Director of Disability Services at 781.891.2004.

Location: Callahan, 2nd Floor

Bentley Library

The library is a state-of-the-art building in the heart of the campus. It is an inviting place for research, quiet study and collaboration. With 123 computer workstations, 24 technology-rich collaborative study rooms with online reservation capability, wireless network access and a research instruction classroom, the Bentley Library is the hub of academic life on campus. The three-story building is also home to the Writing Center, ESOL Center, Computing Services, the McGladrey Art Gallery and the Deloitte Café.

Staff

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

Collections

The Baker Library collection includes 180,000 volumes, a print periodical collection of 700 current subscriptions, a collection of 7,700 DVDs and 8,000 streaming films on demand, 600 audiobooks and a popular reading collection of more than 650 titles. The library also houses several special collections, including faculty publications, career resources and the Bentley University archives. The library's online resources for research and scholarship include over 191,000 e-books and more than 80 online research databases linked to 55,000 full-text journals, articles and reports, allowing the university community 24/7 access to a wealth of information.

Electronic Databases

The library provides access to print and electronic information through the online catalog and many specialized web pages within the Bentley Library website library.bentley.edu. Databases, full-text journals and downloadable 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 in the academic, accounting, business and IT worlds, such as EBSCOhost, ProQuest, CCH, BNA Tax Library, Dow Jones, LexisNexis, Reuters, Standard & Poor's, Wall Street Journal, Forrester Research and Gartner Group. Visit the library's home page — library.bentley.edu — and click on "Databases A to Z." to find a comprehensive listing of indexes, abstracts and full text databases in the A to Z list. Additional library information may be obtained at the Library Services and Reference desks. Regular library hours are posted, as are the hours for semester breaks, holidays and other special circumstances on the library's website. For more information, visit us on the web at library.bentley.edu. Email questions may be addressed to *refdesk@bentley.edu*.

Admissions and Financial Aid

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

Tuition

Tuition for the 2016-2017 academic year is posted online.

Website: *bentley.edu/offices/student-financial-services/costs-and-billing*

Payment for tuition is due by the start of classes each semester and may be paid by check, cash or wire transfer. There is a 2.75% processing fee for domestic credit cards and a 3.95% fee for international credit cards (MasterCard, VISA or Discover). All bills are generated electronically. Students will receive an email in their Bentley email account every time an e-bill is generated. Bentley offers two payment plans, which are outlined below.

Semester Tuition Payment Plan for Full-Time Students: Students may prorate the semester costs of tuition, room, board, technology fee and parking fee over a four-month period in equal payments. After assessing both their costs and all available credits (scholarships, grants, assistantships, loans), students can calculate the amount of their monthly payment. The fall payment plan runs from August 15 to November 15. The spring payment plan runs from January 15 to April 15. The fee for the payment plan is $35 for each semester. To participate in the payment plan, students must register online via their MyBentley.

Deferred Payment Plan for Part-Time Students: For a nominal non-refundable fee of $25, students may take part in the deferred payment plan. Students pay half of their tuition and fees by the first day of class. The remaining balance is due 45 days from the start of the semester. To participate in the deferred payment plan, students must register online via their MyBentley.

Additional information is available online at: bentley.edu/offices/student-financial-services/payment-options or by calling Student Financial Services at 781.891.2162.

Financial holds are placed on accounts after the due date. Late payment fees of $100 are charged 30 days after the due date for accounts not on the payment plan.

Additional information for full-time graduate students can be found at: *https://drive.google.com/file/d/0B4bylzZrMx3mSzEwZmZ0SmpBaUk/edit?pref=2&pli=1*

For part-time graduate students: *https://drive.google.com/file/d/0B4bylzZrMx3mNC1xalh0bTV0VGM/edit?pref=2&pli=1*

Housing

During the application process, students should contact the Graduate Office of Student and Academic Services (781.891.2348) for more information about accommodations and cost, as college-sponsored graduate housing is very limited.

Other Fees and Expenses

To help graduate students estimate their financial obligations, an approximate annual budget for the 2016-2017 year is outlined online at bentley.edu/graduate/admission-financial-aid/tuition-financial-aid/average-budget. International students should see the International Student Data form in the application booklet for the amount of funds they are required to document. All costs are subject to change.

Billing and Collection Policy

Student Financial Services is responsible for billing and collecting fees for tuition, housing, meal plans, health insurance, computers, parking violations and any other applicable 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. However, those plans are only available to students prior to the due date of their bill.

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.

It is the student's responsibility to update Bentley University of address changes.

Each semester, all students are required to agree to the "Terms and Conditions of Payment Obligation" form prior to registering for classes through MyBentley.

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 the housing lottery, senior week activities, the graduation ceremony and from obtaining diplomas and/or transcripts. If applicable, the student may also be required to move out of housing.

Also, accounts with unresolved balances are subject to late payment fees of $100.00 each.

If a balance remains unpaid the account will be assigned to the Bentley University Collection Department. If an acceptable payment arrangement cannot be reached, the account will be assigned to a collection agency. There are several consequences that accompany that action:

- The account will be reported in a default/collection agency status to the credit bureau. 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.

Tuition Refunds

All refund requests must be submitted in writing to the Office of Student Financial Services, using the refund request form. Students who are disputing tuition charges must complete an academic petition form and submit it to the Registrar's Office no later than the end of the following semester. All charges remain due until otherwise notified.

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

Date of registration through the drop/add period:

First full week of semester	100 percent
Second full week of semester	80 percent
Third full week of semester	60 percent
Fourth full week of semester	40 percent
Fifth full week of semester	20 percent
After fifth week	No refund

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

Housing Refunds

Due to the high fixed costs of graduate housing, room charges are for the entire year and are not refunded when a student withdraws from housing, except if the student meets all of the following conditions:

- Does not register at Bentley for any courses, graduates or is on an internship, or is dismissed for academic reasons.
- Informs the Office of Residential Services in writing no later than June 15 for the fall semester, or December 1 for the spring semester.
- Gains the approval of the director of residential services. Requests for exceptions should be directed in writing to the Residence Agreement Exception Committee, which reviews the petition and makes a recommendation to the director of residential services.
- No room refund is made to those who leave housing but continue to attend Bentley, or to those who fail to notify the university on or before the above dates. Only in extraordinary situations is the room charge refunded if these conditions are not met. Exceptions are decided by the director of residential services. In the event of disciplinary suspension or dismissal from housing, no refund of housing charges will be made.

Financial Assistance

The purpose of financial assistance is to help eligible students pay for their educational expenses. There are two forms of financial assistance available to graduate students. First, the Bentley

Graduate School offers a number of assistantships and scholarships based primarily on achievement or merit; consideration is also given to geographic location and contributions to the entering class. Second, the Office of Financial Assistance administers need-based financial aid programs and also offers non-need-based loans, using a combination of federal and institutional formulas to determine eligibility.

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

Contact the Office of Financial Assistance at 781.891.3441 for more information.

Merit-Based Aid

The Bentley Graduate School of Business awards merit-based aid to academically outstanding full-time and part-time students admitted to a degree program. As described in more detail below, merit-based aid can be a graduate assistantship award, which provides partial tuition remission in exchange for the student's work with a faculty member or administrator. In other cases, an admitted student may receive a scholarship, awarded in varying amounts and posted to a student's account as tuition remission.

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

Graduate Assistantships. Full-time graduate applicants who are accepted for admission are eligible for graduate assistantships, through which they are granted tuition remission while in the program.

In exchange, students work for faculty and administrators in a variety of research, educational and administrative activities. Assistantships are competitively awarded based on merit. Criteria used in granting graduate assistantships include:

- Candidates' previous educational achievements;
- GMAT score results;
- Specific skills; and
- Diversity of cultural, ethnic and geographic background.

The majority of graduate assistantships are awarded to newly enrolled students. During the fall and spring semesters, graduate assistants work on their projects 12 hours per week for 15 weeks.

Graduate Scholarships: A limited number of scholarships are awarded to new full-time students. Selection is based on academic achievement; contribution to the entering class; and diversity of cultural, ethnic and geographic background. Eligible students will be notified by the Admissions Office.

Graduate Work Opportunities: Some of the academic departments on campus that offer graduate degree programs also offer paid work positions that are posted on the Student Employment website: bentley.edu/offices/student-employment.

Diversity Scholarships: Bentley focuses on the academic success and support of Asian-American, Latino, African-American, Native American and multiracial (ALANA) students. In keeping with the university's goal to foster diversity on campus and eliminate financial barriers to a graduate education, the Bentley Graduate School of Business maintains partnerships with several organizations that offer merit-based scholarships for their members. These include the National Society of Hispanic MBAs, the National Association of Black Accountants, the Society of Women Engineers, the Association of Latino Professionals in Finance and Accounting, the Hispanic-American Chamber of Commerce, the Latino Professional Network, the National Black MBA Association, the Society of Hispanic Professional Engineers and the National Association of Asian-American Professionals.

Institutional Need-Based Aid and Federal Loan Programs

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

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

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

Applying for Aid: All aid applicants must submit the 2016-2017 Free Application for Federal Student Aid (FAFSA). This form can be completed at fafsa.gov. The Bentley school code for the FAFSA is 002124.

All aid applicants must also complete the Bentley Graduate Aid application. The Bentley Graduate Aid application is available online at *bentley.edu/forms/2016-2017-graduate-student-application*

Students applying for Bentley grant funds must submit signed copies of their 2015 federal tax returns, including all schedules and W-2s. Students in the Master's Candidate Program are also required to submit a CSS Profile Form with parent data should they wish to be considered. The CSS Profile can be completed at profileonline.collegeboard.com.

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

Return of Funds Policy for Federal Aid Recipients

A federal regulation specifies how colleges must determine the amount of federal financial aid students earn if they withdraw from all classes during the semester. The law requires that, when a student withdraws, the amount of federal aid that he or she has earned up to that point is determined by a specific formula. If a student receives (or had applied to his or her account) less assistance than the amount that he or she earned, he or she will be able to receive those additional funds. If the student received more assistance than he or she earned, the excess funds must be returned. The amount of assistance that a student has earned is determined by the percentage of the semester completed. For example, if a student completed 30 percent of the semester, he or she earned 30 percent of the federal aid he or she was originally scheduled to receive. Once a student has completed more than 60 percent of the semester, he or she is considered to have earned all of his or her federal assistance. If a student received excess funds that must be returned, Bentley must return a portion of the excess equal to the lesser of the student's qualifying institutional charges for the term multiplied by the unearned percentage of his or her funds, or the entire amount of the excess funds. If Bentley must return part of a student's financial aid, and the removal of those funds from the student's account creates a balance due, he or she will be billed for this balance. If the university is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that a student must return should be repaid in accordance with the terms of the promissory note. That is, a student makes scheduled payments to the holder of the loan over a period of time. For example: A student has tuition charges of $16,900 and no room or board charges for the fall semester. The student pays $6,650 toward the bill; the rest is covered by a Federal Stafford Loan of $10,250. The student withdraws from the university after completing 40 percent of the semester. The student is considered to have earned 40 percent of the aid received, or $4,100. The remaining 60 percent, or $6,150, must be returned. Bentley will return $6,150 of the loan from the student's account to the lender. This leaves an unpaid balance of $6,150 on the student's account. The student is responsible for paying this amount and will be billed accordingly, since not all of the aid used to pay the initial bill was considered to have been earned by the student. Please contact Student Financial Services with any questions regarding federal financial aid.

Federal Direct Unsubsidized Stafford Loan Program

The Federal Direct Unsubsidized Stafford Loan program provides up to $20,500 each academic year. The interest rate for 2016-2017 is fixed at 5.31 percent. A loan origination fee (currently 1.068 percent) 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.

Federal Direct Graduate PLUS Loan Program

The Federal Direct PLUS Loan is available to qualifying graduate students who have completed the FAFSA for the appropriate academic year and have accepted the Federal Direct Unsubsidized Stafford Loan, but still need additional funding. Students are eligible to borrow for educational expenses up to the cost of attendance minus all other financial aid received. The Graduate PLUS Loan interest rate for 2016-2017 is fixed at 6.31 percent. An origination fee (currently 4.272 percent will be deducted from the loan before disbursement. The U.S. Department of Education will evaluate the borrower's credit history to determine eligibility. Students must also maintain at least half- time enrollment status (minimum of 4.5 credits) in each enrolled semester and meet other basic eligibility requirements.

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

Satisfactory Academic Progress (SAP)

To be eligible to receive Bentley institutional grant aid, students must be in good academic standing as determined by the Bentley Graduate School at the time that financial aid awards are made. A GPA of 2.7 in both the major/concentration area is required for graduation. Two F grades, or a total of three 2.3 or F grades in any combination, are grounds for dismissal and reason for review by the Graduate Academic Performance Committee.

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

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

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

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

For the Awarding of Institutional Funds

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

Alternative Student Loan Programs

Bentley will process and certify an alternative student loan with any chosen lender. A number of current students have elected to borrow with the Massachusetts Educational Financing Authority (MEFA) Graduate Loan and the Wells Fargo Graduate Loan. Details about these alternative loan programs can be found online at *bentley.edu/files/2016/05/17/Graduate%202016-2017.pdf*

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

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

Academic Integrity

The Academic Integrity System, developed jointly by students, faculty and administration, and unanimously endorsed by the Bentley community in 2004, is the watchdog of academic integrity. The implementation arm of the system is the Academic Integrity Board, which consists of three members of the faculty, two students and is chaired by the academic integrity coordinator. The primary charge of the board is to review and respond to alleged violations of academic integrity. Major provisions of the academic integrity system are as follows:

- Instructors retain the right to deal directly with cases of academic dishonesty that may occur in their classes. Students must be notified of the evidence of a violation and must have an opportunity to respond. In cases where both instructor and student agree that the alleged violation did occur, and if the student agrees to the instructor's proposed sanction for the incident, then the instructor and student are requested to sign an academic incident report, which briefly details the violation and sanction. The form is filed with the academic integrity coordinator.
- If the instructor and student do not agree about the facts of the alleged violation or the proposed sanction, then a hearing may be requested before the academic integrity board. Both instructor and student will be required to attend. Evidence of the alleged violation will be presented, and the student will have the opportunity to respond to the evidence . It is the responsibility of the academic integrity board to determine whether there has been a violation and what, if any, sanctions should be imposed.
- The student may appeal all decisions and sanctions by the Academic Integrity Board to the vice president for academic affairs

- In all instances where there is a record of prior violation, the new case shall be turned over to the Academic Integrity Board for review . Complete guidelines on the Academic Integrity System and the function of the Academic Integrity Board are available from the academic integrity coordinator and appear in the student handbook at *bentley.edu/graduate/gsas/academic-program-guides*.

The Bentley Honor Code

The Bentley University Honor Code formally recognizes the responsibility of students to act in an ethical manner. It expects all students to maintain academic honesty in their own work, recognizing that most students will maintain academic honesty because of their own high standards. The Honor Code expects students to promote ethical behavior throughout the Bentley community and to take responsible action when there is a reason to suspect dishonesty. In addition, the Honor Code encourages faculty members to foster an atmosphere of mutual trust and respect in and out of the classroom. Faculty are also expected to share the responsibility of maintaining an academically honest environment. The Honor Code is not meant to be a cure for all occurrences of academic dishonesty. It does not seek to create a community of informers. Rather, the Honor Code depends upon the good will to care enough for a friend or a fellow student, even a stranger, to warn the individual to abandon dishonesty for the individual's own sake and that of the community. Thus, the Honor Code asks all students to share the responsibility of maintaining an honest environment. The Honor Code pledges: "The students of Bentley University, in a spirit of mutual trust and fellowship, aware of the values of a true education and the challenge posed by the world, do hereby pledge to accept the responsibility for honorable conduct in all academic activities, to assist one another in maintaining and promoting personal integrity, to abide by the principles set forth in the Honor Code, and to follow the procedures and observe the policies set forth in the academic integrity system."

Academic Integrity System

The Bentley Honor Code is an expression of the principle that all members of the community are expected to maintain academic integrity in their own work. Faculty and students alike are obligated to take appropriate action when they suspect academic dishonesty has occurred.

I. Academic Integrity System Structure

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

B. Director of Academic Integrity (the Director): is appointed by the Provost; works with academic departments and the student organizations to implement proactive education and prevention related to issues of academic integrity; reports to the Deans Council; oversees the academic integrity process to insure its adherence to the spirit and letter of Bentley's Academic Integrity System; and consults frequently with faculty, students and the Academic Integrity Council. When necessary, the Director organizes Hearings and stores Academic Integrity Incident Reports (the only official record, hereafter Reports). In the event of an integrity case filed by the Director, the Provost appoints a temporary Director. The Director is also responsible for insuring that all faculty members new to Bentley are familiar with the Honor Code and Academic Integrity System.

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

A. Faculty Responsibilities and Rights

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

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

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

B. Student Responsibilities and Rights

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

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

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

C. Role of Observers

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

III. Violation Levels Defined and Recommended Sanctions

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

A. Levels Defined

a. A Level I violation is a single incident involving a minor proportion of graded student work within a course, including but not limited to 1) failing to apply appropriate conventions for citing and documenting sources; 2) giving assistance to or receiving assistance from another student or any other person on an assignment or exam when such collaboration is prohibited; or 3) accessing prohibited materials during an examination.

b. Any violation not categorized as Level I is a Level II violation. Level II violations are serious breaches of academic integrity. They include, but are not limited to, the following examples:

i. committing any violation such as those listed under Level I that pertain to more than a small portion of the course grade;

ii. submitting the same work or major portions thereof to satisfy the requirements of more than one course without written permission from each faculty member (including Honors and Capstone requirements);

iii. using illicit means of acquiring data, fabricating evidence, falsifying data, or fabricating sources;

iv. collaborating to exchange information during an examination or engaging in any action during an exam prohibited by the instructor, such as copying another student's work, utilizing prohibited materials (e.g., books, notes, calculators, cell phones or other electronic devices), helping other students to copy another student's work on an examination;

v. altering a graded assignment or examination and asking for it to be re-graded;

vi. stealing and/or distributing an examination;

vii. purchasing or otherwise illicitly acquiring and submitting a paper or any other course materials as your own work;

viii. creating a paper or other course materials for sale and/or distribution;

ix. having a substitute take an examination or taking an examination for someone else;

x. stealing another student's work;

xi. intentionally impeding an investigation of an academic integrity incident or giving false witness in a Hearing;

xii. engaging in actions designed to hinder the academic success of another student or students, for example, by impeding access to course materials, hiding or removing library resources;

xiii. using improper means to access computer files; and/or

xiv. forging or falsifying a grade, transcript or diploma.

c. Any alleged violation involving a student who at the time has an earlier Report on file or under investigation must go to a Hearing.

B. Recommended Sanctions

a. Level I sanctions may include, but are not limited to: 1) a make-up assignment at a more difficult level than the original; and/or 2) failure or other reduced grade on the examination or assignment.

b. Level II sanctions may include, but are not limited to: 1) any sanctions for Level I violations; 2) course grade of F; 3) course grade of F being permanently calculated into the Grade Point Average; 4) exclusion from activities such as study abroad, honors societies and programs, and varsity athletics; 5) suspension from Bentley University; and/or 6) expulsion from Bentley University.

IV. Academic Integrity Incident Reports and Consequences

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

A. 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.

B. In the case of an alleged Level I or Level II violation, if the student(s) agrees the incident is a violation of academic integrity, the faculty member shall propose a sanction(s) in consultation with the Director.

a. For a Level I violation, if the student agrees to the proposed sanction(s), both the faculty member and the student sign the Report and it is forwarded to the Director. The faculty member implements the proposed sanction(s) only after the report has become the official record in the office of the Director. In this instance, no Hearing is required. If, however, new information becomes available, the Director will schedule a Hearing.

b. For a Level II violation, if the student agrees to a proposed sanction(s) of lowering an assignment or grade for that course, both the faculty member and the student sign the Report and it is forwarded to the Director. No hearing is required but the faculty member implements the proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanction(s) that are more severe require a Hearing.

c. For Level I and Level II violations, if the faculty member and student cannot agree upon a sanction(s), the Report is sent to the Director who will schedule a Hearing. The student(s) is not, in this instance, required to sign the Report.

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

D. 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.

E. If a Hearing determines that the allegations were unfounded, the Report is destroyed.

F. 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.

G. Within the university, the existence and contents of all Reports are confidential and will be maintained by the Director for seven years.

V. Academic Integrity Hearing

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

A. Student and Faculty Rights: When a Hearing is convened, both faculty and students are entitled to: 1) a fair Hearing in a reasonable amount of time; 2) ample notice of the Hearing, a summary of the violation to be discussed, and an explanation of the Hearing process; 3) access to the Director to prepare for the Hearing; 4) the presence of witnesses accepted by the Director to give pertinent testimony; 5) the opportunity to hear all testimony presented in the Hearing, and to respond to all testimony presented in the Hearing; 6) the opportunity to speak on one's behalf; 7) the presence of one person who is not an attorney to provide support; 8) written notice, within a reasonable amount of time, of the Hearing's findings and any sanctions; and 9) notification of appeal decisions, if any.

B. The Hearing: A Hearing requires five voting members: three full-time faculty members, of whom at least one is tenured, and at least one is a member of the Academic Integrity Council. The Director solicits students from graduate and undergraduate student government. Student members are either graduate or undergraduate, corresponding with the student(s) subject to the incident review. One faculty member serves as chair of the Hearing. The Director attends all Hearings in a neutral supporting role and is not a voting member of the Hearing. The Hearing membership hears evidence, determines the presence or absence of an academic integrity violation, and sanctions a student, where appropriate.

C. Communication: The Director communicates the findings of the Hearing in writing to the faculty member and student involved within five working days. If a Hearing finds that a violation has occurred, the Report and supporting documentation are retained in confidence for seven academic years by the Director. Outcomes affecting transcripts will be reported to the Registrar and other relevant campus officials. In addition, the Director is authorized to respond to requests from the Honors Program Director and the authorized non-student representative of the Falcon Society to verify that specified students, identified by name and student number, have not had sanctions imposed that violate the program guidelines regarding rules of membership to these program.

D. 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.

E. 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.

F. Appeals: A student may appeal the outcome of a Hearing only when: 1) new material or information unavailable at the time of the Hearing becomes available; or 2) evidence is provided that fair process has not been followed.

a. An appeal of Hearing decisions must be submitted in writing to the Provost and must explain in detail the reason for the appeal. It must be submitted no later than five working days from the date of the written notification from the Director informing the student of the Hearing outcome. The student will be notified within a reasonable time whether the appeal will be granted. Sanctions determined by a Hearing will stand until decision on the appeal is made.

b. 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.

c. If an appeal is granted, then the Provost will either determine an appropriate sanction or refer the case to a new Hearing. If the case is to be heard again, the student will be notified within a reasonable time as to the date and time of the Hearing.

d. The Provost, or a designee, will inform the Director of the outcome of any student appeal. The Director will notify other college officials as necessary.

Plagiarism

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

Among the chief goals of any school, college or university should be the development of intellectual honesty and original thought. Plagiarism surely defeats these goals since it involves fraud, deceit and theft. To avoid plagiarism, students should carefully distinguish their own thoughts and words from the thoughts and words of others; they also should learn how to make proper attribution when using anyone else’s thoughts or words.

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

- Copying. Word-for-word copying is the most obvious plagiarism. Another person’s writing must first be enclosed in quotation marks and, second, be explicitly acknowledged in a footnote, endnote or other formal reference. Both quotation marks and reference are necessary, even for quotations of as few as three consecutive words.
- Rearranging. Selecting phrases, sentences or longer passages from another author and concealing them among one’s own language is a less obvious form of plagiarism. Such an assemblage must include complete and proper references. To avoid plagiarism, it is not enough merely to rearrange the order of the quoted words or to intersperse some words of the student’s own words.
- Paraphrasing. Another form of plagiarism is the paraphrasing or restating of another person’s writing or ideas in one’s own words, without acknowledging that another’s work has been the source.
- Self-plagiarism. Work a student has done for other courses must be properly cited if it is included in another assignment. Permission to use prior work should be granted by the instructor.
- Using work prepared by another person. Using work written by a fellow student or paper mill and providing paper-writing services to another person, regardless of whether payment is involved, are among the most serious violations of Bentley’s Academic Integrity Policy. Students should take these prohibitions seriously. Often, the students who commit plagiarism do so unintentionally, as a result of having failed to consider the ethical implications of their actions.

Apart from taking plagiarism seriously, students should adopt the strategies noted below to avoid even the appearance of plagiarism.

- Manage time. A chief cause of plagiarism is the failure to prepare early for deadlines. Students will know when their written work is due; they should get started early to avoid desperately seeking anywhere for words and ideas to fill the page.
- Learn how to acknowledge sources. Another cause of plagiarism is not knowing the conventions and procedures that permit graceful and proper acknowledgement.
- Take notes clearly and completely. One of the most common causes of plagiarism is the failure to label all notes taken in the library or elsewhere with the bibliographical information needed for full references.

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

ACCOUNTING

AC 590 Internship in Accounting Practice (1 credit)

Prerequisite(s): Nine hours of accountancy courses at the 600 level or higher

A 1-credit field-based educational experience for Bentley students with the opportunity to (1) observe management practices in the accounting are a, (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 ten 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 1-credit internship before degree completion.

AC 611 Financial Accounting Problems I (3 credits)

Prerequisite(s): No prerequisite for MSA or Graduate Certificate in Accountancy; all others, GR 524 or PF503.

Deals with the measurement and reporting problems of various asset and liability accounts, revenues and expenses, and the preparation and interpretation of financial statements at the intermediate financial accounting level. Pronouncements of the AICPA, FASB and other authoritative sources are used in instruction.

AC 612 Financial Accounting Problems II (3 credits)

Prerequisite(s): AC 611

Builds upon the areas covered in AC 611 and deals with problems in accounting for items such as corporate debt and investments, pension plans, leases, and income tax allocation at the intermediate financial accounting level. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course.

AC 621 Cost Accounting (3 credits)

Prerequisite(s): No prerequisite for MSA, or Graduate Certificate in Accountancy; all others, GR 524 or PF 503.

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

AC 700 Directed Study Seminar (3 credits)

Prerequisite(s): Director's permission

Under certain circumstances, a student 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. The student meets with this faculty adviser periodically and receives 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. The student must have completed all the required courses prior to entering into a directed study arrangement and may not receive more than six credits in this manner. The fee for a directed study seminar is the same as that for a regular course.

AC 701 Internship in Accounting Practice (3 credits)

Prerequisite(s): Nine hours of accountancy courses at the 600 level or higher

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 adviser.

AC 713 Advanced Topics in Financial Accounting (3 credits)

Prerequisite or Co-requisite(s): AC 612

Studies issues related to specialized topics such as partnerships, consolidations and business combinations, foreign operations, fiduciaries and not-for-profit organizations.

AC 714 Business Reporting and Analysis (3 credits)

Prerequisite(s): AC 611

Examines current financial reporting and disclosure practices and financial reporting trends. Develops the student's skills in financial reporting measures for solvency, earnings, investment and forecasting implications. Looks at internal measures useful for management decision-making. Discusses behavioral implications of internal and external reporting through use of current research findings.

AC 730 Business Processes and Systems Assessment (3 credits)

Prerequisite(s): No prerequisites for MSA or Graduate Certificate in Accountancy; all others GR 524 or PF 503

Examines typical organizational business processes and the information technology that enables those processes. 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. Focuses on financial and accounting information systems (AIS) and explores several typical AIS application areas. Issues addressed include the effect of emerging technologies on business processes and their related information systems; control issues pertaining to these systems; and the implications of technology-enabled organizational changes on systems design, implementation and management. Students will be introduced to state-of-the-art tools and techniques for examining business processes and information systems and will engage in a project at a company site.

AC 731 Advanced AIS: Modeling Effective Accounting Systems (3 credits)

Prerequisite(s): AC 730

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

AC 741 Financial Statement Auditing (3 credits)

Prerequisite(s): For MSA Students: AC 611 and Pre or Co Req AC 730; For non-MSA Students: GR 524 (or PF 503) and Pre or Co Req AC 730.

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

AC 742 IT Auditing (3 credits)

Prerequisite(s): AC 741

Introduces three typical aspects of information technology (IT) audits: the audits of computerized information systems, the computer facility, and the process of developing and implementing information systems. Through readings, case studies, exercises, and discussion, students will learn to plan, conduct, and report on these three types of IT audits. Additional topics may include challenges posed by emerging information technologies, advanced audit software, business continuity planning, and the role of the IT auditor as an advisor to management.

AC 744 Internal Auditing (3 credits)

Prerequisite(s): For MSA Students: AC 611; For non-MSA Students: GR 524 (or PF503).

Explores in detail the duties and responsibilities of the internal auditor. Topics covered include the organization of the internal audit department, staff qualifications and development, long- and short-range audit plans, and the elements of internal auditing (i.e., preliminary survey, audit programs, fieldwork activities, reporting and management review).

AC 750 Federal Income Taxation (3 credits)

Note: Not open to students who have completed TX 601

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

AC 753 Tax Factors in Business Decisions (3 credits)

Prerequisite(s): AC 750 or TX 601

Examines the effect of taxation on business decisions and accounting policies. Topics include choice of business entity, valuation of assets and related cost recovery methods, and compensation issues related to equity-holders and employees. Tax planning and tax research will be integrated into all topics.

AC 754 Accounting for Income Taxes (3 credits)

Prerequisite(s): AC 612 and (AC 750 for MSA students or TX 603 for MST)

The primary objective is to understand the role of taxation in economic decision making and financial reporting. Students should obtain an extensive and detailed knowledge of accounting methods and periods and should understand how tax provisions are prepared and ultimately reflected in financial statements as tax expense, deferred taxes and the related footnote disclosures. In addition, students should 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 professionals to understand the regulations surrounding accounting for income taxes. The course will provide a solid foundation and address many of the accounting for income tax issues. This course is intended for students who will work in public accounting, either in an audit or tax role, or as a member of a corporate accounting department that would assist with financial statement preparation.

AC 771 Governmental Accounting, Reporting and Auditing (3 credits)

Prerequisite(s): For MSA Students: AC 611; For non-MSA Students: GR 524 (or PF 503).

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

AC 772 Principles of Fraud Investigation (3 credit(s)

Prerequisite or Co-requisite(s): AC 611 or equivalent

Exposes students to the environment of financial fraud, with a focus on asset misappropriation and fraud perpetrated against the organization. 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. Covers fraud prevention, and detection and investigation tools related to asset misappropriation. Also introduces the digital environment of fraud, including identity theft, cyber crimes and internet forensics.

AC 773 Fraud and Forensic Accounting (3 credits)

Prerequisite(s): AC 611 or equivalent. Recommended: AC 612 or equivalent

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.) Covers related investigation methods and legal issues, valuation models, reporting and communicating findings, testifying as an expert witness, and other litigation advisory services.

AC 781 International Dimensions of Accounting (3 credits)

Prerequisite(s): For MSA Students: AC 611; for non-MSA Students: GR 524 (or PF 503).

Examines major international dimensions of financial and managerial accounting. Discusses national and cultural influences on accounting and on the accounting profession. Investigates financial regulation and varying financial reporting standards in selected foreign countries. Analyzes methods of translation and accounting for gains and losses from exchange rate fluctuations. Introduces students to managerial accounting issues raised by international business.

AC 793 Professional Accounting Research and Policy (3 credits)

Prerequisite(s): AC 612

Prerequisite or Co-requisite(s): AC 621, AC 730 and AC 741

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

BENTLEY MBA COURSES

ENV 601 Social Context (3 credits)

In this module, students will examine the social context of decision-making environments. Failing to grasp the importance of cultures and institutions can lead to potentially disastrous errors in judgment for a firm. The subject of culture will be viewed through many different lenses. Some examples of these include discussions of local and national, organizational and transnational cultures. Understanding cultural aspects of an environment will then give insight into the institutional and political setting. Students will learn how to analyze the institutional players and stakeholders that affect the decision making environment. This will be done on a local, national and global level. Knowledge of the cultural, political and institutional factors makes it possible to understand the legal, regulatory and economic environment on a much deeper level.

ENV 602 Law, Regul and Econ Environment (3 credits)

A country's laws and other 'rules of the game' play a large role in whether a market economy will function smoothly and efficiently. Understanding these rules and how they affect a business from its inception to continued operation and successful strategy is a key ingredient to financial viability. This course examines economic and legal dimensions in the business environment. We view national regulatory policies in the context of the growing global marketplace, leading to questions of industry structure and its interaction with firm strategy and chances for profitability. We will also examine the ethical implications of many business strategies. The course investigates areas such as contracts, sales, e-commerce, intellectual property, negligence, product liability, employment law, securities law, competition law, privacy law and their interplay with business. We also discuss how a legal system determines the incentives those engaged in business face and thus their behavior in society

ENV 603 Technology, Commun and Networks (3 credits)

Information and communication technologies (ICTs) create tremendous potential for growth, development and change. However, the type of change that occurs can be unanticipated. Likewise, ICTs allow for a greater frequency of communication and knowledge sharing—but this does not automatically translate into better communication and information, or better decision making. Thus, technology might be necessary for development and change, but it is by no means sufficient. This course explores the social, historical and economic aspects of technological innovation, focusing on their implications for firms, industries and geographic areas. The course also explores the effect of ICTs on networks and relationships, examining how organizations try to leverage the benefits of technology, while avoiding the pitfalls that can impede progress.

ENV 604 Analyzing Complexity and Change (3 credits)

This course asks you to navigate the complex terrain of rapid human or environmental change. We focus on periods of rapid change brought on by natural and human-engineered crises—hurricanes, floods and wars, but also deregulation, market volatility and technological innovation—that reveal underlying weaknesses and strengths in organizations, expose their unexamined assumptions and create opportunities as well as risks. The course presents you with 'live cases'—scenarios of rapid change at the global, national and local levels. We ask you to engage with multiple, contradictory voices, conflicting interests and incomplete, imperfect data that approximate decision-making in real time. As we consider what it means to confront rapid and disruptive change—including risk assessment, unexamined assumptions and stakeholder responses—we will revisit topics from other modules to understand the roles played by history, culture, networks, legal orders and market structures.

INN 601 Psychology of Innovation (3 credits)

This course combines readings and exercises from economics, psychology, sociology, and biology to examine the related areas of creative thinking, problem-solving and decision-making. Based on this examination, students will learn how to enhance their performance in each of these activities with an ultimate goal of fostering innovation. Students will explore their own thought processes, decision styles, and biases in the context of business idea generation, problem analysis and creative solutions. Students will also explore creative and decision processes at the group and organizational level through discussions, simulations and corporate immersion projects. Finally, we will examine cultural variables and their influence on creativity and decision-making.

INN 602 Enhancing Creativity (3 credits)

This class will focus on the nature of creativity and the creative process, and how creativity can be applied to business situations and environments. 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 address issues identified in other facets of the MBA program. While the main focus of this class is individual creativity, we will also discuss team and organizational creativity. Once you understand how individual creativity is developed, you'll be better able to create the conditions required for organizational creativity.

INN 603 Design for Business (3 credits)

This course will explore the lifecycle of design: define, research, ideate, prototype, select and implement. The course will draw on a wealth of reference disciplines, including engineering, ICT, psychology, economics, sociology and art. Using business issues as context, students will participate in all aspects of design, including the creation of prototypes to illustrate ideas and potential solutions.

INN 604 Sustaining Innovation (3 credits)

While creativity and design are important aspects of any kind of innovation, from a business perspective it is also important to understand how the structure and functioning of organizations facilitates or impedes the ability to innovate as well as understand the importance of strategy and strategic planning for setting the direction for innovative efforts in line with market conditions and organizational resources. From an organizational perspective a crucial issue is to consider how knowledge is shared (and protected). We will focus on the themes of innovation, knowledge and organizational networking, and will use a strategic management lens to analyze firm innovation by first examining the building blocks of firm strategy, before looking more specifically at how innovation activities can shape overall strategy.

LDR 601 Leadership Fundamentals (3 credits)

This course is designed to deepen each participant's working knowledge of key mechanisms through which leadership is enacted and to develop participant insight regarding her/his own leadership beliefs and tendencies. Core leadership concepts will be introduced via a variety of both academic and popular business media. In addition, participants will have completed several self-assessments prior to the course, and analyses of these assessments will occur throughout. Class discussion will be based on the assigned course material and draw heavily upon participants' experience in the field.

LDR 602 Thinking About Thinking (3 credits)

This module focuses on developing one's ability to understand the ways in which we make sense of our experiences. We will examine what influences our perceptions and how those perceptions influence our thinking. Our ability to understand how we make meaning and how we make sense of our experiences has an impact on our communication skills, intercultural skills and critical-thinking skills—the very skills at the core of good leadership. In the studio, we will look at the lenses we use to frame our perceptions, such as our cultural identities; the role of emotion in decision-making; and the role of the unconscious. After learning how to develop an awareness of what goes into our thought processes, we will focus on how to use that information for more effective communication and decision-making, particularly in challenging situations.

LDR 603 Leadership Ethics (3 credits)

History is replete with leaders who have failed ethically, making morally bad decisions and allowing unethical cultures to fester in their organizations. In this course we consider how some of these failures might be avoided. We first focus on ethics and its implications for leaders. Are there some objective, universal moral truths—or is all ethics relative to culture? What can leaders learn from Aristotle, Confucius, Lao-Tzu and Mill? Are leaders permitted to break the moral rules that apply to the 'rest of us'? In the second part of the course, we examine how leaders influence their followers—through reason and emotion—and evaluate this influence from a moral point of view to compare 'transformational' and 'charismatic' leadership styles. Finally, we identify the sources of ethical failure in leadership and consider how they might be avoided before concluding with a consideration of the importance of creating and sustaining an ethical organizational culture.

LDR 604 Global Strategy (3 credits)

This course focuses on how firms create and sustain competitive advantage in a highly competitive, networked economy. We examine models of competition in global markets, emphasizing strategy formulation at the corporate and business levels and strategy implementation at all firm levels. We cover the macro-global environment, ethics, risk management and host- and home-country government regulation. Through industry- and firm-level analysis, we emphasize how firms create a sustainable competitive advantage through products, services and processes. We also address emerging topics in strategy in an attempt to understand how networks and technologies interrelate with global strategy. The course is designed to bring to class both theoretical and empirical evidence for global strategy. However, students' experience and 'war stories' in this context are more than welcome.

VAL 601 The Value Environment (4 credits)

This course is concerned with the understanding of value(s) and what value means to different parties. Students will be introduced to the stakeholder approach to management. Students will engage in the process of identifying stakeholders. Value to each of the major stakeholders is discussed and assessed. Stakeholders include investors, employees, customers, communities, regulators and business intermediaries. Through readings, cases, projects and presentations, students will learn to appreciate (1) the risks involved in decision making and how decisions affect the various stakeholders in a company, (2) the need to balance values of all stakeholders, (3) the importance of internal and external environmental factors in influencing value understanding and generation, and (4) identifying, understanding and adapting to changes in stakeholder values.

VAL 602 Deriving Value (4 credits)

This module is concerned with deriving value from corporate resources such as human capital, the supply chain and financial capital in delivering value to the firm's various stakeholders. In addition, the module will highlight the importance of information-sharing, communication and risk management to the allocation of such resources. Students will be able appreciate the interplay between various resources available to the firm, and how such interdependencies affect value for the firm's stakeholders. Students will also appreciate the trade-offs and constraints that managers must face. Students will appreciate the interdependencies between decisions pertaining to the above mentioned resources and thereby learn to consider the pros and cons of such decisions

VAL 603 Generating Value (4 credits)

This module is concerned with creating value through new product development, pricing, investment, and mergers and acquisitions. Building on the topics covered in the Innovation module, students will learn frameworks and skills for making strategic decisions with regard to development and launching of new products, pricing, investment, and mergers and acquisitions. Through readings, cases, projects and presentations, students will learn to appreciate the risks involved in decision making and how decisions affect the various stakeholders in a company.

BUSINESS ETHICS

ETH 700 Ethical Issues in Corporate Life (3 credits)

Introduces principles of ethical thinking and applies them to situations and models for business decision-making. 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. Provides a conceptual and systematic study of corporate ethics in an effort to develop consistent criteria for business ethics decision-making.

ETH 701 Internship in Business Ethics (3 credits)

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

ETH 750 Managing Ethics in Organizations (3 credits)

Managing Ethics in Organizations is an executive education course open to 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 work alongside seasoned professionals and newcomers to the ethics and compliance field from around the globe. The faculty consists of about 20 of the world's leading professionals and academics in the field; one Bentley professor, however, will supervise the work of the Bentley graduate students. Each instructor will cover specific topics ranging from a review of ethical principles to methods for managing ethics investigations. This course, offered once a year at Bentley, is co-sponsored by the Center for Business Ethics and the Ethics and Compliance Officer Association.

ETH 810 Research in Business Ethics (3 credits)

Prerequisite(s): ETH 700

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.

COMPUTER INFORMATION SYSTEMS

CS 590 Internship in Information Technology (1 credit)

Prerequisite(s): 3.0 cumulative grade point average and program (MSIT or MBA) and CIS internship coordinator approval.

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

CS 603 Object-Oriented Application Development (3 credits)

This course teaches object-oriented programming and development using the Java programming language. Students first gain a solid understanding of programming fundamentals, including control and data structures and the use of built-in classes. This is followed by the study of object-oriented programming concepts and practices, from defining classes and methods to the more advanced object-oriented concepts of inheritance, encapsulation, polymorphism, and abstract classes. The students' understanding is reinforced throughout the course through the development of standalone applications. No prior knowledge of Java or other programming languages is required.

CS 605 Data Management and Systems Modeling (3 credits)

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

CS 607 Technology Infrastructure of Information Systems (3 credits)

This course focuses on computer system hardware, operating system software, and network technology, which collectively form the system platform for assimilating and delivering information products and services to the organization and its external stakeholders. It introduces basic system infrastructure as a complex organization of these various components, including widely accepted infrastructure standard models, and offers a solid conceptual foundation for work and further learning in system architecture and information system design.

CS 610 Enterprise Architecture (3 credits)

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

CS 612 Web-Based Application Development (3 credits)

Prerequisite(s): CS603

Prerequisite or Co-requisite(s): CS 605

This course provides a hands-on introduction to several tools and technologies that are commonly utilized in developing Web-based applications. The course also considers the impact of these technologies in a business context. Students learn how to develop dynamic, data-driven applications that enable businesses to interact with their customers, employees, and suppliers and provide on-line access to information that supports decision making. Students enrolling in this course are expected to have basic proficiency in Java, website development, and relational databases.

CS 620 Global IT Project Management (3 credits)

Prerequisite(s): For MSIT and MSMBA - CS 603 and CS 610; For ELMBA and PMBA - GR 601; For all others - Instructor Permission.

This course provides the technical knowledge and skills for successfully managing and executing globally distributed IT projects. Topics covered include proposal and contract management, risk management, requirements management, user-centered design management, standards adherence, standards management, configuration management, project planning, effort estimation and scheduling, project monitoring and control, project audits, project closure, peer review, stress testing, quality planning, defect estimation and quality assurance. Students will learn the methods and tools that support these processes, develop a tool-kit for creating a project plan for a distributed application, and engage in a project to improve these IT project management capabilities of a globally distributed IS organization systematically.

CS 630 Object-Oriented Systems Analysis and Design (3 credits)

Prerequisite(s): CS 603 and CS 605

This course prepares the student for systems analysis and development in the object-oriented paradigm. Students learn the theory and methods of the object-oriented modeling and the fundamentals of object-oriented development process models. The focus is on requirements analysis, systems analysis and domain analysis, and their documentation with standard object oriented specification tools (particularly the Unified Modeling Language). Hands-on projects give the students an opportunity to practice their modeling skills and illustrate an effective integration of various modeling techniques throughout an iterative, object-oriented software project life cycle.

CS 640 Data Communications (3 credits)

Prerequisite(s): CS 607

This course focuses on the design and implementation of data communication networks. It provides in-depth coverage of protocols and network technologies that are essential for building enterprise infrastructure that seamlessly integrates with the Internet. Students will gain an in depth understanding of the fundamental technologies (for example, the World-Wide Web, TCP/IP, RTSP/RTP, TLS/SSL, multimedia communication, voice over IP, optical networking, local area networks, wireless access) and the way these technologies are combined into working solutions. Special attention is paid to essential requirements of state-of-the-art environments-such as scalability, manageability, reliability, and security.

CS 650 Data Management Architectures (3 credits)

Prerequisite(s): CS 603 and CS 605

The architectures of current database systems are examined. Of particular importance is the examination and comparison of relational database systems, and object oriented database systems, particularly as they are used as a foundation for large-scale distributed systems. The course covers techniques for developing, designing, and managing large corporate database systems, creating and managing logical data models, concurrent processing issues, providing database support for complex transactions, meta-data analysis, and the role of the DBA.

CS 680 Mobile Application Development (3 credits)

Prerequisite(s): CS603

Prerequisite or Co-requisite(s): CS 605

This course is an introduction to developing mobile applications, beginning with mobile OS capabilities and application architecture and extending to major components, such as activities, services, broadcast receivers, etc. 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.

CS 701 Internship in Information Technology (3 credits)

Prerequisite(s): Completion of two Information Technology (IT) or Information Systems and Technology (IST) concentration electives

Note: Not open to MSIT students; see CS 881

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 furthered 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.

CS 753 Business Intelligence Methods and Technologies (3 credits)

Prerequisite(s): CS 605 or IPM 652

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 lifecycle, including system architecture design, data processing, modeling, warehousing, on-line analytical processing and reporting. Case studies of organizations using these technologies to support business intelligence gathering and decision making are examined. This course also provides hands-on experience with state-of-the-art business intelligence methods and tools.

CS 795 Special Topics Seminar (3 credits)

Prerequisite(s): Instructor's permission (specific courses may be required for particular topics)

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

CS 801 Information Technology Management and Policy (3 credits)

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

CS 881 CIS Internship (3 credits)

Prerequisite(s): CS 603, CS 605 and CS 607 and Internship Coordinator's permission.

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

ECONOMICS

EC 611 The Macroeconomics of Financial Markets (3 credits)

Prerequisite(s): GR521 (or PPF 501) and GR522 (or PPF 502) and GR524 (or PF503) and GR525 (or PF504).

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

EC 621 Business and Economic Forecasting (3 credits)

Prerequisite(s): GR521 (or PPF 501)

Prerequisite or Co-requisite(s): GR 522 (or PPF 502)

Note: Not open to MSBA students or students who have completed MA 611.

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

EC 631 Market Structure and Firm Strategy (3 credits)

Prerequisite(s): GR522 (or PPF 502).

Examines industry organization and the nature of interfirm rivalry within contemporary market environments. Develops microeconomic tools for determining the degree and nature of competition in an industry. Presents economic models of market structure and firm behavior to explain industry performance. Analyzes market definition using scale economies, merger activity, entry barriers, and cartelization. Investigates strategic firm behavior within well-defined markets. Addresses competitive strategies such as profit maximization, price discrimination, product differentiation, and advertising. Includes a game theoretical approach to demonstrate firm interdependence. Employs a variety of industry case studies to provide institutional context to the analytical issues.

EC 655 The Economics of Globalization (3 credits)

Prerequisite(s): GR 522 (or PPF502)

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

EC 701 Internship in Business Economics (3 credits)

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.

FINANCE

FI 590 Internship in Finance (1 credit)

Prerequisite(s): Completion of four finance courses at the 600-level or higher and GPA of 3.25 overall and in required finance courses

A 1-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 240 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 1-credit internship before degree completion.

FI 623 Investments (3 credits)

Prerequisite(s): none.

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

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

Prerequisite(s): GR524 (or PF503)

Note: Not open to students who completed GR525

Extends the basic understanding of financial concepts and tools by emphasizing the modern fundamentals of the theory of finance. Develops the ability to apply financial analysis, planning and valuation techniques to solving financial problems. 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)

Prerequisite(s): FI625 for MSF; for all others FI 625 or GR 525 if taken at Bentley

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

FI 635 Fixed Income Valuation and Strategies (3 credits)

Prerequisite or Co-requisite(s): FI 623

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

FI 640 Equity Valuation (3 credits)

Prerequisite(s): FI 623.

Teaches students to value equity securities, starting with the top-down approach and industry analysis/forecasting. 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. Requires extensive use of applied academic journals, the financial media, and resources available in the Trading Room.

FI 645 Derivatives (3 credits)

Prerequisite or Co-requisite(s): FI 623

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

FI 650 Advanced Portfolio Theory and Practice (3 credits)

Prerequisite(s): FI 623.

This course will provide the students with the issues, techniques and methodologies associated with constructing and evaluating portfolios. The course will use material from ST 625, including both statistics and calculus, to analyze issues such as diversification, optimal portfolio selection, capital market theory and application, performance evaluation, efficient markets, and behavioral finance, among others. The course will also address ethical issues and the professional code of conduct as it relates to portfolio management.

FI 685 Financial Strategy (3 credits)

Prerequisite(s): FI625 for MSF; for all others FI 625 or GR 525 if taken at Bentley

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

FI 701 Internship in Finance (3 credits)

Prerequisite(s): For MSF students, director's permission after completion of four or more 600- or 700-level finance courses.

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

FI 730 Management of Financial Institutions (3 credits)

Prerequisite(s): Pre or Co-req FI 625 for MSF; for all others Prereq FI 625 or GR 525 if taken at Bentley

Analyzes the environment, structure and operation of depository financial institutions while concentrating most heavily on commercial banks. Reviews the complex role of depository institutions within a changing industry and examines criteria used to measure performance. 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. Examines the exposure to risk of various kinds and methods used to minimize those risks. Cases and current issues are both used.

FI 735 Mergers and Acquisitions (3 credits)

Prerequisite(s): FI 625 for MSF; for all others FI 625 or GR 525 if taken at Bentley

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 tax and antitrust laws, is studied.

FI 751 International Financial Management (3 credits)

Prerequisite(s): Pre or Coreq FI 625 for MSF; for all others Prereq FI 625 or GR 525 if taken at Bentley

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

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

Prerequisite(s): FI 625 for MSF; for all others FI 625 or GR 525 if taken at Bentley

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.

FINANCIAL PLANNING

FP 590 Internship in Financial Planning Practice (1 credit)

Prerequisite(s): Six hours of financial planning (FP) courses at the 600 level or higher

A 1-credit field-based educational experience for Financial Planning students with the opportunity to (1) observe professional practices in financial planning, (2) apply hands-on financial planning 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 Financial Planning graduate students. Students must work a minimum of 15 hours per week for a minimum of ten 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 1-credit internship before degree completion.

FP 600 Professional Financial Planning Practice (3 credits)

Note: Recommended to be taken as one of the first courses in the MSFP program

Addresses complex issues involved in financial planning for individuals. Students learn financial planning strategies, research techniques, and methods of analysis. Topics include ethical responsibilities, economic considerations, risk management, quantitative methods, cash-flow analysis, and investment strategies. Covers risk management and insurance-related concepts and practices as well as the tools and techniques necessary to minimize dissipation that results from unforeseen circumstances, retirement and death. Students use the college's specialized information technology resources, such as the Trading Room and the Accounting Center for Electronic Learning and Business Measurement. Emphasizes teamwork and collaboration along with critical thinking and analysis. Written and oral presentations are important parts of the course.

FP 601 Investments and Capital Accumulation (3 credits)

Explores tools and techniques central to personal investment planning. Students concentrate on developing the skills that guide financial planners in developing and monitoring client investment plans. Covers the investment decision process and its underlying concepts; financial markets; and the characteristics, analysis, valuation, taxation, and trading of various domestic and offshore investment alternatives. Introduces portfolio management and performance measures. In conducting relevant research and analysis, students use specialized information technology resources such as the college's Trading Room as well as public domain databases.

FP 610 Benefits, Compensation and Retirement (3 credits)

Considers the current state of compensation, benefits and retirement planning. To gain a comprehensive understanding of these evolving topics, students examine the key types of benefits, compensation and retirement programs, including a complete survey of the rules that govern the principal areas of each program and the history of each. The course addresses the impact of these programs on both the employer and the employee. Explores which compensation and benefits plans are best, depending on an individual's financial position. Covers the basic rules of the Internal Revenue Code, ERISA, and the effects of other areas such as securities, family and bankruptcy law.

FP 620 Trusts, Gifts and Estates (3 credits)

Focuses on the planning, administration and taxation of trusts, gifts and estates. Covers the principles of trusts, including simple and complex trusts; irrevocable and charitable trusts; life insurance, annuities, and powers of appointment; gifting strategies and techniques; probate avoidance; wills and other legal vehicles of estate planning; tax minimization and asset protection; lifetime gifting; marital deduction planning; charitable gifting planning; the use of life insurance in estate planning; planning for generation-skipping transfers; advising elderly clients; postmortem planning; and the responsibilities of executors, administrators and trustees.

FP 630 Fin Plan Process/Cases (3 credits)

Prerequisite(s): FP 600, FP 601, FP 610, FP 620, and TX 601

Pre- or corequisite(s): FP710

Note: Students who intend to practice as Certified Financial Planners (CFP) must take this course to sit for the CFP exam

Course examines analytical and methodological issues in the preparation and presentation of financial plans to individual clients and client families. Students are expected to utilize knowledge and skills obtained in pre-requisite and other courses, as well as from any work experiences, in the analysis, preparation, and presentation of a comprehensive personal financial case and other mini-case studies. Substantive topic areas utilized in plan development will include cash flow, income tax, insurance, investment, and estate planning, as well as quantitative skills and techniques.

FP 700 Investment Vehicles (3 credits)

Explores a variety of investment vehicles, including exchange-traded funds, exchange funds, variable annuities, variable life insurance, unit investment trusts and separately managed accounts. Builds on knowledge developed in FP 601 Investments and Capital Accumulation. Emphasizes mutual funds, including open-end vs. closed-end, index vs. actively managed, load vs. no-load, socially responsible, and international. Highlights the use of rating services to screen funds. Focuses on matching vehicles with client goals, risk management, portfolio realignment and tax efficiency. Students construct portfolios for hypothetical clients.

FP 701 Portfolio Management (3 credits)

Addresses the management of a client's assets, building on the knowledge base developed in FP 601 Investments and Capital Accumulation. Topics include determining long-term "target" percentages, determining asset categories for the client portfolio, specifying allocation ranges, and selecting assets for each category. Examines the optimal asset allocation mix, which is one of the most critical aspects of investing. Provides the tools and techniques necessary to ensure diversification. Covers management of client expectations, portfolio design, strategy implementation, and report preparation. Emphasizes tax considerations, sensitivity analysis and portfolio simulations. Students use technology for making optimal portfolio decisions.

FP 703 Marriage, Separation and Divorce (3 credits)

Covers marriage history and background, ante-nuptial agreements, and successive marriages. Explores the special concerns of support obligations, the battered wife problem, and criminal remedies. Topics include the legal disabilities of minors as well as the care, education and supervision of children. Examines financial planning cases to improve understanding of marriage breakdown, division of property, alimony and child support. Places special emphasis on the federal tax aspects of separation and divorce.

FP 704 Financial Planning for Non-Traditional Families (3 credits)

Examines why some of the basic rules and assumptions for financial planning do not apply to non-traditional families, and develops alternative financial planning solutions. Topics include employee benefits, retirement and elder planning, income tax planning, asset ownership, and gift and estate planning. Students analyze a variety of non-traditional family scenarios.

FP 705 Elder-Planning Techniques (3 credits)

Encompasses legal and financial planning for the aging or incapacitated client. Examines elder-law issues, challenges and planning strategies. Discusses Social Security disability, supplemental security income, railroad retirement programs, and veterans' benefits. Analyzes insurance and other means for funding long-term care either in a nursing home or at home. Explores Medicaid requirements and strategies for resource planning, as well as the tax implications of Medicaid planning. Discusses use of durable powers of attorney, guardianship, and health-care proxies. Examines relevant federal and state laws, such as the age discrimination in Employment Act and the Nursing Home Reform Act of 1987.

FP 706 Psychology in Financial Planning (3 credits)

The course is designed to assist students in understanding issues related to the psychology of money and wealth to enhance their client interaction and management skills during the process of personal financial planning. It provides an understanding of the money beliefs and skills possessed by clients requesting financial planning or wealth advising; clarifies the nature of different subgroups of clients based upon class, gender, age, wealth history in the family, and medical and psychological characteristics; provides an overview of behavioral finance; teaches communication skills in the advising relationship; explains characteristics of the professional mental health field; and, explains how to access mental health, philanthropic, and other resources to assist clients' relationship with their personal wealth.

FP 710 Insurance and Wealth Preservation Planning Techniques (3 credits)

Offers a comprehensive understanding of insurance, including risks to be insured, levels of insurance, best products available, and key policy provisions. Covers types of insurance that include workers' compensation, life, health, disability, personal liability, professional liability, and long-term care. Emphasizes protection and preservation of client assets, with additional focus on annuities, tax planning with life insurance, irrevocable life insurance trusts, estate liquidity and life insurance as an employee benefit. The course integrates case studies to bridge the gap between technical knowledge and a variety of real-world client situations.

FP 755 Special Topics Seminar in Financial Planning (3 credits)

Prerequisite(s): Instructor's permission (specific courses may be required for particular topics)

Explores, in depth, financial planning issues and topics identified based on student and faculty interests. Provides an opportunity for students who have specific projects in mind. Students conduct research and write original papers of publishable quality, and make an oral presentation of the research findings to fellow seminar participants at the end of the semester.

FP 781 Internship in Financial Planning Practice (3 credits)

Prerequisite(s): Six hours of financial planning (FP) courses at the 600 level or higher

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 financial planning issue and a paper assessing the work experience, under the supervision of a faculty adviser.

FOUNDATION WORK

Pre-Program Foundation Courses

Program Foundation Courses

General Graduate Studies (GS courses)

Graduate Required Courses (GR courses)

GR 521 Managerial Statistics (3 credits)

Note: GR521D is reserved for ELMBA and MSMBA students. GR521P is reserved for PMBA, MS and Certificate students for whom it is required.

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

GR 522 Economic Environment of the Firm (3 credits)

Note: GR522D is reserved for ELMBA and MSMBA students. GR522P is reserved for PMBA, MS and Certificate students for whom it is required.

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

GR 523 Marketing Management (3 credits)

Note: GR523D is reserved for ELMBA and MSMBA students. GR523P is reserved for PMBA, MS and Certificate students for whom it is required.

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

GR 524 Accounting for Decision Making (3 credits)

Note: GR524D is reserved for ELMBA and MSMBA students. GR524P is reserved for PMBA, MS and Certificate students for whom it is required.

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

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

Prerequisite(s): GR 521 and GR 524 or AC611

Note: GR525D is reserved for ELMBA and MSMBA students. GR525P is reserved for PMBA, MS and Certificate students for whom it is required.

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 we will cover are financial statements, ratio analysis, financial planning, the time value of money, capital budgeting, capital structure, the cost of capital and asset valuation.

GR 601 Strategic IT Alignment (3 credits)

Prerequisite(s): For ELMBA and MSMBA: None. For PMBA: GR 521, GR 522, GR 523, GR 524 and GR 525.

Note: Restricted to MBA students only. GR 601D is reserved for ELMBA and MSMBA students. GR 601P is reserved for PMBA students.

GR601 provides an enterprise-wide perspective on IT management, focusing on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes (i.e., Strategic IT Alignment). Cases and readings examine how companies in various industries use IT to serve customers well, manage operations efficiently, coordinate with business partners, and make better business decisions. We consider how to maximize the strategic benefits of investments in hardware and software, while minimizing risks. The course places equal weight on technical and managerial skills. Our primary objective is to help students prepare to be effective contributors to IT initiatives in partnership with IT professionals, including external service providers here and abroad.

GR 602 Business Process Management (3 credits)

Prerequisite(s): For ELMBA and MSMBA: None. For PMBA: GR521, GR522, GR523, GR524 and GR525. For MSBA, MSHFID, MSIT: IPM Department Chair Permission

Note: Restricted to MBA, MSBA, MSHFID and MSIT students. GR602D is reserved for ELMBA and MSMBA students. GR602P is reserved for PMBA, MSBA, MSHFID and MSIT students.

Provides a conceptual framework for understanding the fundamentals and characteristics of business processes. To set a solid foundation for accomplishing this aim, 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, explores the concept of the value chain to offer a backdrop for understanding both intra- and interorganizational relationships and the associated dependencies that exist. The last part of the course focuses on how information technology can be used effectively in redesigning processes to improve their overall performance. Students are introduced to the enterprise resource planning system SAP. The course includes assignments, exercises and projects focused on different aspects of business processes

GR 603 Leading Responsibly (3 credits)

Note: Restricted to MBA and MSHFID. MSBA may enroll with instructor permission. GR 603D is reserved for ELMBA and MSMBA students. GR 603P is reserved for PMBA, MSHFID and MSBA students.

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

GR 604 Global Strategy (3 credits)

Prerequisite(s): GR 521, GR 522, GR 523, GR 524, GR 525, GR 601 and GR 602.

Note: Restricted to MBA students only. GR 604D is reserved for ELMBA and MSMBA students. GR604P is reserved for PMBA students.

Focuses on how multinational companies and other firms create and sustain competitive advantage in a highly competitive, networked economy.

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

GR 606 Designing For The Value Chain (3 credits)

Prerequisite(s): GR 602

Note: Restricted to MBA students only. GR 606D is reserved for ELMBA and MSMBA students. GR 606P is reserved for PMBA students.

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

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

Note: Restricted to MBA students only. GR 645D is reserved for ELMBA and MSMBA students. GR 645P is reserved for PMBA students. Not open to students who have completed LA 720.

The 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 our students in the legal and ethical framework for the specific areas of law we study throughout the rest of the course. The course then 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. We will examine ways in which the internet, including e-commerce and online publications, affects the legal environment of business. The course prepares students to spot legal and ethical issues in business, and to seek expert legal advice where appropriate.

GR 735 Corporate Immersion (3 credits)

Prerequisite(s): GR 523, GR 524, and GR 525

Note: Restricted to ELMBA and MSMBA students. Not open to students who took 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. Covers multiple topics including finance, accounting, management, marketing, technology and the law. Helpful to understand technology and cultural idioms. Involves significant group work and the ability to meet tight deadlines. Deliverables may be sequential, but often unrelated and with frequent changes throughout the semester. Need immense curiosity, ability to research, search capability, and experience investigating multiple industries. Emphasizes the ability to use both written and oral skills in formal business presentations to top management. Requires the ability to defend analyses and recommendations under pressure and strict time constraints. Mirrors working conditions and expectations of corporate partner's employees.

HUMAN FACTORS IN INFORMATION DESIGN

HF 590 Internship in HFID (1 credit)

Prerequisite(s): HF 700 and HF 750, a 3.0 cumulative grade point average and Program Director approval.

A 1-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 reflection paper, and coordinate their performance appraisal with specified site supervisor. A student is limited to doing one such 1-credit internship before degree completion.

HF 700 Foundations in Human Factors (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

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

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 715 User Experience Boot Camp (3 credits)

Note: This course is mandatory for students in the MSHFID On-Line Program. It is restricted to MSHFID On-line program students.

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

HF 720 Localization and the Global Market (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 725 User Experience Leadership and Management (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 730 Visualizing Information (3 credits)

Note: Program director approval required for all students except MSHFID or MSBA, MSIT or MSMBA.

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

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

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 750 Testing and Assessment Programs (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 751 Measuring the User Experience (3 credits)

Prerequisite(s): HF 750

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

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

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

Builds expertise for the HCI professional in a wide range of subspecialties related to human behavior and user-centered design. Three 5-week modules on selected topics in HCI are taught by faculty with specialties in requirements gathering, web accessibility, interface design, inspection methods, intelligent agents, and remote usability testing. Students are graded for each module, with the three grades combined for the final class grade. Modules change each semester.

HF 760 Intelligent User Interfaces (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

Introduces students to the theory and practice of engineering expert knowledge into system designs. To overcome the limitations of human processing capabilities, the technology industry must increasingly move from a model of providing support, training and documentation in forms external to the system, to a model where this information is seamlessly integrated in the larger system design. Early examples of knowledge-based subsystems include wizards, agents and expert system support. The very nature of expert knowledge, its value to the expert, and the way in which the expert constructs this knowledge are key elements of the course. Students learn to develop strategies for collecting and organizing knowledge from experts, and study ways to integrate expert knowledge in system designs. The course relies heavily on experts from local research and development labs.

HF 761 Mobile Design (3 credits)

Prerequisite(s): None.

Note: Program Director approval is required for all except MSHFID, MSIT and MSMBA.

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

HF 765 Emerging Interfaces (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 770 Prototyping and Interaction Design (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 780 Field Methods (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 785 Ethnography of Work for Design (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 790 Internship in HFID (3 credits)

Prerequisite(s): HF 700 and HF 750

Provides students the opportunity to integrate the classroom experience in a diverse range of field experiences in leading high-tech and web development groups. HF 790 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. Requires close coordination with the internship coordinator and regular meetings with the coordinator throughout the semester.

HF 795 Research Methods for Human Factors (3 credits)

Note: Program director approval required for all students except MSHFID or MSIT or MSMBA.

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

HF 800 User Experience Thesis (3 credits)

Prerequisite(s): HF 795 and Director approval

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.

INFORMATION DESIGN AND CORPORATE COMMUNICATION

IDCC 620 Managerial Communication (3 credits)

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

IDCC 711 Argumentation Strategies for Business (3 credits)

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

INFORMATION AND PROCESS MANAGEMENT

IPM 590 Internship in Information Process Management (1 credit)

Prerequisite(s): 3.0 cumulative grade point average and IPM internship coordinator approval

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

IPM 652 Information Management (3 credits)

Designed for the general business student who wants to gain knowledge about organizing data to obtain required information. This course focuses on the collection, analysis, and management of the enterprise's information resources. The emphasis will be on managerial and organizational issues with sufficient technical concepts to fully understand the issues. The interrelationship between the technical, managerial, organizational and inter-organizational aspects will be explored.

IPM 700 Directed Study Seminar (3 credits)

Prerequisite(s): Concentration Advisor's permission

Directed Study topics must be submitted for approval.

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

Prerequisite(s): GR602 or IPM 652 or GS 602 or GR 610

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

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

Note: Not open to those who have taken CS 723

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

IPM 740 Enterprise Systems Planning and Configuration (3 credits)

Prerequisite(s): GR 602 or GS 602 or GR 610A/B or AC 730

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

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

Prerequisite(s): Varies each semester with topic

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

INTERNATIONAL BUSINESS AND GLOBAL BUSINESS EXPERIENCES

GBE 790 Global Business Experience (3 credits)

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

IB 701 Internship in International Business (3 credits)

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.

LAW

LA 701 Business Law (3 credits)

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

LA 715 International Business Law (3 credits)

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

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

Note: Not open to PMBA, ELMBA or MSMBA or students who have completed GR 645.

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

LA 730 Real Estate Law (3 credits)

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

MANAGEMENT

IB 701 Internship in International Business (3 credits)

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.

MG 590 Internship in Management (1 credit)

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

MG 600 Entrepreneurial Thinking (3 credits)

Note: Not open to students who completed ES600

Focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures and obtaining initial financing. Concentrates on how ventures are begun, how venture ideas and other key ingredients for start-ups are derived, and how to evaluate new venture proposals. Explores business plan development and legal and tax considerations.

MG 630 Emotionally Intelligent Leadership (3 credits)

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

MG 632 Leading Effective Work Teams (3 credits)

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

MG 635 Negotiating (3 credits)

Explores the theory and practice of negotiating, with an emphasis on bargaining within an organizational context. Develops the knowledge of bargaining concepts and models as well as skill to apply this knowledge in real-life negotiating situations. Uses multiple negotiating case role plays to increase involvement and to deepen understanding of negotiating principles in face-to-face and virtual on-line negotiating environments.

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)

The 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). Course focus includes key individual, group, and organization level factors essential for informing leaders and followers as they navigate change efforts in organizations.

MG 646 Leading Technology Based Organizations (3 credits)

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

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

This one-week intensive course uses a combination of expert-led classroom discussions and plant visits to examine the challenges and best practices of managing in today's global business environment. Company visits, case studies and dialogue with senior managers and scholars provides the setting for studying global organizational systems, processes and practices. 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)

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

MG 652 Strategic Innovation (3 credits)

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

MG 653 Leading Service Innovation (3 credits)

Note: Not open to those who have taken OM 730.

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

MG 654 Leading for Quality (3 credits)

Note: Not open to those who have taken OM 750

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

MG 661 Global Leadership (3 credits)

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

MG 670 Leading in a Diverse Workplace (3 credits)

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

MG 701 Internship in Management (3 credits)

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.

MG 755 Special Topics in Management (3 credits)

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.

MARKETING

MK 590 Internship in Marketing (1 credit)

A 1-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 1-credit internship before degree completion.

MK 612 Strategic Marketing (3 credits)

Prerequisite(s): GR 523 or Co-Requisite with Instructor Permission

Advanced applications course dealing with formulation of marketing strategies, evaluation of alternatives and implementation of marketing programs. Examines segmentation, positioning and marketing mix issues as a part of strategic marketing planning. Also includes discussion of specific marketing management problems in a variety of situations involving consumer and industrial products and services in profit and nonprofit institutions.

MK 701 Internship in Marketing Practice (3 credits)

Prerequisite(s): Six hours of Marketing (MK) courses at the 600-level or higher and internship coordinator approval

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

MK 711 Marketing Research and Analysis (3 credits)

Pre or Corequisite(s): GR 521 (or PPF 501) and GR 523 (or PF 506)

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

MK 712 Consumer and Buyer Behavior (3 credits)

Prerequisite(s): GR 523(or PF 506)

Studies the purchase decision for individual consumers and industrial users. Examines various models of buyer behavior. Explores motivations, influences and roles played in purchasing products and services.

MK 713 Marketing Promotion and Communication (3 credits)

Prerequisite(s): GR 523 (or PF 506)

Examines marketing promotions from a communication standpoint. 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. Emphasizes the planning, design and implementation of advertising campaigns.

MK 715 New Products: Planning, Developing and Marketing (3 credits)

Prerequisite(s): GR 523 (or PF 506)

Considers the role of new products in the survival and growth strategies of organizations. Focuses on the major problems firms encounter in directing and managing their product development and marketing activities. Examines the development process from conception of ideas to commercial introduction, and the marketing life cycle from introduction to deletion of products.

MK 716 International Marketing (3 credits)

Prerequisite(s): GR 523 (or PF 506)

Focuses on the decision-making process in marketing products and services across national boundaries. 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. Studies challenges facing multinational enterprises as well as smaller firms marketing internationally.

MK 718 Marketing of Services (3 credits)

Prerequisite(s): GR 523 (or PF 506)

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

MK 725 E-Marketing (3 credits)

Prerequisite(s): GR 523 (or PF 506)

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

MK 726 Customer Data Analysis and Relationship Marketing (3 credits)

Prerequisite(s): GR 523 (or PF 506)

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

MK 735 Start Up Marketing in New Econ (3 credits)

Prerequisite(s): GR 523 (or PF 506)

Note: Not open to students who have completed GR 735 and/or MK 755A.

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

MK 755 Special Topics in Marketing (3 credits)

Prerequisite(s): Varies each semester with topic

Offers in-depth examination of selected issues and problems in marketing. Speciifc topics alternate depending on student and faculty interests.

MK 758 Enhancing Creativity (3 credits)

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

MATHEMATICAL SCIENCES

MA 610 Optimization and Simulation for Business Decisions (3 credits)

Prerequisite(s): GR 521

Optimization and simulation methods are being used as effective tools in many environments that involve decision making. This is a course that 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 transportation industry, resource allocation in health care industry, minimizing the cost of an advertising campaign in marketing.

MA 611 Time Series Analysis (3 credits)

Prerequisite(s): ST 625

Note: Not open to students who have completed EC 621.

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. Makes use of statistical packages such as SAS, JMP, R andor SPSS.

MA 710 Data Mining (3 credits)

Prerequisite(s): ST 635

This course will introduce 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), an introduction to genetic algorithms, to association (also known as market basket) analysis, to web mining and text mining, and to social networks.

MA 755 Special Topics in Mathematical Science (3 credits)

Prerequisite(s): Varies each semester with topic

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

ST 590 Internship in Statistics (1 credit)

This 1-Credit course is a unique opportunity that allows you to explore a certain career path, learn valuable workplace skills, broaden your knowledge about a particular area of business analytics, and give you the chance to add value to your internship by applying your business analytics knowledge. The essence of the Internship for Credit Program is that you continue to learn as you work. To a large degree, the education you receive from the internship is up to you. It is based on the quality of the position you have found and the decisions you make once on the job (e.g., asking for certain opportunities). The business analytics internship for credit course grants 1 credit for successfully fulfilling this field-based learning experience, which includes working a minimum of 120 hours at an organization suitable for the individual student's field learning experience, and completing the specific requirements outlined below during the internship.

STATISTICS

ST 590 Internship in Statistics (1 credit)

This 1-Credit course is a unique opportunity that allows you to explore a certain career path, learn valuable workplace skills, broaden your knowledge about a particular area of business analytics, and give you the chance to add value to your internship by applying your business analytics knowledge. The essence of the Internship for Credit Program is that you continue to learn as you work. To a large degree, the education you receive from the internship is up to you. It is based on the quality of the position you have found and the decisions you make once on the job (e.g., asking for certain opportunities). The business analytics internship for credit course grants 1 credit for successfully fulfilling this field-based learning experience, which includes working a minimum of 120 hours at an organization suitable for the individual student's field learning experience, and completing the specific requirements outlined below during the internship.

ST 625 Quantitative Analysis for Business (3 credits)

Prerequisite(s): GR 521 or PPF 501

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. Makes use of statistical packages such as SAS, JMP, R or SPSS.

ST 635 Intermediate Statistical Modeling for Business (3 credits)

Prerequisite(s): ST 625 or Instructor Permission

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. Makes use of statistical packages such as SAS, JMP, R or SPSS, along with more specialized software.

ST 701 Internship in Business Data Analysis (3 credits)

Prerequisite(s): ST 635

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

TAXATION

TX 590 Internship in Tax Practice (1 credit)

Prerequisite(s): Six hours of tax (TX) courses at the 600 level or higher

A 1-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 ten 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 1-credit internship before degree completion.

TX 600 Professional Tax Practice (3 credits)

Note: Recommended to be taken as one of the first courses in the MST program

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

TX 601 Federal Taxation of Income (3 credits)

Note: Not open to students who have completed AC 750

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

TX 602 Transactions (3 credits)

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

TX 603 Corporations and Shareholders (3 credits)

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

TX 604 Multi-Jurisdictional Taxation (3 credits)

Addresses the increased importance of international, multistate, and e-business taxation in today's global environment. Introduces students to the principles guiding nexus, geographic allocation of income, and avoidance of double taxation. 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. Deals with the tax implications of business conducted electronically. Students use specialized information technology resources and public domain databases to conduct relevant research. Applies multi-jurisdictional tax principles and rules to real-world case studies.

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

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

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

Provides an in-depth study of pass-through entities and problems peculiar to closely held businesses. 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. Focuses on the practical (and tax practice) aspects of working with and advising clients on such decisions.

TX 711 Mergers and Acquisitions (3 credits)

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

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

Explores the tax treatment of investment companies and financial products. Introduces the major types of investment and their classification for tax purposes. Focuses on mutual funds, exchange-traded funds, unit investment trusts, separately managed accounts, and offshore funds. Analyzes the applicable special tax provisions in light of the economic function and operation of these entities. Also examines the taxation of financial products such as mutual fund shares.

TX 732 Intellectual Properties (3 credits)

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

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

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

TX 741 Tax Accounting Problems (3 credits)

Considers the intricacies of the tax accounting rules and their contrast to financial accounting. 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. Deals with forgiveness of debt, passive loss rules, interest expense and the alternative minimum tax.

TX 755 Special Topics Seminar in Taxation (3 credits)

Prerequisite(s): Instructor's permission (specific courses may be required for particular topics)

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

TX 761 State and Local Tax Practice (3 credits)

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. Builds on the knowledge base developed in TX 604 Multi-Jurisdictional Taxation. Students examine constitutional restrictions on the jurisdiction to tax; allocation and apportionment of multistate income; state taxation of e-commerce; domicile concepts; and detailed review of administrative provisions related to the audit, assessment, collection and appeal of state and local taxes.

TX 771 International Tax Practice (3 credits)

Explores international taxation with comprehensive coverage of inbound and outbound U.S. tax issues. Expands the knowledge base developed in TX 604 Multi-Jurisdictional Taxation. 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. Includes discussion of export incentives such as the Extraterritorial Income Exclusion (successor to Foreign Sales Corporations).

TX 781 Internship in Tax Practice (3 credits)

Prerequisite(s): Six hours of tax (TX) courses at the 600 level or higher

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 adviser.

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

Prerequisite(s): TX 600, TX 601 and instructor's permission

Provides an opportunity for involvement in clinical fieldwork under the supervision of a faculty member. The student prepares and delivers educational workshops to taxpayers, and serves as the primary taxpayer contact in resolving tax controversies. Includes responsibilities to identify, research, resolve and communicate complex tax issues. An additional academic requirement is a tax research paper on a mutually agreed upon topic.

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BUILDINGS

B11 .... Harrington House
B12 .... Stratton House
B14 .... Boylston A and B
B15 .... Rhodes Hall
B16 .... Collins Hall
B17 .... Kresge Hall
B18 .... Forest Hall
B19 .... Miller Hall
B20 .... Falcone North
B21 .... Falcone West
B22 .... Falcone East
B23 .... Student Center
B24 .... Slade Hall
B25 .... Tree Dorms
B31 .... Orchard North
B32 .... The Castle
B33 .... The Cape
B34 .... Orchard South
B35 .... Lewis Hall
B36 .... Facilities/Receiving
B37 .... Dana Athletic Center
B38 .... Dovecote
B39 .... Copley South
B41 .... Copley North
B42 .... Fenway Hall
B45a .... University Police
B45b .... Counseling Center
B52/B53 .... LaCava Center
B54 .... Bentley Library
B55 .... Morison Hall
B56 .... Adamian Academic Center
B57 .... Smith Academic Technology Center
B58 .... Lindsay Hall
B59 .... Jennison Hall
B61 .... Rauch Administration Center
B63 .... North Campus A
B64 .... North Campus B
B65 .... North Campus C
B66 .... North Campus D
B121 .... President's House

PARKING

GENERAL

L1 .... LaCava 1
L2 .... LaCava 2
L3 .... Rauch
L6 .... LaCava 3
L7 .... Morison 7
L8 .... Morison 8
L9 .... Morison 9
L20 .... Athletics 1
L22 .... Dana 1
L30 .... Athletics 2
L31 .... Athletics 3

RESIDENT

L11 .... Miller 1
L12 .... Miller 2
L16 .... Trees
L17 .... Forest
L19 .... Stratton
L21 .... Orchard Decks
L44 .... North Campus A
L45 .... North Campus B
L46 .... North Campus C
L47 .... North Campus D

FACULTY AND STAFF

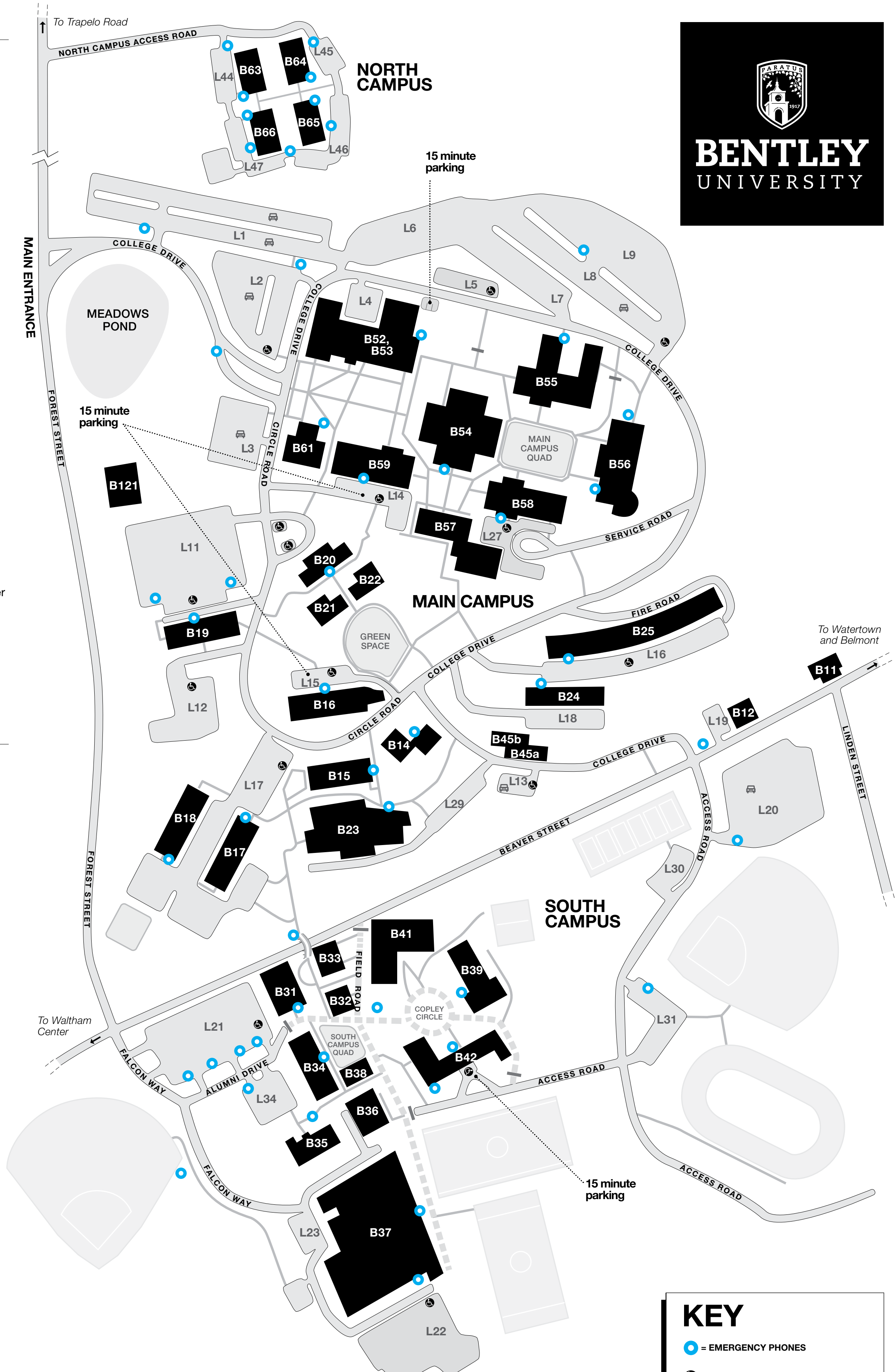
L13 .... Police
L18 .... Slade
L23 .... Dana 2
L26 .... Harrington
L29 .... Student Center
L34 .... Lewis

FACULTY-ONLY PARKING

L5 .... Main Campus

SERVICE AND VENDOR

L4 .... LaCava
L14 .... Jennison
L15 .... Collins (short term)
L27 .... Smith



KEY

= EMERGENCY PHONES
= HANDICAPPED PARKING
= VISITOR PARKING
= AUTHORIZED VEHICLE ACCESS
= VEHICLE GATE

CAMPUS MAP

DIRECTIONS TO BENTLEY

BY CAR

Directions to Bentley from points North:

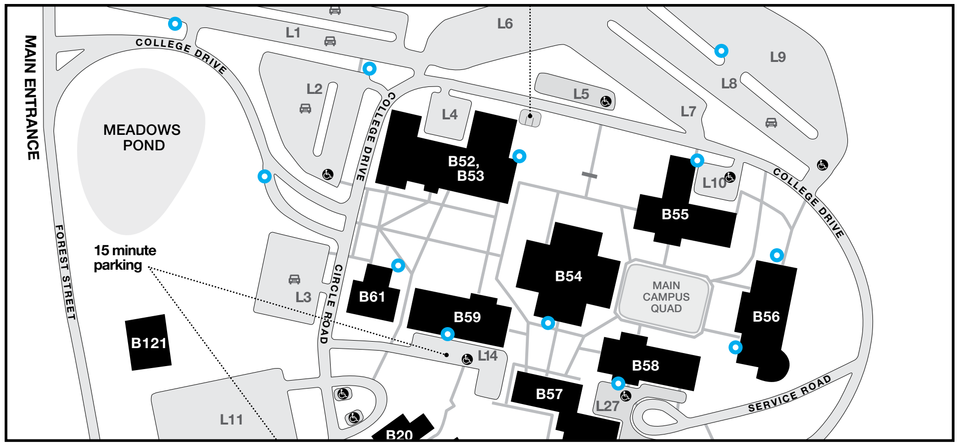
- Take Route 95/128 South to Trapelo Road, exit 28.
- Turn left at top of exit ramp.
- Follow Trapelo Road 2.6 miles toward Belmont.
- Turn right onto Forest Street.
- One mile on the left is the Bentley entrance.
- Directions to Bentley from points South:
- Take exit 27A - Totten Pond Road.
- At the end of the ramp, take a right and follow Totten Pond Road for 1.2 miles to the end.
- Take a right onto Lexington Street and go 0.2 miles.
- Then take a left onto Beaver Street; travel 1.5 miles (go around the rotary and continue on).
- Bentley (and the entrance to the upper campus) will be on the left.

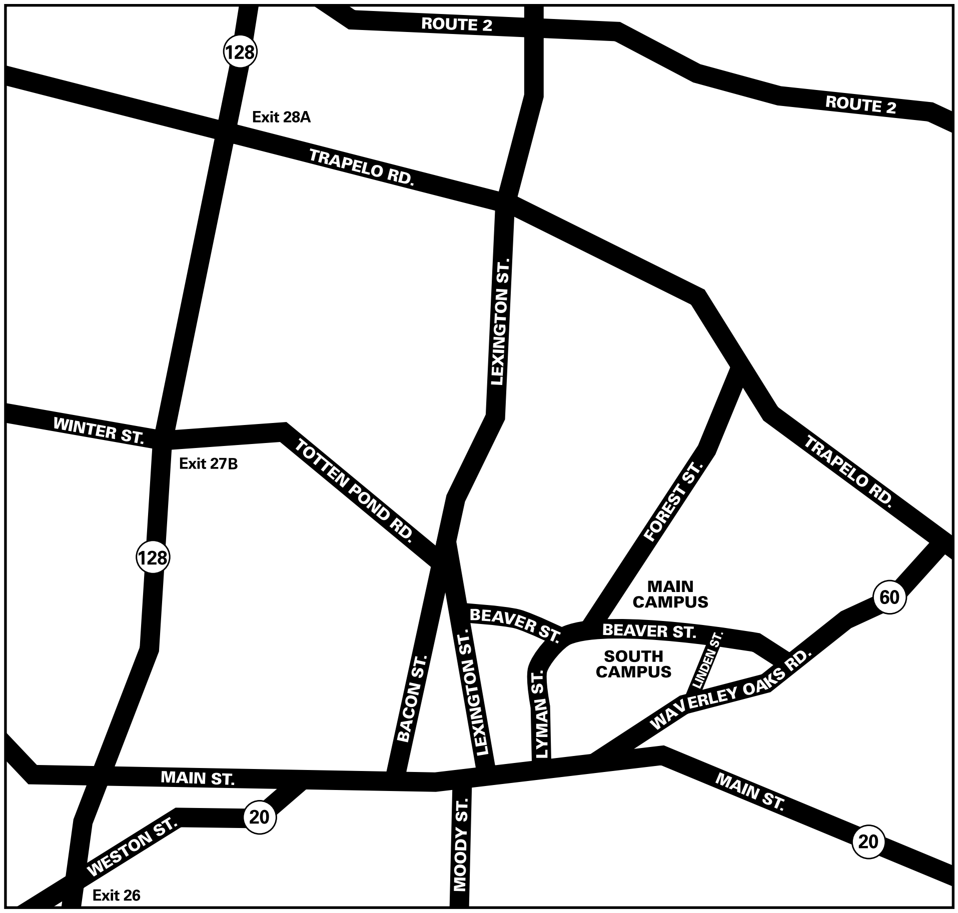
Directions to Bentley from points East:

- Follow Storrow Drive (west) or Memorial Drive (west) to the end and follow signs toward Arlington.
- Bear left at the sign that reads “To 16 S Watertown/Waltham.”
- Follow for 0.6 of a mile and turn right onto Belmont Street after passing the Star Market shopping center on the right.
- Continue on Belmont Street until it intersects with Trapelo Road.
- Bear right onto Trapelo Road and continue for 1.7 miles.
- Take a left at the light and follow the sign that reads “60 Waltham to Rte. 20.” This is Waverley Oaks Road (Route 60).
- At the next traffic light, turn right onto Beaver Street.
- Continue on Beaver Street, which intersects the Bentley campus. Turn right onto College Drive, just before the overhead pedestrian bridge.

Directions to Bentley from points West:

- Take exit 14 off the Massachusetts Turnpike.
- Follow signs to Route 95/128 North.
- Take Route 95/128 North to Trapelo Road, exit 28A.
- Turn right at the end of the exit ramp.
- Follow 2.6 miles toward Belmont.
- Turn right onto Forest Street.
- Approximately one mile on the left is the Bentley main campus entrance





Taxi Cabs:

You can take a taxi from Logan Airport. Taxi cabs are located on the lower level of each terminal at all hours (station wagons, handicap accessible and credit card taxis are available upon request). Just tell them that you wish to be taken to Bentley in Waltham. The approximate cost of a taxi from Logan Airport to Bentley is $50.

Rental Cars:

See **BY CAR** for directions to Bentley from the airport.

Public Transportation:

While it is possible to get to Bentley using public transportation, we recommend taking a taxi. If, however, you’re feeling adventurous and would like to take public transportation, follow these directions:

1. Take the free Massport Shuttle Bus (#22 or #33 to the Airport MBTA station. Trains leave the Airport Station every 8 to 12 minutes daily).
2. Take the MBTA Red Line to the Harvard Square stop.
3. From Harvard Square, take the #73 bus and get off at Waverley Square (which is the last stop).
4. Pick up bus #554 and ask the driver to let you off at Bentley. (This bus also runs direct from downtown Boston, with connections in Newton to several other buses. Contact the MBTA for a more detailed schedule.)

Accreditations

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

Bentley University is accredited by the New England Association of Schools and Colleges Inc., 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. New England Association accreditation applies to Bentley as a whole and provides a reasonable assurance about the quality of opportunities available to its students.

Bentley University is accredited by the European Quality Improvement System (EQUIS), which benchmarks quality in management and business education. EQUIS seeks to advance the mission of the European Foundation for Management Development by raising the global standard of management education. Accredited institutions must meet high measures of quality in all dimensions of their programs and activities and demonstrate a high degree of internationalism. Bentley is one of three business schools in the United States and 141 worldwide to earn EQUIS accreditation.

University Policies

Equal Opportunity Statement

Bentley University does not discriminate in admission or access to, or treatment or employment in, any of its educational programs or activities, including scholar¬ships, loans and athletics, on the basis of race, color, sex, marital or parental status, age, national or ethnic origin, religion, handicap or disability. The college complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act and Revenue Procedure 75-50 prohibiting such discrimination. Anyone believing that he or she has experienced adverse treatment may register a complaint with the special assistant to the president, Room 308, Rauch AdministrationBuilding, Bentley University, 175 Forest Street, Waltham, Massachusetts 02452-4705.

Sexual, Racial and Religious Harassment

It is the policy of Bentley University to maintain an atmosphere that is free from any form of sexual, racial or religious intolerance, intimidation or exploitation. All students, faculty and staff should be aware that the university is concerned and prepared to take action to prevent harassment of any kind. Individuals who engage in such behavior will be subject to disciplinary action. If you believe you are being harassed, please contact the special assistant to the president in Room 308 of the Rauch Administration Building.

Notice to Students

Students enrolled in any division or school of the university are responsible for famil¬iarizing 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, minimum residency and honors requirements and the college's grading and course repeat policies. Students who fail to comply with these policies, procedures and requirements do so at their own risk.

Family Educational Rights and Privacy Act

According to the Family Education Rights and Privacy Act of 1974 (Buckley Amend¬ment), individual students have the right to review all official records, files and data related to them and the right to challenge the accuracy of the content of such records. Furthermore, the act prohibits colleges and universities from releasing personally identifiable information about students without their written consent. For detailed information regarding a student's rights under this law and the procedures involved in obtaining access to official records, please contact the Student Affairs Office.

Unless otherwise requested by the student, Bentley University may, at its discretion, release to the public student data considered "directory information." If a student desires that directory information not be released, it is his or her responsibility to notify the Registrar's Office in writing. Please note that students do not have the flexibility of choosing to release or not release particular items within "directory information."

Bentley University will not sell or give directory information for commercial purposes to external vendors who are not affiliated with the institution. The college may use all student data for its official operations or for the approved operations of any student organizations or other college-sponsored functions.

Directory information, as defined by the Family Education Rights and Privacy Act of 1974, includes the following information relat¬ing to a student: name, address, telephone number, date and place of birth, class, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

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." For a more expansive explanation of FERPA please see the section on "Rights, Responsibilities and Policies."

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."

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Drug Prevention

In compliance with the Drug-Free Schools and Communities Act, Bentley University maintains a drug prevention program for its students and employees. Complete information concerning this issue can be found in the Student Handbook online at *bentley.edu/graduate/gsas/academic-program-guides*.

Smoking Policy

As of June 1st 2016, Bentley University became a smoke and vape free campus. Smoking (including cigarettes, cigars, pipes, e-cigarettes, and any other smoke-producing tobacco products) by students, faculty, staff, guests, visitors, and contractors is prohibited on all properties, indoors and outdoors, owned or leased by campus. All university employees, students, visitors, guests and contractors are required to comply with this policy, which remains in effect at all times. More information about the policy as well as cessation support resources is available at *bentley.edu/smokefree*

Bentley University Policy Amendments

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

Affidavits of Voter Registration Forms

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

Out-of-state students who wish to vote in their home state must use a mail-in form supplied by the home state or the federal mail-in affidavit of voter registration, which may be obtained by writing or calling the Massachusetts Elections Division, One Ashburton Place, Room 1705, Boston, MA 02108; telephone 617.727.2828 or toll free 800.462.8683 (in Massachusetts only).

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