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S U F F O L K
U N I V E R S I T Y

Graduate Academic Catalog

2008-2009



College of Arts and Sciences
Sawyer Business School
www.suffolk.edu



Suffolk University

Graduate Academic Catalog
2008–2009

College of Arts and Sciences
Sawyer Business School

This Catalog presents the offerings and requirements in effect at the time of publication. The University reserves the right to withdraw or modify the courses of instruction at any time. Announcements are subject to change and do not constitute an agreement or contract.

Suffolk University

College of Arts and Sciences
Sawyer Business School

Graduate Catalog

Suffolk University does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, Vietnam-era or disabled-veteran status in its employment, admission policies, or in the administration or operation of, or access to, its academic and non-academic programs and policies. It does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. Inquiries regarding disabilities and Section 504 of the Rehabilitation Act of 1973 may be directed to the appropriate coordinator below:

Students and applicants in College of Arts and Sciences and Sawyer Business School – Dean of Students, 73 Tremont Street, 12th Floor, (617) 573-8239, TDD 557-4875.

Faculty and faculty applicants in College of Arts and Sciences – Dean of the College, Donahue 134, (617) 573-8265.

Faculty and faculty applicants in Sawyer Business School – Dean of the Sawyer Business School, 73 Tremont Street, 12th Floor, (617) 573-8300.

Other employees and applicants for employment – Director of Human Resources, 73 Tremont Street, 5th Floor, (617) 573-8415.

Inquiries regarding Title IX and other federal and state non-discrimination legislation may be directed to the Director of Human Resources, 73 Tremont Street, 5th Floor, (617) 573-8415.

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UNIVERSITY PROFILE

Degrees

College of Arts and Sciences

Undergraduate: A.A., A.S., B.A., B.F.A., B.S., B.S.E., B.S.J., B.G.S.

Post-Baccalaureate Program in Radiation Therapy

Graduate: M.A., M.A.G.D., M.A.I.D., M.A.W.H., M.Ed., M.S., M.S.C.J.S., M.S.C.J.S./J.D., M.S.C.J.S./M.S.M.H.C., M.S.C.J.S./M.P.A., M.S.C.S., M.S.E.P., M.S.E.P.P., M.S.I.E., M.S.I.E./J.D., M.S.M.H.C./M.P.A., M.S.P.S., M.S.P.S./M.P.A., Ph.D. in Economics, Ph.D. in Clinical Psychology.

Graduate Certificate in Global Human Resources

Graduate Certificate in Human Resources

Graduate Certificate in Instructional Design

Graduate Certificate in Organizational Learning

Post Master's Programs:

Certificate of Advanced Graduate Study

Education

Political Science

Sawyer Business School

Undergraduate: B.S.B.A., B.S.B.A./M.B.A., B.S.B.A./M.S.A., B.S.B.A./M.S.T., B.S.B.A./J.D.

Certificates: Accounting Certificates

Graduate: M.B.A., Executive M.B.A., Global M.B.A., M.P.A., M.P.A./M.S., M.P.A./M.S.C.J.S., M.P.A./M.S.P.S., M.S.F., M.S.F.S.B., M.S.A., M.S.T., M.H.A., J.D./M.B.A., J.D./M.P.A., J.D./M.S.F.

Postgraduate: Advanced Professional Certificate of Advanced Study in Public Administration

Advanced Professional Certificate of Advanced Study in Business Administration

Certificate Program for Advanced Study in Finance

Graduate Diploma in Professional Accounting

Advanced Certificate in Taxation

Certificate in Financial Planning

Accreditation

Suffolk University is accredited by the New England Association of Schools and Colleges; AACSB International – The Association to Advance Collegiate Schools of Business; the American Bar Association; the American Chemical Society; the American Psychological Association; National Association of Schools of Public Affairs and Administration and the Association of American Law Schools. Specified programs in Education have been approved by the State Department of Education for inclusion in the reciprocity privileges of the Interstate Certification Compact. The University Counseling Center is accredited by the International Association of Counseling Centers. The Post-Baccalaureate Program in Radiation Therapy is accredited by the Joint Review Committee on Education in Radiologic Technology. The Bachelor of Science in Engineering with a Concentration in Electrical Engineering* is accredited by the Engineering Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700. The New England School of Art & Design at Suffolk University is an accredited institutional member of the National Association of Schools of Art and Design. The Master of Arts and Bachelor of Fine Arts programs in Interior Design are accredited as professional-level programs by the Council for Interior Design Accreditation.

**Also referred to in this catalog as the B.S.E. in Electrical Engineering.*

Students

5,536 Undergraduate
 1,970 Graduate
 4,293 College of Arts and Sciences
 3,313 Sawyer Business School
 1,625 Law School
 9,231 Total students
 387 Other (non-degree)
 2,087 Degrees conferred annually
 712 International students from 95 countries

Faculty/Staff

90% hold Ph.D. degrees
 1:12 Faculty/student ratio (Undergraduate)
 1:21 Faculty/student ratio (Law School)

Facilities

15 buildings located on Beacon Hill in the heart of downtown Boston
 40-acre Robert S. Friedman Field Station at Cobscook Bay, Maine
 462-bed Residence Hall at 150 Tremont Street
 345-bed Nathan R. Miller Residence Hall at 10 Somerset Street
 274-bed Residence Hall at 10 West Street

Campuses

Madrid, Spain
 Dakar, Senegal

Affiliations

Cape Cod Community College
 Dean College
 Merrimack College

Institutes and Research Centers

John Joseph Moakley Archive and Institute on Public Policy and Political History
 Beacon Hill Institute
 E.F. McDonnell International Business Institute
 Center for Teaching Excellence
 Center for International Education
 Center for Public Management
 Center for Entrepreneurial Studies
 Center for Innovation and Change Leadership
 Institute for Executive Education
 Center for Global Business Ethics and Law
 Center for Advanced Legal Studies
 Center for Crime and Justice Policy Research
 Sagan Energy Research Laboratory
 R.S. Friedman Field Station
 Center for Restorative Justice
 Center for Women's Health and Human Rights

Juvenile Justice Center
 Poetry Center
 Suffolk University Political Research Center
 Jerome Lyle Rappaport Center

The Arts

The Adams Gallery
 NESADSU Gallery
 C. Walsh Theatre

Libraries

John Joseph Moakley Law Library
 Mildred F. Sawyer Library (also serving Madrid and Dakar)
 New England School of Art & Design at Suffolk University Library

Special Collections

Collection of African-American Literature
 John Joseph Moakley Archive and Institute
 Zieman Poetry Collection

Six-Year Graduation Rates for New Freshmen (IPEDS Graduation Rate Data)

The Federal Student Right-to-Know Act of 1990 requires an institution participating in any student financial assistance program under Title IV of the Higher Education Act of 1965 to disclose graduation rates to current and prospective students. The rates below have been calculated for each fall's entering class of first-time, full-time, degree-seeking freshmen, in accordance with definitions established by the Student Right-to-Know Act.

	Fall 2000 New Freshmen	# Graduated within 6 Years	6 Year Graduation Rate
Total	646	305	47%
Men	274	122	45%
Women	372	183	49%

SUFFOLK UNIVERSITY

History Founded to overcome barriers of income and discrimination, Suffolk University has a proud history of enabling its students to become honored members of the academic community, the business world, the professions of accounting, public service, health, law and the judiciary. In 1906, Gleason L. Archer founded Suffolk Law School to make knowledge of the law available to those denied access to a legal education by virtue of social class, religion or income. Archer had come to Boston from rural Maine to study law. He subsequently sought to provide an opportunity for other working students to study law. The response was enthusiastic, eventually prompting him to initiate other programs.

The College of Arts and Sciences, founded in 1934, was one of the first institutions of higher education in New England at which a student could earn a Bachelor of Arts degree entirely through evening study. The study of sciences was strengthened after the Second World War. There are now seventeen academic departments in the College of Arts and Sciences offering over fifty programs of specialized study including the New England School of Art & Design at Suffolk University. NESADSU was established in March 1996, by joining the New England School of Art & Design and Suffolk University.

The Sawyer Business School was established in 1937 to provide management education to working students in a part-time format. The Sawyer Business School is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and AACSB International – The Association to Advance Collegiate Schools of Business.

The Business School bears the name of Frank Sawyer, a man who is the quintessential example of creative American entrepreneurship. Armed with his intelligence, remarkable business instincts and the highest ethical principles, Frank Sawyer built a corporate empire that today stretches across the world. These qualities, and the ideals for which they stand, are embedded in the Business School's mission to advance global, accessible, lifelong learning.

Emphasizing pragmatic management education for pre-professional and working students, the School enrolls over 3,000 undergraduate and graduate students. The Business School has attracted a diverse faculty

committed to excellence in teaching and research. Unique to higher education, Business School faculty teach both undergraduate and graduate students. Over eighty individuals serve as adjunct faculty members. They, along with the Business School's Advisory Councils, provide a strong link with professional practitioners in all levels of business and government.

The Business School offers the Bachelor of Science in Business Administration (BSBA) degree with eight majors. Graduate degree programs leading to the Master of Business Administration (MBA) and the Master of Public Administration (MPA) are offered by the Business School, as well as specialized master's degree programs in Accounting, Finance, Financial Services and Banking, Health Administration, and Taxation. The Business School also offers a Graduate Diploma in Professional Accounting. Joint Degree programs with Suffolk Law School lead to the JD/MBA, JD/MPA, and the JD/MSF.

In recent decades, Suffolk University has continually updated and expanded its curriculum and buildings to fulfill its commitment to respond to the changing needs of its students and to new developments in various fields of study.

Suffolk University Mission Statement – Suffolk University is a private, comprehensive, urban university located on historic Beacon Hill in Boston, with three other Massachusetts locations and international campuses in Madrid, Spain, and Dakar, Senegal. Suffolk University's mission is to provide quality education at a reasonable cost for students of all ages and backgrounds with strong emphasis on diversity. The University is committed to educating students to become lifelong learners, as well as professionals who lead and serve the communities in which they live and work. The University seeks to prepare students to live in a diverse, global society, appreciating the richness of various cultures.

The University accomplishes its mission by providing educational opportunities through undergraduate study, graduate study, and professional training. Suffolk University is a teaching University, where research and scholarship are interrelated with the unique character of each academic discipline. It does so by means of courses that provide theoretical, experiential, and practical dimensions. The University supports and encourages diversity in a challenging, supportive environment for motivated and capable students from various backgrounds and cultures.

UNIVERSITY GOALS

In order to respond to the above mission statement, Suffolk University has formulated the following goals, toward which are directed the efforts of all divisions of the University.

- **Community and Communication:** Work to strengthen the University's commitment to a genuine community of student and faculty learners, mutually supportive and mutually respectful. Improve communication, collaboration, and a sense of shared vision across the university.
- **Diversity:** Develop a campus that reflects the cultural pluralism of the United States and world societies in its students and personnel demographics, its curricula, and its co-curricular programs. Treat diversity among campus members and the attainment of broad cultural awareness as essential to strengthening educational excellence at the University.
- **Quality:** Provide relevant, high quality education and personalized instruction that is responsive to the needs of the University's various constituencies, while upholding the institution's academic standards.
- **Image:** Continue to strengthen the University's external image and visibility to reflect its substantive achievements in quality (of teaching, learning, and scholarship) and in a variety (of programs, curricula, enrollment, and University personnel). Broaden the external image of the University so that it is recognized for its quality, programs, its personal attention to its students' needs, and its cultural diversity.
- **Financial:** To assure ongoing financial stability by reducing the University's dependency on tuition revenues, while stabilizing and increasing enrollment in appropriate areas and developing non-tuition sources.
- **Facilities:** To improve and expand University facilities required to support continued, enhanced education, quality and diversity, with a comprehensive vision that reflects the needs of all the University's academic units and constituencies.

Diversity Policy Statement Suffolk University has given a high priority to creating a truly multicultural, multiracial, gender-balanced community receptive to cultural diversity. The future vitality of Suffolk and other urban universities depends on their ability to be responsive to and provide a welcoming climate for people of many cultures.

As part of Suffolk's efforts to reach this goal, the University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff. University policies and procedures concerning faculty and employees' development are structured to encourage such diversity. Likewise, the University strives to actively recruit and retain a widely diverse student body. Faculty and employees are encouraged to actively promote such diversity and to foster a welcoming environment for all. Efforts to achieve those goals will be favorably considered in evaluations.

The University is also committed to creating and maintaining educational curricula in each of its schools that incorporate the values of a multicultural and diverse community and that reflect the pluralism of the United States and the world society. This commitment is congruent with the University's stated mission to prepare and educate men and women to be future leaders and citizens who can function effectively in an evolving, pluralistic and increasing diverse society.

The University further seeks to ensure that student support services, academic support services and co-curricular programs at Suffolk University are sufficiently diverse to meet the needs of a multicultural student body. Alumni activities and community networks will also be utilized to promote the goals of diversity.

GRADUATE PROGRAM TUITION AND FEES

For all current tuition rates and fees, visit www.suffolk.edu/onesource.

Financial Information

Tuition

- Tuition charges are based on the number of credits registered and the program in which the student is enrolled.
- Graduate students registered for courses outside their academic program always pay their program rate rather than the program rate of the courses they are taking. There are two exceptions: MSF and Executive MBA. Any student taking classes in these programs will pay the increased rate. Meals are excluded in the MSF rate. Meals and books are included in the Executive MBA rate.

Full-Time Course Load

- A full-time course load consists of 12 credits in the College of Arts and Sciences* and 15 credits in the Sawyer Business School per semester.
- Students exceeding this maximum allowance will be charged the excess credit rate.
- Students registering for 11 credits or fewer will be charged based on the part-time credit hour rate.

*In the College of Arts and Sciences, full-time standing consists of 12 credits. Some specific programs require 9 credits for full-time standing. Please consult the appropriate sections of this catalog for more details.

Financial Aid

- Students registered for 6 or more credits, and enrolled in a degree program, are eligible for financial aid.
- Students receiving tuition assistance from their employer should review our policies at www.suffolk.edu/onesource.
- Students eligible for VA benefits should contact the Veterans Administration prior to registration to determine their benefits.

For additional financial aid information, questions, or to schedule an appointment with a Financial Aid counselor, please contact the Office of Financial Aid at 617-573-8470.

Tuition Liability

Tuition liability is based on the date that the Withdrawal, Leave of Absence, or Drop Form is received.

- All withdrawal and leave of absence forms must be submitted to the Dean of Students Office.
- All drop forms must be submitted to the Office of the Registrar.

Please refer to www.suffolk.edu/onesource for the University withdrawal policies to determine any tuition liability for a withdrawal, leave of absence, or drop.

- For special short courses, workshops, and institutes, consult the Office of the Bursar in regards to the refund policy.
- Non-attendance does not constitute official withdrawal or dropping of a course.
- Tuition is not refunded after the fourth week of class.
- Reasonable collection costs, including attorney fees, will be assessed to delinquent accounts.

All tuition charges are subject to change by action of the Board of Trustees. Any such change may be made applicable to students already enrolled in the University.

Tuition Insurance Plan

Suffolk University offers tuition insurance, the **Tuition Refund Plan (TRP)**, through A.W.G. Dewar, Inc. If you withdraw from classes because of personal, physical illness or accident, the Tuition Refund Plan will return 100% of your insured tuition and fees or 60% of your insured tuition and fees if the withdrawal results from a medical psychological illness.

For more information or to apply, please contact A.W.G. Dewar, Inc. at 617-774-1555 or visit their web site at www.collegerefund.com.

Health Insurance

Since September 1989, Massachusetts law (G.L. c. 15A: §. 18.) has required every full-time and part-time student enrolled in a Massachusetts institution of higher learning to participate in a qualifying student health insurance program (QSHIP) or in a health benefit plan with comparable coverage. For QSHIP requirements, a part-time student is defined as a student enrolled in at least 75% of the full-time curriculum (9 credits).

Massachusetts law has been revised to include the following important clarifications:

1. A health plan that provides coverage through a closed network of providers (for example, coverage by an HMO) and which is accessible only for emergency services where the student is studying is not comparable coverage. Students may not waive the student health insurance based on such a plan.
2. Students studying in the United States may not waive insurance based on coverage through insurance carriers owned and operated outside of the United States, nor with coverage through foreign National Health Service programs. Students sponsored by foreign embassies, agencies and organizations are no longer excluded from the requirement for U.S.-based health insurance.
3. Free Care is not considered comparable coverage and cannot be used to waive the student health insurance.

The burden of proof that the alternative insurance is adequate falls upon the student choosing to waive. By submitting the waiver form, the student will be accepting responsibility for all medical expenses incurred, and neither Suffolk University nor its student health plan will be responsible for these expenses. Eligible students may waive the student health insurance online at www.universityhealthplans.com once they have been billed for it.

Please visit the Suffolk University Health Services web site at www.suffolk.edu/health for more information.

Payment Terms

Fall Semester

Pre-registration for the Fall Semester occurs during the Spring Semester. No payment for the Fall Semester is due at that time. A tuition invoice will be sent in July with a due date of August 1. There are three payment options:

- Payment in full to the Office of the Bursar by August 1.
- Payment of half of your invoice balance by August 1. The remaining balance will be due on November 1. A \$35.00 deferred payment fee will be assessed.
- Payment through the Suffolk University Monthly Payment Plan. Arrangements can be made through Tuition Management Systems (TMS) for 10 interest-free installments for an annual, non-refundable \$65 application fee. Please visit www.afford.com to apply.

Suffolk University reserves the right to require payment in full on any account that has been previously delinquent.

Spring Semester

A tuition invoice will be sent in November with a December 15 due date. There are three payment options:

- Payment in full to the Office of the Bursar by December 15.
- Payment of half of your invoice balance by December 15. The remaining balance will be due on March 15. A \$35.00 deferred payment fee will be assessed.
- Payment through the TMS Monthly Payment Plan.

Please note: If you are applying for a TMS payment plan for the Spring Semester, it is a five-month payment plan beginning in November.

Schedule Cancellation

At the discretion of the University, a student's schedule may be cancelled if satisfactory financial arrangements have not been made between the student and the Office of the Bursar.

Method of Payment

- We encourage you to securely pay online with check or credit card at: www.suffolk.edu/onesource and choose "Making a Payment Online" located in the "Tuition and Billing" section.

The Office of the Bursar accepts:

- Personal checks, money orders, cashiers checks, and traveler's checks. Please note: All checks processed by Suffolk University are subject to Electronic Check Conversion.
- MasterCard, VISA, American Express, and Discover are also accepted.
- Cash payments are not accepted.
- Checks should be made payable to Suffolk University.
- Please mail payments to the:
Office of the Bursar
41 Temple Street
Boston, MA 02114
- International students may also wire funds to Suffolk University. The information is as follows: Citizens Bank, Acct. #1105064708, ABA #011-500-120. Please make sure to reference the student's name and school ID# on all wire transfers.

University Policy on Overdue Accounts

According to University policy:

- Official transcripts or diplomas will not be available until all financial obligations to Suffolk University have been satisfied.

- Future registrations will not be processed until the Office of the Bursar has given approval.
- Reasonable collection costs, including attorney fees, will be assessed to delinquent accounts.

Summer Sessions

- Summer Session rates are charged per credit hour.
- Student activity fees are not charged during summer sessions.

Please visit www.suffolk.edu/onesource for more information.

Loans

- Students who plan to use educational loans for their college costs are urged to submit their applications to the Office of Financial Aid early enough to meet the specified tuition due dates.
- Funds NOT received by the due dates will be assessed a \$35 deferred payment fee.
- Please note: Financial aid or loan applications presented at registration will not be accepted in lieu of payment.
- If the necessary paperwork is not complete with the Office of Financial Aid, please be prepared to pay 50% of your tuition charges.

Please note: Full semester charges will be deducted from the disbursement of all educational loans.

Students who have pre-registered for the upcoming semester:

- Educational loans that have been processed and approved by the Office of Financial Aid will be listed on your invoice.

Please remember:

- When calculating the amount owed for the semester, loans are disbursed in two (2) installments, one for each semester.
- An origination fee may also be deducted from the loan by the lender.
- You will be notified via email by the Office of the Bursar when your loan proceeds are received.

Refund Policy

- Federal regulations prohibit Suffolk University from holding Stafford and private loan proceeds in excess of 14 days from the first day of school, unless specified to do so, in writing, from the student.
- Any refund due to an overpayment of financial aid funds will be generated after the fourth week of class.
- It is the policy of Suffolk University to issue refunds only if your account reflects a credit balance. Student loan proceeds will not be refunded prior to the first day of class.
- If a credit card has been used as payment, the credit card will be refunded prior to a check being issued. Credit card payments are always refunded back to the original credit card transaction.
- All students enrolled part-time who add additional courses after receiving a refund must make the proper arrangements for payment of this adjustment.

Office of the Bursar Hours

The Office of the Bursar is located on the third floor of the Donahue Building at 41 Temple Street.

Our office hours are:

- Monday through Thursday 8:45–5:30, Friday 8:45–3:00.

The Office of the Bursar may be reached via:

Phone: 617-573-8407

Fax: 617-557-4399

Email: stdact@suffolk.edu

UNIVERSITY POLICIES AND PROCEDURES**Emergency Contact Information**

Effective December 2007, all Suffolk University students will be required to submit (or confirm) current emergency contact information prior to registering each semester. This will ensure that the university has current and accurate information in the unfortunate event of a campus emergency.

Students will be required to provide, confirm or opt out of providing emergency contact information each semester or when your phone number changes.

In the event of a major emergency or campus shutdown affecting the Suffolk University community, you will automatically receive an emergency communication via voice mail and text messaging through our provider Connect-Ed on all the phone numbers provided by you, including your alternate. For additional information please go to the University's web site.

All contact information provided by you will be used only for the explicit purpose of notification in the event of a campus emergency, including school closing for inclement weather.

It is your responsibility to maintain accurate and up-to-date contact information in the system.

CAS and SBS students: To enter your information, click on "SAIL Students," and then go to the "Update My Address" section and update your information in the spaces provided.

Law School students: To enter your information, click on "Student Services (Campus Cruiser) > Personal Profile" and select "Emergency Contact Information."

Family Rights and Privacy Act

In accordance with the provisions of the Family Education Rights and Privacy Act (Section 438 of the General Education Provisions Act, 20. USC 1232g, commonly referred to as the "Buckley Amendment"), Suffolk University has adopted the following policy to protect the privacy rights of its students:

Disclosure of Information from Records

Suffolk University shall consider as "directory information" subject to public disclosure the following items: name, email address, enrollment status, dates of attendance, major, minor, degrees, graduation honors, academic honors, awards received and graduation date. All other student information will not be released to students, parents, or outside agencies unless accompanied by a written release of information from the student.

Students may request that "directory information" not be released to any person by completing a "REQUEST TO PREVENT DISCLOSURE OF DIRECTORY INFORMATION" form available in the Registrar's Office.

For more information, visit www.suffolk.edu/ferpa.

Transcript of Record

Requests for transcripts must be made in writing. The University reserves the right to refuse to issue a transcript of the record of any student who has not fulfilled all financial obligations due to the University. A financial hold will also be placed on a student record if the student is either delinquent or has defaulted on loans.

Requests must be made in writing or by coming to the Registrar's Office in person. Facsimile requests are also accepted. No telephone requests will be honored.

ACADEMIC RESOURCES

Ballotti Learning Center

The Ballotti Learning Center (BLC) is a multi-faceted academic support center, providing a diversity of programs and services for the Suffolk University community including, but not limited to, peer tutoring, study groups, study skills workshops, and learning specialists. BLC initiatives offer strategies and techniques for facilitating students' academic success and are appropriate for all students in undergraduate and graduate courses. The Ballotti Learning Center is located on the 2nd Floor of the Donahue Building, 41 Temple Street, and is open 9:00 a.m. to 5:00 p.m. Monday through Friday. Evening hours are posted each semester. All services are free. For further information, call 617-573-8235 or visit <http://www.suffolk.edu/offices/1096.html>.

The Writing Center

The Writing Center offers tutoring to all students interested in improving their writing. You don't have to be struggling in a course – or failing – in order to work with a tutor. Staff at the Center will help you generate ideas for your papers, formulate a good thesis, organize and detail your argument, strengthen your sentences, and refine your style. The staff will also help you with reading comprehension, literary analysis, and, of course, grammar and punctuation. Since the Writing Center does NOT offer drop-in tutoring, students need FIRST to register in person (please bring a recent writing sample) during our open registration hours posted each semester at the Center. Registration takes approximately 20 minutes, and tutoring usually begins within a few days. This service is free of charge. The Writing Center is located in Fenton 203. For further information, please visit the Center or call 617-573-8270.

Math/Computer Science Support Center

The Math/CS Support Center, operated by the Department of Math and Computer Science, offers a wide range of services to Suffolk students. The Center offers individual and small group assistance, on a drop-in basis. The Center is open more than 50 hours each week, divided between day and evening hours. Assistance is provided by caring adjunct faculty and students, selected for their mathematics skills and teaching ability.

Center for International Education

More than 700 students from over 100 different countries, including Argentina, Brazil, China, France, Germany, Indonesia, Japan, Kuwait, Spain, Thailand, Turkey, the United Arab Emirates, and Venezuela, have chosen to study at Suffolk University. The University's Center for

International Education serves as an information and resource hub for international students and is specifically designed to coordinate and facilitate the wide variety of activities and services that are available to assist and support Suffolk's international community. Students are encouraged to visit the Center, located at 73 Tremont Street, 6th Floor, with any questions or concerns.

Second Language Services

Second Language Services (SLS) was created to unify the many services Suffolk University offers to students from linguistically diverse backgrounds. The mission of SLS is to provide academic support to those students whose primary language is not English by aiding them in strengthening their reading, writing, speaking, and listening skills. Support is offered by ESL professionals through intensive and semi-intensive English classes, workshops, individual tutorials, self-study materials, an institutional TOEFL program, and a faculty outreach program provided free of charge.

Libraries and Archives

Libraries

Mildred F. Sawyer Library

73 Tremont Street

The Mildred F. Sawyer Library serves the College of Arts and Sciences and the Sawyer Business School with over 120,000 volumes, 130,000 volumes in microtext, and 900 periodical subscriptions, plus 12,339 journal titles with full text in electronic form.

New England School of Art & Design at Suffolk University Library

75 Arlington Street

The NESADSU Library holds resources for the study of the fine arts, graphic design, and interior design, with access to more than 8,500 books and 20,000 slides.

Moakley Law Library

Sargent Hall

The Moakley Law Library contains over 350,000 printed books and microfilm volumes, with two library computer labs and a computer training room. All 440 study carrels are wired for Internet access.

Suffolk University Archives

Sargent Hall

The Suffolk University Archives, located within the Moakley Law Library, collects and preserves archival collections and makes these resources available to students, faculty, staff, scholars and the public for research. The Archives holds the records of Suffolk University and

several special collections including manuscripts, film, and book collections donated to the university. The premier manuscript collection is the Congressman John Joseph Moakley Papers, donated by Suffolk University Law School alumni and trustee Joe Moakley in 2001. The Archives staff is available to assist faculty with using Suffolk's collections to enhance curriculum and to guide students in using primary source material for class research projects.

REGISTRATION

Registration Registration materials (transcripts, course schedules, etc.) are available to all students online prior to faculty advising at the beginning of each term's pre-registration.

Late Registration Except in special cases, registration is closed after the first full week of classes in any semester. A late registration fee of \$50 will be charged to students who are authorized to register during the first and second weeks of class, \$100 during the third and fourth weeks of class, and \$150 after the fourth week of class.

Students who wish to register after the late registration deadline must submit a petition to do so. Petitions are on file in the Registrar's Office.

Change of Address/Name Students are required to notify the Registrar of any change of home or local address, parent or guardian, or any change of legal name. When a student's legal name is changed, a certified copy of the relevant documents must be submitted to the Registrar. Changes of address must be submitted to the Registrar within 48 hours of the effective date of the change.

Add/Drop or Change of Course Students may add, drop, or change courses online. Please refer to the Academic Calendar for online add and drop dates.

Normally, courses may not be added or changed after the second week and, under no circumstances, after the fourth week. Students who wish to add or change a course after the first two weeks of a term must submit a petition to do so. Petitions are on file in the Registrar's Office.

Final Examinations

Final examinations are required in all regular courses unless waived by the department chairperson and the Dean.

Final exam days and times can be found using the online class search engine. Exam times are also available as a part of student and faculty schedules.

Make-Up Examinations of Final Examinations

Only when incapacitating illness or other emergency makes attendance at a final examination impossible may a make-up examination be requested. The request should be made promptly (within two weeks) to the Dean of Students. A medical certificate or other verification should accompany the request. A student who has completed a course with a grade of "F" is not eligible for a make-up examination.

GRADUATION

Application for Degree

Students are required to submit an application for degree to the Registrar's Office by the published deadline. It is expected that all obligations to the University, both academic and financial, will be completed at the close of that semester. Failure to comply with this requirement will delay graduation and participation in commencement.

Eligibility to Participate in Commencement Exercise

In addition to those students who have completed in quality and quantity the requirements for their respective degrees, students meeting the following conditions may also participate in commencement exercises, if they:

- 1) Are within three courses of fulfilling their requirements.
- 2) Have met all other requirements for graduation (see specific programs for degree requirements).
- 3) In the event that a student has not completed all the required courses for graduation, he/she must arrange to complete the work outstanding in the Suffolk summer sessions immediately following graduation.
- 4) File the appropriate petitions in the Registrar's office. Completed petitions will be reviewed by the Registrar and the respective Dean for approval.
- 5) It is critical that students have the required GPA (see specific programs for degree requirements) at the time of commencement in order to participate in the ceremony.

Academic Record Status

Student academic records are sealed at the time the degree is conferred. After this date, changes cannot be made to majors and minors, academic honors, removal of incompletes, grade changes, or other changes to an academic record.

STUDENT RESOURCES

Student Life

An Act Excusing the Absence of Students for Their Religious Beliefs

In keeping with the amendment of Chapter 151C of the Massachusetts General Laws, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing him/herself of the provisions of this section.

Americans with Disabilities Act The Americans with Disabilities Act (ADA) prohibits discrimination against persons with disabilities. This law assures that persons with disabilities have access to employment, public accommodation, public service, transportation, and telecommunication programs and services. The ADA is comprised of five titles, two of which are most pertinent in the University setting:

Title I makes it illegal to discriminate on the basis of disability in employment. Title I provides comprehensive job bias protection to “qualified individuals with disabilities.” Employers are required to provide “reasonable accommodation” to individuals with disabilities who are capable of performing the “essential functions” of jobs, unless the employer can demonstrate that the accommodation would impose an “undue hardship” on the operation of the business.

Title III makes it illegal for places of public accommodation to discriminate against individuals with disabilities in the provision of goods, benefits, services, facilities, privileges, advantages or accommodations.

Career Services and Cooperative Education Office The Career Services and Cooperative Education Office assists students in developing career objectives, exploring career alternatives and initiating the strategies and techniques necessary to secure successful, fulfilling employment.

Resources include:

- Career exploration opportunities, including internships and cooperative education placements.
- Workshops and mini-courses focused on career opportunities, in specific fields, resume writing interviewing skills, and job hunting strategies.
- Alumni Career Advisory Network, a resource that can put students in touch with over 500 alumni representing a cross section of industries and careers.
- Full- and part-time job listings, on- and off-campus recruiting, job fairs, and Internet postings.

Staffed by experienced professionals, the Career Services and Cooperative Education Office offers individual career counseling and access to a comprehensive resource library that includes books, periodicals and directories as aids for all levels of career concern.

Cooperative Education is an approach to learning that integrates academically relevant work experience with classroom education. Students in the Co-op Program work full- or part-time in a job related to their major course of study. The Co-op experience allows students to make more realistic career choices, learn through the practical application of their academic study, become more competitive in the job market upon graduation, and earn a portion of their college tuition.

Graduate students are eligible for the co-op program immediately upon beginning their programs. Co-op is an optional, non-credit program and students may choose to enroll in only one or as many as five full-time or nine part-time terms. Work terms are flexible. Those who enroll in part-time placements work while attending classes and often graduate in four years.

Co-op placements are available with all types of employers: accounting firms, banks, law firms, brokers and retailers, hospitals, universities, government and social service agencies. The specific placement for which students apply depends upon interest, experience and ability. There are placements suitable for sophomores as well as for seniors and graduate students about to enter their chosen professions.

Health

Immunizations

Massachusetts State Law requires all students who are enrolled in 12 or more credits each semester to provide proof of having received certain immunizations. Failure to comply with this regulation will result in your being blocked from registering for classes.

International students must submit immunization records regardless of the number of credit hours they are taking.

Please refer to www.suffolk.edu/health for details regarding immunizations required.

University Counseling Center

(Department of Psychological Services) The University Counseling Center helps members of the Suffolk University community function more effectively by assisting them in defining and achieving their personal and academic goals. Counseling Center facilities and programs are offered without charge to full- and part-time students, and, within the confines of available resources, to faculty, administration, and alumni. Services include the following: (1) individual and group counseling related to personal concerns, academic adjustment and career exploration, (2) administration of vocational tests to assist students in the process of exploring and defining personal and career goals, (3) experiential courses in Counseling Skills and Leadership Skills in a Diverse Society, and (4) individual and group consultations designed to help improve the living and learning environment at the University.

Strict confidentiality of records and counseling relationships is maintained at all times. No information concerning any client's counseling relationship shall be shared unless prior written approval is obtained and the request for release is consistent with established legal statutes and ethical guidelines.

Counseling Center services are available Monday through Friday from 9:00 a.m. to 4:30 p.m., and at other times by appointment. Psychologists are also available for emergency walk-in sessions during office hours. Appointments can be made at 73 Tremont Street (5th Floor) or by telephone at (617) 573-8226.

The Counseling Center is accredited by the International Association of Counseling Services (IACS). Its Internship Program in Professional Psychology is accredited by the American Psychological Association (APA). The Center is also a member of the Association of Pre- and Post-Doctoral Internship Centers.

Veterans Services

The Registrar's Office functions as a liaison between the Veterans Administration and the University. It certifies and processes both initial and follow-up claims for benefits. It also assists in cases when a veteran who is entitled to benefits has not received them.



Suffolk University

College of Arts and Sciences
Graduate Programs

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

Goals of the College of Arts and Sciences

- To provide students with liberal learning that emphasizes a curriculum of inquiry, expanding perspectives and specialization.
 - To offer undergraduate, graduate and professional education that provides students with the means to explore and adapt their career and personal goals and objectives in a changing economic and technological environment.
 - To assure that undergraduate and graduate students develop an appropriate level of core competencies and their capacities for critical inquiry, creativity, research and analysis.
 - To create a diverse community of teachers and learners where students and faculty engage in the free expression of ideas, fostering independent thought and mutual respect.
- To provide opportunities for students to enhance their aesthetic, intellectual and moral capabilities, and their sense of self-worth, self-confidence and civic responsibility.
 - To attract and maintain an excellent faculty with a commitment to teaching, research and service to the University and the greater community.
 - To attract and retain an increasingly competent student body consistent with the mission of the University.
 - To provide an educational environment which includes appropriate classrooms, technologies, libraries, laboratories, recreation areas and other facilities that enhance the process of student learning.
 - To promote research and artistic creation by faculty and students, in order to contribute to the expansion of human knowledge and the richness of human existence.

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

The College of Arts and Sciences offers the following **graduate degree programs**:

- MA (Master of Arts in Communication)
- MA (Master of Arts in Women's Health)
- MAGD (Master of Arts in Graphic Design)
- MAID (Master of Arts in Interior Design)
- MSCS (Master of Science in Computer Science)
- MSCJS (Master of Science in Crime and Justice Studies)
- MSCJS/MS (Master of Science in Crime and Justice Studies/Mental Health Counseling)
- MSEP (Master of Science in Economic Policy)
- MSIE (Master of Science in International Economics)
- MSEPP (Master of Science in Ethics and Public Policy)
- MSPS (Master of Science in Political Science)
- MSOL (Organizational Learning and Development)
- MSHR (Human Resources)
- MSMHC (Mental Health Counseling)
- M.Ed. in Administration of Higher Education
- M.Ed. in Foundations of Education
- M.Ed. in Middle School Teaching
- M.Ed. in Secondary School Teaching
- M.Ed. in School Counseling
- Ph.D. (Doctoral degree in Clinical Psychology)
- Ph.D. (Doctoral degree in Economics)

The College offers two **joint degree programs** with Suffolk University Law School:

- JD/MSCJS (Juris Doctor/Master of Science in Crime and Justice Studies)
- JD/MSIE (Juris Doctor/Master of Science in International Economics)

The College offers a joint degree program with the Sawyer Business School:

- MSCJS/MPA (Master of Science in Crime and Justice Studies/Master of Public Administration)

- MSMHC/MPA (Master of Science in Mental Health Counseling/Master of Public Administration)
- MSPS/MPA (Master of Science in Political Science/Master of Public Administration)

For information on these programs see the Joint Degree section of the catalog.

The College also offers the following **certificate** programs:

- Graduate Certificate in Global Human Resources
- Graduate Certificate in Human Resources
- Graduate Certificate in Organizational Development
- Graduate Certificate in Organizational Learning and Development
- Post Master's Programs (CAGS)

***Graduate students maintaining a full-time course load may enroll for a maximum of 12 credit hours (9 credit hours for MSCS, 9 credit hours for Ph.D. in Economics, except in the first year).**

Admission Requirements

Required credentials for admission include:

- a completed application form;
- a non-refundable application fee of \$50.00;
- a current resumé;
- two letters of recommendation (three letters for the Ph.D. in Economics);
- official transcripts of all prior academic work;
- a statement of Professional Goals;
- official score reports:

GRE (Graduate Record Examination) or **MAT** (Millers Analogies Test) for all College of Arts and Sciences Programs except Crime and Justice Studies, Graphic Design and Interior Design. The **Ph.D.** in Clinical Psychology and the **Ph.D.** in Economics require the general GRE test. The **GMAT** can be used for MSIE, MSEP and MA in Communication Integrated Marketing. The **MTEL** (Massachusetts Tests for Educator Licensure) can be used for M.Ed. in School Counseling and Teaching programs.

The **LSAT** (Law School Admission Test) is required for all joint degree programs with **Suffolk University Law School**.

- Applicants to the MA in Graphic Design and Interior Design should see the program descriptions in this section of the catalog.

International Applicants

Suffolk University welcomes qualified international students to its full-time graduate programs in fall and spring semesters only. In addition to the requirements outlined above, the candidate must submit:

- an explanation of the grading system if the candidate's undergraduate education was not received in an American institution;
- official TOEFL or IELTS test score; if English is not the candidate's native language, (this requirement is waived for permanent residents of the United States and those candidates possessing a baccalaureate degree from a U.S. college or university; within two years of application,
- a statement of Financial Resources certifying that sufficient funds exist to cover the candidate's academic and living expenses.

Application Deadlines

The MA in Communication, MS and MEd programs, MSCJS and MSPS admit students for the fall, spring and part-time only for summer semesters of the academic calendar. All other CAS programs admit students in the fall and spring semesters only. The Ph.D. in Psychology is offered in the fall semester; its completed application date is December 15. The Ph.D. in Economics is offered in the fall semester; its application date is February 1.

Deadlines for full- and part-time admission:

March 15 Financial aid
(Applicants seeking financial assistance should submit their completed application to Graduate Admission by this date)

June 15 Fall Semester

April 1 Summer Semester

November 1 Spring Semester

Applications submitted after these dates will be reviewed on a space available basis. Suffolk University uses rolling admissions.

The Graduate Admission Committee relies on a variety of factors to determine a candidate's potential for success in graduate school. Entry-level, mid-career, and career-change applicants are regarded as viable candidates.

The Graduate Admission Committee evaluates each application as it becomes complete and makes an effort to notify candidates of their admission decision within four weeks (except for Ph.D. decisions).

Admitted students, wishing to enroll in a graduate program at the College of Arts and Sciences, remit a \$200 (\$400 for Ph.D.s) non-refundable deposit, to reserve a place in the entering class. The non-refundable deposit is credited to the tuition bill at the time of registration.

Continuing and Professional Studies Program (CAPS)

The College of Arts and Sciences offers an opportunity for students intending to pursue a graduate degree to take a maximum of two graduate courses before applying for degree candidacy. Courses must be selected with the advisor's written consent and will be offered on a space available basis determined at the first class meeting. Please visit the web site of your program of interest for contact information. A CAPS student must submit an official transcript verifying proof of a bachelor's degree with the CAPS registration form to the Office of Graduate Admission. The office will then return the form to the student with the student's identification number. This ID number will allow a student to register for a maximum of two classes. These two classes are assessed graduate tuition and graduate credit. If successfully completed, these two classes may count toward a graduate degree if the student subsequently applies to the program in which he/she took the CAPS courses.

Tuition and Costs

For information regarding tuition and costs for graduate studies, please refer to the section in this bulletin entitled Tuition and Fees or visit our web site at www.suffolk.edu/bursar.

Financial Aid

A variety of financial aid options are available to graduate students. For more information, please contact the Financial Aid Office, (617) 573-8470, or visit our web site at www.suffolk.edu/finaid.

Grading System

Letter Grade		Grade Point Average
A		4.0
A-	Satisfactory	3.7
B+	Performance	3.3
B		3.0
B-		2.7
<hr/>		
C+	Unsatisfactory	2.3
C	Performance	2.0
<hr/>		
F	Failing	0.0
<hr/>		
I	Incomplete	
L	Non-Evaluative Grades	
W	Withdrawal	

“I” (incomplete) indicates a failure to complete the course requirements. The “I” grade is given, at the instructor’s discretion, only if the student has completed at least half of the course requirements successfully at the end of the semester. An incomplete grade is maintained for thesis credit until the thesis or dissertation is completed and defended. All master’s degree requirements normally must be completed within five years. All doctoral degree requirements normally must be completed within seven years.

The College requires an Incomplete Form to be completed by the instructor of the course and returned to the Registrar’s Office.

Course Numbering System

Graduate Level

500-599	CAS Introductory Level Study (faculty permission required)
600-899	Graduate Courses
900-999	Graduate Directed Study Course (faculty permission required).

Academic Standing

Each semester, the appropriate Departmental Committee or Director of each Graduate Program will review the records of Graduate students believed deficient in any of the following areas:

1. Cumulative grade point average below 3.0
2. A grade of “F” in a class
3. Excessive grades below the “B” level
4. Excessive “Incomplete,” “W” or “L” grades
5. Violation of Professional or Ethical Standards
6. Failure to make satisfactory progress toward the completion of the degree

After reviewing the student’s record, the appropriate Departmental Committee or Director of each Graduate Program may choose to take one of the following actions. Written notification of the action taken should be delivered to the student in a timely fashion.

1. Probation
2. Dismissal
3. Limit the number or nature of courses
4. Set a grade point average requirement
5. Require a leave of absence
6. Remove from degree candidacy
7. Take no action

A student may appeal this decision in writing to the Dean of the College within 30 days of receipt of the notice of action taken by a Department. The Dean will then make a final determination based on an investigation, or a hearing with the student. (Please consult the departmental listings for the specific guidelines and procedures of each graduate program.)

Re-Admission to Suffolk University

Students re-entering after an absence of one year or more should request a special re-entry form from the Office of Graduate Admission.

For further information on any graduate programs offered at Suffolk University, please contact the Office of Graduate Admission, 8 Ashburton Place, Boston, MA 02108-2770, (617) 573-8302. Fax Number (617) 305-1733, E-Mail: grad.admission@suffolk.edu

Pass (“P”)/Fail (“F”) Option

Practica, internships, theses and designated field experiences are taken on a pass/fail basis. Exceptions to this policy are only at the discretion of the respective Program Directors.

A Pass (“P”) grade may be applied toward fulfilling degree credits, but will not be applied toward the cumulative grade point average.

Transfer Credit

In all cases, students should consult individual departments for the requirements of a particular program. Unless otherwise stated, the general rule is that a maximum of 6 graduate credits in the field of specialization from an accredited institution will be transferable toward a master’s degree at Suffolk University. Courses offered for transfer credit must have a minimum grade of “B,” must not have been part of another earned degree, and must be declared at the time of matriculation.

A maximum of 24 graduate credits will be transferable toward a doctoral degree. A course must have a minimum grade of “B” to transfer in.

College of Arts and Sciences

Students requesting transfer credit should see their respective program director and file such requests within the first semester of a graduate program at Suffolk University.

Residency Requirement

Students are required to complete a minimum of 30 graduate credit hours at Suffolk University.

Academic Dishonesty

Cheating on examinations, plagiarism, and/or improper acknowledgment of sources in essays or research papers, and the use of a single essay or paper in more than one course, without the permission of the instructor, constitute unacceptable academic conduct. It is dishonest to buy, borrow or lend papers or to copy material from computer resources. It is unacceptable to make up or falsify data that are supposed to be collected from survey, experimentation or other means. Work that you represent as your own should be your own; if not, the source should be properly identified. This applies to lab reports, computer projects and group projects as well as to individual assignments. Each instructor should fully explain the requirements of the course and the applicable policies regarding academic dishonesty. Because Suffolk University holds its students strictly

accountable for their adherence to the highest standards of academic honesty, it is expected that graduate students know what does and does not constitute acceptable behavior.

A student who is suspected of violating this rule will be directed to the Dean of Students, who will hold a hearing to determine if the charges have merit. The Dean of Students will report the determination on the charges to the appropriate Departmental Committee or Program Director, who will decide upon the sanctions. The sanctions may include an automatic grade of "F" in the course, suspension, enforced withdrawal, expulsion from the University, or appropriate lesser penalties if warranted by the circumstances. Written notification of the action taken should be delivered to the student in a timely fashion.

The student has the right to appeal this decision in writing to the Dean of the College within thirty days of receipt of written notice of the action of a Department. The final determination of the Dean of the College, which may refer to both the determination of culpability and to the sanctions imposed, will be based on an investigation or a hearing with the student.

MASTER OF ARTS IN COMMUNICATION

Department of Communication and Journalism Graduate Faculty

Professor: Boone

Associate Professors: Carragee, Geisler (Graduate Program Coordinator), Karns, Rosenthal (Chairperson), Secci

Assistant Professors: Huntemann, Lee, Wickelgren

Major Fields of Study

The Department of Communication and Journalism offers courses leading to the Master of Arts degree, with concentrations in Communication Studies, Organizational Communication, Public Relations and Advertising, and Integrated Marketing Communication.

Requirements

Suffolk University offers graduate programs in Communication fields for students who hold the Bachelor's degree in any area of undergraduate study from the University or from other accredited institutions of higher education.

The purpose of the graduate degree program is to allow students opportunities for advanced study and research in the communication discipline. The focus of the program is to challenge students to understand the breadth of the communication field, to discover the theoretical and practical parameters of different areas within the field, and to enable students to research and create solid, well-grounded work in various communication-related careers.

Candidates for degrees must complete the required coursework for their respective graduate concentrations while maintaining a minimum grade point average of "B" (3.0).

Any grade less than a "B" (3.0) must be offset by the appropriate honor grade in order to maintain graduate degree candidacy. Continuance of degree candidacy status requires a minimum cumulative grade point average of 3.0. Graduate students who may have deficient or unsatisfactory academic performance (as outlined in the Academic Standing section of the Graduate Programs overview in this catalog) may be subject to academic probation or dismissal or such other limitations or sanctions specified by the Department of Communication and Journalism. Students with

academic deficiencies will be notified in writing of any department action, and they may appeal that action subject to the policies in the Academic Standing section of this catalog.

Incomplete Grades/Number of Incomplete Grades

No graduate student may carry more than two grades of incomplete at any one time [exclusive of Incomplete grades for Thesis work] unless the student has approved excessive incomplete grades with the Department Chairperson and the Graduate Program Coordinator.

Completion of Excessive Incompletes

Students carrying excessive Incomplete grades may, at the discretion of the Department Chairperson or Graduate Program Coordinator, be required to complete the coursework carrying the incompletes before being permitted to register for additional coursework.

Completion of Course Work Before Graduation

No student with outstanding incomplete grades will be granted the M.A. degree.

Student Status

Students intending to pursue a graduate degree may elect to take a maximum of two graduate courses in the Department of Communication and Journalism before applying for degree candidacy in one of the available concentrations.

Transfer Credits

In some cases, transfer credits from other graduate degree programs in Communication or related fields may be accepted. Students interested in transferring graduate credits should speak with the Director of Graduate Admissions.

Request for acceptance of graduate transfer credits must be made at the time of matriculation into the Master of Arts program. Only courses in which students have received a grade of "B" or better will be considered for acceptance.

Such transfer credits will be accepted only with approval of the Department of Communication and Journalism. Additional work in a given area or proof of proficiency may be required.

Financial Aid

Graduate fellowships and assistantships are available to full-time and part-time graduate students who meet various criteria for receiving financial aid. In order to be considered for these and other forms of assistance,

such as grants and loans, candidates must submit their admission application to the Office of Graduate Admission by March 15 and their financial aid application to the Financial Aid Office by April 1.

Master of Arts Degree

Objective

The Master of Arts degree program is designed to allow students advanced study beyond the baccalaureate level, with a view to providing students with a comprehensive understanding of theoretical and practical concerns in their chosen area of study.

Degree Requirements

In order to receive the degree of Master of Arts in Communication, a student must have completed a minimum of 36 graduate credit hours, including the requirements for his/her concentration, achieving a minimum grade point average of "B" (3.0).

Thesis Option Requirements

Students selecting the thesis option are required to complete 30 semester hours of approved coursework beyond the B.A./B.S., and present an approved research thesis (6 semester hours of thesis credit) to a graduate committee. Students must be enrolled for at least one hour of thesis credit at the time of their thesis defense.

Graduate Course Requirements

36 hours

M.A. in Communication Studies

The graduate concentration in Communication Studies allows students to study the theory and practice of the discipline more broadly than other areas. This program is 12 courses, 36 credits, and includes both a core of theory courses and options for electives in communication.

The following core courses are required in this concentration:

CJN 701	Communication Research Methods
CJN 704	Issues in Communication
CJN 705	Communication Theory

And select four of the following courses:

CJN 730	Rhetorical Theory
CJN 735	Persuasion Theory
CJN 737	Intercultural Communication
CJN 738	Gender Communication
CJN 739	Interpersonal Communication
CJN 741	Media Studies
CJN 742	Cultural Studies
CJN 750	Organizational Communication

And complete:

Five graduate elective courses

M.A. in Organizational Communication

Understanding human communication in an organizational setting requires a broad range of skills: being able to evaluate formal and informal communication networks, knowing how to involve communicators in the decision-making process, and identifying key areas of needed improvement. The Organizational Communication concentration offers coursework designed to help understand and facilitate communication in formal organizations.

This program is 12 courses, 36 credits, and includes both a core of Organizational Communication courses and options for electives in communication.

The following core courses are required in this concentration:

CJN 701	Communication Research Methods
CJN 704	Issues in Communication
CJN 705	Communication Theory

And students are required to take the following concentration requirements:

CJN 735	Persuasion Theory
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CJN 737	Intercultural Communication
CJN 739	Interpersonal Communication
CJN 750	Organizational Communication

And complete:

Five graduate elective courses

M.A. in Public Relations and Advertising

The study of Public Relations and Advertising highlights how organizations interact with their myriad publics in building and maintaining image, brand awareness, and public responsibility.

This program is 12 courses, 36 credits, and includes both a core of Public Relations and Advertising courses and options for electives in communication.

The following core courses are required in this concentration:

CJN 701	Communication Research Methods
CJN 704	Issues in Communication
CJN 705	Communication Theory

And students are required to take the following concentration requirements:

CJN 769	Introduction to Marketing Communication*
CJN 770	Seminar in Advertising
CJN 771	New Media and New Markets
CJN 775	Crisis Campaign Management
CJN 777	Public Relations

And complete:

Four graduate elective courses

* Note that this course may be waived for students with appropriate undergraduate backgrounds or work experience. Please discuss this with the graduate program director if you think you would qualify. If this course is waived, substitute for it: **Elective course** (one course selected from graduate offerings).

M.A. in Integrated Marketing Communication

The Integrated Marketing Communication specialization enables students to build a solid foundation with both communication and business perspectives. This program is 12 courses, 36 credits, and includes a core of courses from Communication and from Marketing.

The following core courses are required in this concentration:

CJN 704	Issues in Communication
CJN 705	Communication Theory

And students are required to take the following concentration requirements:

CJN 769	Introduction to Marketing Communication*
CJN 770	Seminar in Advertising
CJN 777	Public Relations
CJN 779	Integrated Marketing Communication
MBA 660	Marketing: The Challenge of Managing Value
MKT 810	Marketing Research for Managers
MKT 814	Strategic Marketing

Options (select 3 from list):

CJN 750	Organizational Communication
CJN 771	New Media and New Markets
CJN 775	Crisis Campaign Management
MKT 815	Consumer Behavior
MKT 840	Direct Marketing

* Note that this course may be waived for students with appropriate undergraduate backgrounds or work experience. Please discuss this with the graduate program director if you think you would qualify. If this course is waived, substitute for it: **Elective course** (one course selected from graduate offerings).

Master of Arts in Communication Graduate Course Descriptions

The following courses are available for graduate credit in the Department of Communication and Journalism.

CJN 691 – Special Topics

Current Issues in Communication.
3 graduate credits.
Normally offered yearly.

CJN 701 – Communication Research

Examination of methods of acquiring information and data in the public relations, advertising and organizational communication fields. Includes exploration of a variety of methods, particularly those used by practitioners in these areas.
3 graduate credits.
Normally offered yearly.

CJN 703 – Presentation Skills

This course is designed to help students better prepare oral presentations in classroom, consulting or other business situations. Focus is on audience analysis, research, and creation of presentation, mediated presentations and follow-through.
3 graduate credits.
Normally offered yearly.

CJN 704 – Issues in Communication

Studies current research and intellectual debates in the Communication field, exploring ontological and epistemological trends in the discipline.
3 credits.
Normally offered yearly.

CJN 705 – Communication Theory

An interdisciplinary examination of the development of communication theories from the classical tradition to the modern perspectives of rhetoricians, scientists, psychologists, sociologists, philosophers and others.
3 graduate credits.
Normally offered yearly.

CJN 721 – E-Community and the Digital Divide

Studies the nature of online community-building by social, political, economic, and religious groups: How and why do e-communities develop? How do they exert influence both in and out of cyberspace? And how are some people marginalized on the wrong side of the “digital divide”?
3 graduate credits.
Normally offered every 1.5 years.

CJN 730 – Rhetorical Theory

This course provides an extensive examination of theories of rhetoric, and the process and methods of doing rhetorical criticism, from classical Greek and Roman approaches to cutting-edge contemporary works.
3 graduate credits.
Normally offered alternate years.

CJN 735 – Persuasion Theory

Examines variety of theoretical approaches to persuasion process. Traditional stimulus-response models, mechanistic/rules approaches and suasion/coercion explanations are explored to determine how persuasion functions in society.
3 graduate credits.
Normally offered every 1.5 years.

CJN 737 – Intercultural Communication

This course focuses on the ways in which human communication alters depending upon cultural context, and includes extensive examination of cultural conflicts and interaction patterns.
3 credits.
Normally offered every 1.5 years.

CJN 738 – Gender Communication

Explores the theories of gender development, examining relationship impacts, mass media, pop culture, and intercultural communication. Includes analysis of gender implications for relationship, organizational, and system theories.
3 graduate credits.
Normally offered every 1.5 years.

CJN 739 – Interpersonal Communication

Exploration of approaches to the study of how individuals communicate in various dyadic interactions, including examination of interaction situations, styles, patterns, and dysfunction.
3 graduate credits.
Normally offered every 1.5 years.

CJN 740 – Political Communication

Examination of the special circumstances created by politics and their impact on attempts at persuasion. Case studies of political campaigns are combined with discussion of current political rhetorical trends.

3 graduate credits.
Normally offered alternate years.

CJN 741 – Media Studies

A multi-pronged focus on the impact of media on human communication, human interaction, and contemporary society.

3 credits.
Normally offered every 1.5 years.

CJN 742 – Cultural Studies

This course explores the relationships among communication, cultural practices, everyday life, material, economic, political, geographical and historical contexts.

3 credits.
Normally offered every 1.5 years.

CJN 745 – Instructional Communication

Provides survey of methods for the instruction of communication in a classroom setting. Includes a focus on the areas of: curriculum development, course objectives, lecture technique, speech evaluation, classroom exercises and teaching methods. Students will be provided with opportunities for practice teaching under a faculty supervisor.

3 graduate credits.
Normally offered alternate years.

CJN 750 – Organizational Communication

Explore the historical development of the theory of organizations, examine information flow, network analysis, communication over- and under-load, decision making, organizational effectiveness and change processes. Theoretical basis provided for the examination of case studies in organizational communication, including communication audits in organizational settings.

3 graduate credits.
Normally offered every 1.5 years.

CJN 769 – Introduction to Marketing Communication

This course enables students without substantial public relations, advertising, marketing, or related backgrounds to develop the knowledge and tools needed to succeed in marketing communication-related fields.

3 credits.
Normally offered yearly.

CJN 770 – Seminar in Advertising

Examines theories of advertising, including market segmentation, media selection, message creation, message effects and advertising evaluation and criticism. Trends and controversies in advertising are analyzed, based on theoretical understandings developed in the course.

3 graduate credits.
Normally offered yearly.

CJN 771 – New Media and New Markets

Examines the impact of the Internet and other new communication technologies on advertising, public relations and marketing. Analyzes the creation, design and effectiveness of web pages, banners, buttons, interstitials and other new media formats.

3 graduate credits.
Normally offered yearly.

CJN 775 – Crisis Campaign Management

Explores the process of management of campaigns to deal with crisis situations in organizations, including creative, budgetary, research, and audience needs.

3 graduate credits.
Normally offered yearly.

CJN 777 – Public Relations

Examination of theories, case studies and campaigns in public relations. Areas of concentration include research development, design and implementation; agenda setting; professional writing; presentational skills/techniques and crisis management. Practical application of theoretical concepts is stressed.

3 graduate credits.
Normally offered yearly.

CJN 778 – Conference Management and Promotion

Examines how conferences are built, promoted, managed, and assessed, with particular emphasis on nonprofit conventions, trade shows, and volunteer organizations. Specific issues analyzed include facilities planning and contracts, legal issues, volunteer management, budgeting, marketing, and planner/staff communication.

3 graduate credits.
Normally offered every 1.5 years.

CJN 779 – Integrated Marketing Communication

Examines the integration of advertising, promotion, public relations, marketing communication and internal communication. Analyzes the impact IMC has on corporate image, objectives and brands, and the interrelations of employees, customers, stakeholders and different publics.

3 graduate credits.
Normally offered yearly.

CJN 805 – Directed Study

Directed study allows students to pursue an in-depth research project in an area of their interest, directed by a qualified graduate faculty member.

May be taken twice for a total of not more than 6 graduate credits.

May not substitute for any requirement without written approval of graduate director.

3 graduate credits.
Normally offered every semester.

CJN 809 – Thesis Research

Students electing the thesis option for completion of their course requirements must register for thesis research, under the direction of their faculty advisor. Thesis research allows students to develop, research, and write the master's thesis.

Prerequisite: 18 hours of graduate coursework.

Must be taken for a total of 6 graduate credits (in any combination of semesters)

Students must be enrolled in CJN 809 for a minimum of 1 credit at the time of their thesis defense. Normally offered every semester. Please note that letter grades are not given for thesis credit. Thesis credit is taken on a pass/fail basis only.

MASTER OF ARTS IN GRAPHIC DESIGN

The New England School of Art & Design at Suffolk University

Graduate Faculty

Laura A. Golly: *Program Director*, Professor of Art and Design. B.F.A., Rhode Island School of Design; M.F.A., Massachusetts College of Art

Rita Daly: Graphic Design Graduate Program Coordinator, Assistant Professor of Art and Design. B.F.A., Pratt Institute; M.F.A., Connecticut College

Jennifer Fuchel: Associate Professor of Art and Design. B.A., State University of New York at Binghamton; M.F.A., Boston University School for the Arts

Wallace Marosek: Associate Professor of Art and Design. B.F.A., Daemen College; M.F.A., State University of New York at Buffalo; M.F.A., Yale University

Elke Wintzer, Lecturer in Art and Design, B.A., Art Center College of Design; M.F.A., Lesley University

The Master of Arts program in Graphic Design offered by the New England School of Art & Design at Suffolk University is intended as a one-year (3 semester), full-time, practice-oriented, initial graduate program, consisting of a minimum of thirty (30) semester credit hours of graduate study (level 700 or higher). The program is designed for those who have earned a Bachelor of Fine Arts in Graphic Design. The program also welcomes those who have earned an undergraduate degree in a field not related to the visual arts (e.g., computer science, anthropology) or who have earned an undergraduate degree in an area of the visual arts other than graphic design (e.g., painting, illustration).

If you have not completed an undergraduate program of study substantially equivalent to the BFA in Graphic Design, you will be required to complete additional foundational (undergraduate equivalent) coursework, as determined by the Graphic Design Graduate Program Coordinator. Course of study for those who do not possess a BFA in Graphic Design will vary significantly from that outlined here and will be determined on an individual basis.

The objectives of the Master in Arts in Graphic Design are to provide the student with:

- The creative, intellectual and practical skills needed to attain both excellence in design and a fulfilling career.

- A context for advanced study and research beyond the baccalaureate level, from a NASAD-accredited institution.
- A balanced approach to design, equally emphasizing theory and practice in order to develop both creative problem-solving and professional skills.
- An opportunity for exposure to international design and a multicultural tradition through the Graphic Design International Study Program.

Degree Requirements

Candidates for the master's degree must complete a course of study consisting of 30 to 102 credits, with a cumulative grade point average of 3.0 and a grade of "B" or better in all courses with a course code of 500 or higher. The faculty reserves the right to require the withdrawal of a student from the graduate program if in their professional estimation the probability of his/her success is doubtful. Such factors as academic performance, interest, effort and suitability for the field enter into this judgment.

Applicants possessing a Bachelor of Fine Arts in Graphic Design can complete the 30 credits of graduate study (700-level or higher) in three semesters of full-time study. Part-time study is an option.

Applicants possessing an undergraduate degree in the visual arts (other than graphic design) can often be exempted from the Foundation Program, leaving foundational graphic design coursework (a maximum of 43 undergraduate credits) and 30 credits of graduate study (700-level or higher) to complete. You should expect to spend at least two and, in some cases, up to four years of year-round study to complete the degree.

If you have an undergraduate degree in a field not related to the visual arts, you will be generally required to complete a maximum of 72 credits of Foundation and Foundational Graphic Design study, as well as 30 credits of graduate study (700-level or higher). You should expect to spend at least three and, in some cases, up to four years of year-round study to complete the degree.

Graduate students maintaining a full-time course load may enroll for a maximum of 12 credits.

All graduate students should be aware that the specific courses for which they are permitted to register in any given semester will depend on prior art background, transfer/waived credits, prerequisite requirements and course scheduling. Therefore it may not be possible for a student who wishes to take a full course load to do so.

Degree requirements are normally completed within five years after the start of graduate work.

Suggested Course Sequence

First Semester		Credits
ADG 810	Graphic Design Graduate Seminar*	3
ADG S820	Graphic Design Graduate Studio I*	3
ADG 840	Graphic Design Thesis Research*	3
	Graphic Design Studio Elective OR	3
	Other approved graduate level elective	
Second Semester		
ADG S822	Graphic Design Graduate Studio II*	3
ADG S842	Graphic Design Thesis Studio*	3
ADG 700	Graphic Design Graduate Internship*	3
	Graphic Design Studio Elective OR	3
	Other approved graduate level elective	
Third Semester		
ADG 844	Graphic Design Thesis Documentation*	3
	Graphic Design Studio Elective OR	3
	Other approved graduate level elective	
Total		30

* = Graduate only courses

Thesis

The Master's program culminates in a final thesis project, an independent inquiry based on an original idea associated with a student's chosen area of concentration. Graphic Design Thesis Research (ADG 840), Thesis Studio (ADG S842), and Thesis Documentation (ADG 844) are intended as the final three courses in the Master's program curriculum sequence. Successful completion of Thesis Research is a prerequisite for enrollment in Thesis Studio. Successful completion of Thesis Studio is likewise a prerequisite for enrollment in Thesis Documentation.

Portfolio Review and Thesis Exhibition

End-of-semester Portfolio Reviews are required of all Master's and Pre-Master's students, as is participation in the Graduate Student Thesis Exhibition.

Admission Requirements

While the Bachelor of Fine Arts (BFA) degree in Graphic Design is the customary prerequisite for admission to the MA program, applicants with baccalaureate degrees in other areas are welcome to apply. Candidates who have not completed an undergraduate program substantially equivalent to the BFA in Graphic Design will be required to complete additional foundational coursework, as determined by the graduate faculty.

In addition to normal Suffolk University graduate admission requirements (see the current Suffolk University

Academic Catalog), applicants to the MA program in Graphic Design must submit the following:

1. Proof of the completion of an undergraduate baccalaureate degree with a minimum cumulative grade point average of 2.7.
2. A portfolio of work consisting of a minimum of twenty (20) high-resolution PDF files of recent, original artwork demonstrating both technical competency and creative ability must be submitted with the application. Please make sure the CD is Macintosh-compatible. Applicants with prior studio backgrounds who are seeking exemption from Foundation or Foundational Graphic Design coursework should submit a significantly more extensive portfolio. Graduate faculty members review all portfolios to determine subject matter competency.
3. Academically qualified applicants without a substantial background in the visual arts may be required to complete foundational coursework as a Continuing Education student before applying to the Master of Arts in Graphic Design. A grade point average of 3.0 or better is required. If an applicant is subsequently accepted to the program, credits earned as a Continuing Education student may be used to waive degree requirements. A maximum of 30 credits earned as a Continuing Education student will be considered applicable to the graduate program.
4. Personal interviews with the Graphic Design Graduate Program Coordinator are required and are conducted by appointment only.

Please note: An applicant who has an undergraduate baccalaureate degree in any field may apply only to the graduate program and is not eligible to apply to the BFA program in Graphic Design.

Due to the competitive nature of the program and the time involved in evaluating portfolios, applicants must have their completed applications in to the graduate admission office by May 15 (for fall semester admission) or November 1 (for spring admission). After those dates, applications will be reviewed on a space-available basis.

Master of Arts in Graphic Design Course Descriptions

Descriptions of Foundation (500-level) and Foundational Graphic Design (600-level) courses are listed in the BFA portion of the undergraduate catalog. Graduate Studio electives (700-level) are also listed in the BFA portion of the undergraduate catalog.

ADG 700 – Graphic Design Graduate Internship

Master's candidates in Graphic Design are required to pursue an internship with a local graphic design firm or agency. The purpose of this course is to provide students with an opportunity to explore areas within the graphic design field that they have not previously experienced. Interns will observe and participate in all office procedures permitted by their place of internship and will be required to maintain a journal of their observations. Students with prior extensive and documented work experience in the field may be exempted from the internship requirement, with the approval of the Graphic Design Program Director; however, such students will be required to substitute a 3-credit studio elective for the internship.

Offered each semester.
3 credits.

ADG S771 – Advanced Concepts in Web Design

Building upon the knowledge and skills amassed in Web Design I (ADG S613) and Web Design II (ADG S740), students will further develop multimedia skills through exposure to 2D/3D modeling and animation with regard to interactive usage in web design with emphasis on market needs for multimedia. Concepts to be explored may include advanced Action Scripting for interactive games, design for mobile computing platforms, advanced podcasting tools, 3D modeling of objects and environments, video compositing, Flex, Flash Lite, Widgets, Ajax and Jaws. Students are required to focus on a specific topic of interactive design and complete projects aimed at developing a successful web portfolio.

Prerequisite: ADG S740 or instructor permission.
Offered every other year.
3 credits.

ADG 800 – Special Topics in Graphic Design

An in-depth analysis of timely special issues in the field of graphic design. Special topics are announced when the course is scheduled.

Open to graduate students only.
3 credits.

ADG 810 – Graphic Design Graduate Seminar

This seminar should be taken during the student's first semester in the master's program, ideally before significant work on the thesis begins. The course begins with class visits by visionaries and innovators in art-related fields who will present their work, providing students the opportunity to begin exploration of these designers' thought processes. This exposure is intended to aid students in coalescing their own methods of thinking about, approaching, and executing their work. Two student-designed projects will follow: a presentation on the work of a design innovator identified and selected by the student, and the compilation and execution of a theoretical project based on a societal need. Students are encouraged to present in any combination of field-appropriate media; both projects are intended to encourage the independent thinking required in the preparation of the thesis.

Normally offered fall semester.
3 credits.
Open to graduate students only.

ADG S820 – Graphic Design Graduate Studio I

In this graduate studio, students will explore complex graphic design problems, particularly those that require a multidisciplinary approach (print, web, signage, TV, etc.). The purpose of the course is to extend the student's viewpoint beyond simple one-dimensional solutions and to encourage thoughtful and inventive programming as well as innovative problem solving. One project will involve an institution or cultural entity, preferably of nonprofit status.

Normally offered fall semester.
3 credits.
Open to graduate students only.

ADG S822 – Graphic Design Graduate Studio II

In this advanced-level studio, students will continue their exploration of the more complex graphic design projects begun in Graphic Design Graduate Studio I (ADG S820), with the emphasis on design problems requiring a multidisciplinary approach. Students will work with clients whose needs encompass a broad variety of design circumstances and they will be encouraged to guide the client to more inventive and unique solutions. Considerable research will be involved and students will learn to recognize unique opportunities in the field.

Normally offered spring semester.
3 credits.
Open to graduate students only.

ADG 840 – Graphic Design Thesis Research

The Master's program in Graphic Design culminates in a thesis, an independent project based on an original idea designed and developed by the student in concert with a team of advisors. Thesis Research requires the definition of a graphic design problem, research of case studies relevant to the thesis topic, and the creation of an outline for the thesis project. The class will culminate in the preparation of printed documentation, as well as an oral slide or multimedia presentation of the results of the research to date.

Normally offered each semester.
3 credits.
Open to graduate students only.

ADG S842 – Graphic Design Thesis Studio

The Graphic Design Thesis is a focused independent project on a single original topic, developed by the student working in conjunction with a team of advisors. During this studio course students will test various formats for visualizing their thesis and will execute the design work necessary to realize their project. Emphasis will be placed on creative inquiry and the development of unique solutions that are conceptually strong and content rich. The final thesis will be comprised of the design project along with extensive written documentation. Students must demonstrate independence in relation to their own design process and the ability to realize a complex graphic design solution.

Normally offered each semester.

3 credits.

Open to graduate students only.

ADG 844 – Graphic Design Thesis Documentation

This course represents the final phase of the thesis process. Having defined the design problem, completed the necessary research, and finalized the design solution, the student will then document the project in written and visual form. Thesis documentation will consist of the visual manifestation of the design solution as well as a printed, bound volume or portfolio in which the thesis problem, research, and solution are presented in both text and images.

Normally offered each semester.

3 credits.

Open to graduate students only.

ADG S900/900 – Graphic Design Graduate Directed Studio/Study

The student completes a directed study project, either studio (ADG S900) or non-studio (ADG 900) under the supervision of a graphic design faculty member. Please see Directed Study in the Suffolk University Academic Catalog for details. Independent study forms are available from the Graphic Design Program Director. All independent study request forms must be accompanied by a written proposal and schedule, and must be approved by the individual faculty member, the Graphic Design Program Director, and the NESADSU Chairman.

Available every semester.

Credits vary.

Open to graduate students only.

ADG S902 TC – Italian Journal: Painting and Drawing on Paper

Florence, Italy and its environs will serve as the subject matter and catalyst in developing the ability to watercolor and draw objects (architecture, people, and the landscapes) while advancing a personal style. Study will begin with a pre-departure journal/book-binding workshop at Suffolk University and then outdoors in and around Florence, Tuscan hill towns, Rome and the Veneto, exploring basic illustration styles, methods and techniques.

Prerequisite: Portfolio or instructor permission.

Summer semester.

3 credits.

ADG 904 TC – Art of the Italian Renaissance

This course introduces the students to Italian Renaissance art, artists, and culture from the first evidence in the Italian Gothic (around the 1260s) to the Early and High Renaissance, predominantly in Florence and Venice, up to the 1600s. The course will survey the history of painting, sculpture, and architecture as we study the works individually, for their formal elements and visual importance, but also within their aesthetic, historic, political, and cultural context. Class discussion and a visual analysis of works of art will encourage personal interpretation and critical thinking. A list of terms related to the Renaissance introduces the “language of art.”

Summer semester.

4 credits.

Graduate (700-level) Studio Electives: 3 credits each

ADG S710	Design Imagestration
ADG S720	Drawing for Animation
ADG S734	Electronic Publication Design
ADG S740	Web Design II
ADG S748	Advanced Illustration
ADG S760	Corporate Design
ADG S765	Digital Photography
ADG S766	Environmental, Packaging and Signage Design
ADG S770	Artists' Books
ADG S771	Advanced Concepts in Web Design
ADG S902 TC	Italian Journal: Painting and Drawing on Paper

For more information, please contact:

Suffolk University Office of Graduate Admission

Tel: (617) 573-8302

Fax: (617) 305-1733

E-mail: grad.admission@suffolk.edu

MASTER OF ARTS IN INTERIOR DESIGN

The New England School of Art & Design at Suffolk University

Graduate Faculty

Karen J.A. Clarke: Program Co-Director, Associate Professor of Art and Design. B.A.A., Ryerson Polytechnical Institute; M.F.A., Boston University

Nancy E. Hackett: Program Co-Director, Assistant Professor in Art and Design. B.A., University of Colorado; M.A., University of Connecticut

Nasser Benkaci: Assistant Professor of Art and Design. Diplome, d'Etat d'Architect (Bachelor of Architecture), Ecole Polytechnique d'Architecture et d'Urbanisme, Algiers; MArch, Master of Urban Planning, University of Southern California, Los Angeles

Mark Brus: Associate Professor of Art and Design. BArch, Cornell University; MDesS, Harvard Graduate School of Design

Josh Feinstein: Senior Lecturer in Art and Design. B.A., Boston University; M.S., University of Massachusetts, Amherst

Anna Gitelman: Assistant Professor of Art and Design. MArch, Moscow Architectural Institute; MDesS, Harvard University

Jeanne Kopacz: Master Lecturer in Art and Design. B.F.A., University of Massachusetts

Douglas Seidler: Assistant Professor of Art and Design. BDes, University of Florida; MArch, University of Florida

Sean Solley: Assistant Professor of Art and Design. B/Tec Diploma in Spatial Design, Medway College of Design (U.K.); 1st Class Honors Degree in Interior Design, Kingston Polytechnic (U.K.)

The Master of Arts program in Interior Design is appropriate for those who possess an undergraduate degree and who are interested in extending their knowledge of the issues confronting the professional interior designer, as well as the design and research skills required of the successful practitioner. Graduate students may also supplement their coursework and gain exposure to international design trends and the European tradition of art, architecture, and culture through directed study in Italy and Spain.

The Master's in Interior Design is a CIDA-accredited professional level program consisting of a minimum of 30 credits of graduate study (level 700 or higher). The program is designed for those who have earned an undergraduate degree in a field not related to the visual arts (e.g., English, psychology, business, etc.) or who have earned an undergraduate degree in an area of the visual arts other than interior design (e.g., fine arts, graphic design, illustration, architecture, etc.). Candidates who have not completed an undergraduate program of study substantially equivalent to the BFA in interior design will be required to complete additional foundational (undergraduate equivalent) coursework, as determined by the interior design program director. If you have already completed an undergraduate degree in interior design, such as a BA or BFA, you may also be admitted to the program, but your course of study will vary considerably from that outlined here and will be determined on an individual basis by the program director.

Degree Requirements

Candidates for the master's degree must complete a course of study consisting of 30 to 99 credits, with a cumulative grade point average of 3.0 and a grade of "B" or better in all courses with a course code of 500 or higher. The faculty reserves the right to require the withdrawal of a student from a graduate program if in their professional estimation the probability of his/her success is doubtful. Such factors as academic performance, interest, effort, and suitability for the field enter into this judgment.

Applicants possessing undergraduate degrees in the visual arts (other than interior design) can often be exempted from the Foundation Program (30 credits), thus leaving 39 credits of foundational interior design coursework and 30 credits of graduate study (level 700 or higher) to complete. In such cases, completion of the MA in Interior Design will typically require two-and-one-half years of year-round (fall, spring, summer) study.

Those with undergraduate degrees in a field of study unrelated to the visual arts will generally be required to complete 69 credits of Foundation and foundational interior design study, as well as 30 graduate credits (level 700 or higher). Such students should expect to spend three-and-one-half years of year-round (fall, spring, summer) study in order to complete the degree. In either case, part-time study is an option.

Graduate students maintaining a full-time course load may enroll for a maximum of 12 credits.

College of Arts and Sciences

All graduate students should be aware that the specific courses for which they are permitted to register in any given semester will depend on prior art background, transfer/waived credits, prerequisite requirements, and course scheduling. Therefore, it may not be possible for a student who wishes to take a full course load to do so.

Degree requirements are normally completed within five years after the start of graduate work.

Foundation Courses **30 Credits**

ADF S501	Foundation Drawing I
ADF S502	Foundation Drawing II
ADI S506	Interior Design Communications
ADI S508	Perspective and Rendering
ADI S510	Orthogonal Drawing
ADF S543	Color
ADF S551	2-Dimensional Design
ADF S552	3-Dimensional Design
ADF S581	Ideas of Western Art I
ADF S582	Ideas of Western Art II

Foundational Interior Design Courses **39 Credits**

ADI S601	Interior Design Studio I
ADI S602	Residential Design Studio
ADI 621	History of Furniture and Architecture I
ADI 622	History of Furniture and Architecture II
ADI S634	Introduction to Interior Design Theory
ADI 642	Interior Codes and Construction
ADI 644	Interior Materials and Finishes
ADI 654	Lighting
ADI S664	Advanced Interior Design Communications
ADI S603	Contract Design Studio I
ADI S604	Furniture Design and Detailing Studio
ADI S605	Contract Design Studio II
ADI 652	Environmental Systems

Master of Arts Courses **9 Credits**

ADI 700	Interior Design Internship
ADI S772	Construction Documents
ADI 784	Interior Marketing and Contracts

Electives **3 Credits**

ADI 706	Portfolio
ADI 713	Advanced 3-Dimensional Color
ADI S805	Form Study and Model Making
ADI S830	Digital Visualization Studio
ADI S835	History of Interior Architecture
ADI 837	Sustainable Design for Interiors

Professional Track Courses **18 Credits**

Prior to enrollment in Thesis Research (ADI 840), MA candidates must choose one of the following professional tracks:

Healthcare/Institutional Track

ADI S810	Advanced Lighting Design Studio
ADI S815	Advanced Human Factors and Universal Design Studio
ADI S820	Advanced Materials and Methods Studio: Detailing and Structures for Interior Designers
ADI 840	Thesis Research
ADI S842	Thesis
ADI 844	Thesis Documentation

Commercial Track

ADI S810	Advanced Lighting Design Studio
ADI S815	Advanced Human Factors and Universal Design Studio
ADI S820	Advanced Materials and Methods Studio: Detailing and Structures for Interior Designers
ADI 840	Thesis Research
ADI S842	Thesis
ADI 844	Thesis Documentation

Hospitality/Retail Track

ADI S810	Advanced Lighting Design Studio
ADI S815	Advanced Human Factors and Universal Design Studio
ADI S825	History and Style Studio
ADI 840	Thesis Research
ADI S842	Thesis
ADI 844	Thesis Documentation

Residential Track

ADI S810	Advanced Lighting Design Studio
ADI S815	Advanced Human Factors and Universal Design Studio
ADI S825	History and Style Studio
ADI 840	Thesis Research
ADI S842	Thesis
ADI S844	Thesis Documentation

Thesis

The master's program culminates in a final thesis project, based on an original idea associated with a student's selected program track. The thesis project explores the idea through the venue of an interior design building project that is focused by an aspect of design theory and aesthetics. Thesis Research (ADI 840), Thesis (ADI S842), and Thesis Documentation (ADI 844) are intended as the final three courses in the master's program curriculum sequence. Successful completion of Thesis Research is a prerequisite for enrollment in Thesis. Successful completion of Thesis is likewise a prerequisite for enrollment in Thesis Documentation.

Portfolio Review

MA candidates who need to complete Foundation or foundational interior design coursework will be subject to the same policies regarding regularly scheduled portfolio reviews as are undergraduate students.

Admission Requirements

To be considered for admission to the Master of Arts program in Interior Design, the applicant must hold a bachelor's degree from an accredited college or university, and must complete the application requirements. No standardized test is required for admission to the Master of Arts program in Interior Design. International students must also take the TOEFL and provide a statement of financial resources.

Applicants must also submit a portfolio consisting of 12 to 15 pieces of recent, original artwork demonstrating both technical competency and creative ability. Applicants with prior studio background who are seeking exemption from Foundation or foundational interior design coursework should submit a significantly more extensive portfolio. All portfolios are reviewed by the graduate faculty to determine subject matter competency. Personal interviews are recommended and are conducted by appointment only. Portfolios may be submitted during the personal interview, in either original or slide form. Applicants who are unable to appear in person should submit their portfolios in slide form or on CD-ROM. Do not mail original artwork, as Suffolk University cannot accept responsibility for loss or damage.

Applicants without a portfolio are advised to complete Foundation Drawing I (ADF S101) and 2-Dimensional Design (ADF S151) as continuing education students. A grade point average of 3.0 ("B") or better for these two courses is required. If the applicant is subsequently accepted, the credit for these courses may be applied toward degree requirements. A maximum of 30 credits earned as a continuing education student can be applied toward graduate degree program requirements. All other admission requirements, including an interview with the Interior Design Program Director, apply.

Please note: An applicant who has an undergraduate baccalaureate degree in any field may apply only to the graduate program and is not eligible to apply to the BFA Program in Interior Design.

Please note: Exceptionally well-qualified candidates for admission, who lack only a portfolio, may apply to the Pre-Graduate Summer Program (PGSP), which is

designed to provide the content of five Foundation courses in one 10-week summer session. Successful applicants will be conditionally admitted to the MA in Interior Design program, will attend class four full days a week, and will earn credit for Foundation Drawing I (ADF S101), Color (ADF S143), 2- and 3-Dimensional Design (ADF S153), and Perspective and Rendering (ADI S108). Applications for the Pre-Graduate Summer Program may be obtained from the Office of Graduate Admission or from NESADSU. Such application forms must be submitted together with a completed Graduate Application for Admission and all supporting documentation (transcripts, letters of recommendation, etc.) no later than April 1.

Due to the competitive nature of the program and the time involved in evaluating portfolios, applicants must have their completed applications in to the graduate admission office by May 15 (for fall semester admission) or November 1 (for spring admission). After those dates, applications will be reviewed on a space available basis.

Courses

Descriptions of Foundation (500-level) and Foundational Interior Design (600-level) courses are listed in the BFA portion of this catalog.

ADI 700 – Interior Design Internship

With the assistance of the faculty advisor, each student will identify an appropriate internship site with a local design firm. All interns are required to complete 120 hours of work/study within the semester, working a minimum of 8 hours per week under the direction of a qualified Interior Designer. Interns are expected to contribute to the host firm at a high level of design interaction. All interns will meet bi-weekly with the faculty advisor. The classroom seminars will reinforce new skills, share learning experiences, answer questions or concerns, and provide counseling. A firm site visit, production of firm profile, and participation in a professional organization meeting are required within the seminar.

Prerequisites: Senior status, ADI S602, ADI S603.

Normally offered spring and summer semesters.

3 credits – 9 hours of design office and classroom experience per week minimum.

ADI 706 – Portfolio

This course teaches students how to develop a professional portfolio. Students will investigate overall development of portfolio content, substance, and design through a variety of hands-on exercises including digital and mock-up layout techniques; methods of documenting and archiving work; presentation formats; design influence investigation and more.

Prerequisite: ADI S605.

3 credits.

ADI S708 – Institutional Design Studio

This course focuses on the design of institutional spaces associated with healthcare, including hospitals, HMOs, specialized care and treatment centers, clinics, and hospices, and may encompass both traditional and alternative healthcare facilities and philosophies. The institutional client base may also include academic institutions, particularly with regard to science and medical teaching facilities, labs, and research centers. This course develops a student's ability to design within the strict programming requirements of these specialized environments with regard to equipment, construction type, code compliance, and finish and furniture specification. Through the design process, in the phases of programming, schematic design, design development, and contract documents, students will apply creative problem-solving methods to explore a variety of healthcare design issues. Students are expected to apply the knowledge, experience, and skills which they have acquired from their previous studies to the formulation of a comprehensive design solution and the execution of a professional quality presentation.

Prerequisite: ADI S605.

Normally offered spring semester.

3 credits.

ADI 713 – Advanced 3-Dimensional Color

In this course the student will explore three-dimensional aspects of color theory, including psychology, depth perception, and spatial context. Design elements of light, space, unity, and balance will be covered through lectures, in-class demonstrations, and class exercises. Criteria for color use, including contrast and harmony, will be explored for each application, with emphasis on each student's area of specialization.

Prerequisite: ADF S543, ADF S143, or ADF SS43.

3 credits.

Spring semester.

Open to graduate students only.

ADI S772 – Construction Documents

This course will explore in more detail the features of AutoCAD software and will focus on the drafting and organizational skills necessary to produce a set of contract drawings on the computer. More advanced two-dimensional and three-dimensional uses of AutoCAD will be applied in a hands-on environment. Students will choose a studio project and complete a set of contract documents for it.

Prerequisites: ADI S510, ADI S601.

3 credits.

Normally offered each semester.

ADI 784 – Interior Marketing and Contracts

This course will cover the business aspects of interior design, including management, client, and contractor relationships, project management, proposal writing, and market resourcing. In addition, students will be exposed to career planning practices, such as portfolio development, resumé preparation, and interviewing techniques. Tours of architectural and interior design firms will also be included.

3 credits.

Normally offered fall and spring semesters.

ADI S805 – Form Study and Model Making

This studio course is dedicated to the study of form in the three dimensions: length, breadth, and depth. Students will explore form at a conceptual level that will translate in future studios as it is applied to the built environment. They will look at the role of scale, light, texture, negative space, and proportion, as well as thematic and structural relationships in the creation of forms.

Prerequisite: ADI S551.

Normally offered each semester.

3 credits.

Open to graduate students only.

ADI S810 – Advanced Lighting Design Studio

Advanced Lighting Design Studio investigates and applies technical and creative theories about lighting design. The class will look at natural and artificial systems of light and the ways in which they impact the experience of interior space. Specifically, color, lamp source, measurement methods, and control will be addressed. Lighting will be explored as an extension of aesthetic intent.

Prerequisites: ADI S601, ADI S602, ADI S603, ADI 654.

3 credits.

Normally offered fall and spring semesters.

Open to graduate students only.

ADI S815 – Advanced Human Factors and Universal Design Studio

The physiology and psychology of the client/user is one of the main factors influencing the design of the environment. This studio will present design problems that explore issues of ergonomics and proxemics as they apply to interior design. Universal design, design that creates accessibility, will be the context for the studio design problem(s). Discussions will cover the following: interaction of environment and user's culture, gender, stage of life cycle, and physical capabilities.

Prerequisites: ADI S602, ADI S603, ADI S604, ADI S605, ADI 642, ADI 652.

3 credits.

Fall semester.

Open to graduate students only.

ADI 820 – Advanced Materials and Methods Studio: Detailing and Structures for Interior Designers

The Advanced Materials and Methods Studio provides students with a more sophisticated understanding of structural and constructional issues and their impact upon the design and planning of interior environments. The studio studies the influence of choices of materials upon the methods of construction and detailing, requiring students to identify and resolve construction related issues by putting together a set of detailed construction drawings. Students sketch and analyze the works of prominent designers, and conduct precedent and market research to locate and specify materials, products, and technical information.

Prerequisites: ADI S603, ADI S605, ADI 642, ADI 644, ADI 652.

3 credits.

Spring semester.

Open to graduate students only.

ADI 825 – History and Style Studio

Interior design does not exist in a vacuum, but is embodied in the historical agenda of its time. In History and Style Studio, we will explore the catalysts of style and design throughout particular periods of modern design history and will analyze those movements' influences through readings, discussions, slide lectures, films, and design projects. Projects dealing with residential, hospitality, and retail environments, as well as the purely conceptual, will deal with stylistic and influential issues and solutions and will draw on precedents of style for inspiration.

Prerequisites: ADI S603, ADI S605, ADI 621, ADI 622.

3 credits.

Normally offered spring semester.

Open to graduate students only.

ADI S830 – Digital Visualization Studio

This course will develop a student's ability to visually communicate his or her design skills through a digital medium. Students will produce a series of 2-D images, 3-D images, and computer animations to communicate their designs at various stages of the design process. Software used can include Adobe Photoshop, Adobe Illustrator, Architectural Desktop, and SketchUp. This class is lab intensive.

Prerequisite: ADI S772.

Normally offered fall and spring semesters.

3 credits.

Open to graduate students only.

ADI 835 – History and Theory of Interior Architecture

Much like the history of art, the history of interior design encompasses numerous styles, movements, and individual artistic contributions. It also reflects the influence of international, political, and social developments. A basic understanding of this history is important for the professional designer who often looks to the past for inspiration. This class will involve a study of historical interiors, styles, and theory from several different viewpoints, examining their inherent qualities and contributions in order to better understand what constitutes a sense of place in the interior. Beginning with the Shaker movement and proceeding through the 20th century, the class will look at specific buildings, styles, movements, products, and materials that came to influence and design the interior space.

Prerequisites: ADI 621, ADI 622.

3 credits.

Fall semester.

Open to graduate students only.

ADI 837 – Sustainable Design for Interiors

The design community, along with society as a whole, has become aware that a new, more "biofriendly" approach to interior design must be taken if we are to stop polluting our earth, wasting energy and resources, and jeopardizing our own health and that of other species. Design firms are therefore being looked to for expertise in these areas, and educated designers must be conversant with both the design strategies and building technologies associated with environmentally responsible structures and spaces. This course is designed to acquaint students with the implementation strategies for such design, through a series of lectures, case studies, and projects. Incorporating readings from Thoreau to William McDonough, students will gain an understanding of the historical and practical aspects of green design and its effects on societal norms.

Prerequisites: ADI S602, ADI S603, ADI S604, ADI S605,

ADI 642, ADI 652.

3 credits.

Offered alternate semesters.

Open to graduate students only.

ADI 840 – Thesis Research

Students are expected to identify a thesis topic, conduct research, interpret it abstractly, identify an appropriate design vehicle that will prove the thesis, program the project, select a site, and begin pre-schematic design. The course is conducted in seminar format and is dedicated to self-directed independent research. Students learn research techniques, fact-finding, scholarly writing conventions, and information organization, and are exposed to philosophical arguments that attempt to establish rules of language regarding design and art. Aesthetic theory, research, abstraction and programming are addressed as the basis for design. During class discussions, close attention is given to the construction of a thesis, preparation of its argument, and its justification.

3 credits.

Normally offered each semester.

Open to graduate students only.

ADI S842 – Thesis

The MA thesis is the sequel to ADI 840 (Thesis Research) and is executed by working with advisors and experts of the student's choice. This design project includes schematic design, design development, and final design preparation. In addition to showcasing the students' understanding of the theoretical, historical, technological, practical, and aesthetic parameters of interior design, they must demonstrate independence with regard to their own design process and their ability to fully realize a design solution that helps to prove their thesis.

Prerequisites: ADI 840 and all other Interior Design Studios

(ADI S601, ADI S602, ADI S603, ADI S604, ADI 605).

3 credits.

Normally offered each semester.

Open to graduate students only.

ADI 844 – Thesis Documentation

This course represents the final phase of the thesis process and constitutes the conclusion of the Master's program sequence. Having defined the design problem, and completed the research and design portions, the student will then document the project in written and visual form. The components will include construction documents and specifications, as well as a book in which the thesis proposal and results are composed in both text and images. The MAID thesis document serves as an exposition of the process and nature of the thesis program and ultimately serves as a resource of interior design research for the greater design community.

Prerequisite: ADI S842.

3 credits.

Normally offered each semester.

Open to graduate students only.

ADI S900/900 – Interior Design Directed Study

Directed study allows students to pursue an in-depth research project in an area of particular interest, directed by a qualified graduate faculty member.

3 credits.

Available each semester.

For more information, please contact:

Karen Clarke

Interior Design Co-Program Director

Tel: (617) 994-4293

Fax: (617) 994-4250

email: kclarke@suffolk.edu

MASTER OF SCIENCE IN COMPUTER SCIENCE

Department of Computer Science Graduate Faculty

Professors: Cohn, Ezust (Department Chairperson),
Ștefănescu (Graduate Program Director)

Associate Professor: Zinoviev

Assistant Professors: Xu, Zhang

Master Lecturer: Hinnawi

The Master of Science in Computer Science (MSCS) program offers a strong applied component in Software Engineering and Databases while providing a thorough grounding in the fundamental concepts of Computer Science. This emphasis on applications is rare among graduate programs in the Boston area.

Conveniently located, especially for part-time students who work in Boston, this program offers advantageous flexibility and currency. State-of-the-art courses will prepare successful students to be productive in varied business and industrial settings.

Our graduate program is designed to enable computer professionals to advance to a higher level of professional activity while also providing a practical way for people not yet trained in computer science to enter this exciting field.

Application Materials

All applicants to the MSCS program, except for Suffolk University students in our combined BS/MS Degree Program in Computer Science, must obtain a bachelor's degree from an accredited college or university prior to starting our program. Applicants must submit a completed graduate application form, a detailed resumé, official transcripts from all colleges and universities attended, and at least two letters of reference. These materials should all be sent to the Suffolk University Office of Graduate Admission. In order to be considered for financial aid, applicants are urged to submit GRE scores also. International students are required to submit TOEFL scores and a statement of financial resources.

Admission Requirements

Optimally, a candidate admitted to this program should have an undergraduate background in computer science and mathematics. Without such preparation, an applicant can be considered for admission provided he

or she has the necessary background to take the Undergraduate Level Foundational courses listed below. The prerequisite for these Foundational courses is a good working knowledge of calculus, at the level of our MATH 165-166, and a rigorous course in C programming, equivalent to our CMPSC 131.* We normally offer these basic courses each semester.

**As a general rule, it is quite unrealistic to contemplate a career in computer science before one has successfully completed these three critical, basic courses.*

Degree Requirements

Depending on their backgrounds in mathematics and computer science, candidates for the MSCS degree must complete 10 to 18 courses (as described below). Each of the undergraduate level Foundational Courses described below must be either taken and passed here at Suffolk or waived because of equivalent work completed elsewhere. A minimum of 8 graduate level courses (as described below) must be completed after prerequisites have been satisfied. To qualify for graduation, each candidate must achieve at least a 3.00 cumulative GPA and, in addition, must achieve at least a 3.00 GPA in the courses that apply directly to the degree. That set of courses will consist of all graduate level computer science courses taken at Suffolk while enrolled in our MSCS program (at least 8, as described below), together with at most two Foundational computer science courses, all numbered 604 or higher.

A full-time course load is 3 courses per term.

The courses fall into the following four categories:

Foundational Mathematics

CMPSC M611 Math for Scientists and Engineers
CMPSC M612 Discrete Mathematics

Foundational Computer Science

CMPSC 601	Intermediate Programming
CMPSC 602	Assembly Language and Computer Structure
CMPSC 603	Data Structures and Algorithms
CMPSC 604	Architecture of Computer Systems
CMPSC 605	Operating Systems
CMPSC 606	Organization of Programming Languages
CMPSC 607	Intro to Database Systems
CMPSC 608	Object-Oriented Programming

Foundational courses are undergraduate courses normally taken by computer science majors. Well-prepared students may waive Foundational courses that they have completed at an accredited university with a grade of "B" or better.

Required Core Computer Science Courses

CMPSC 623	Analysis of Algorithms
CMPSC 641	Advanced Databases
CMPSC 665	Compilers
CMPSC 667	Advanced Computer Architecture

The Required Core Computer Science courses are graduate level courses designed to provide the necessary depth of understanding in key areas of computer science.

Required Applied Computer Science Courses

With the help of your Academic Advisor, select four courses with course numbers greater than or equal to 620. These courses are intended to provide students with advanced knowledge, skills and techniques in a variety of critical areas.

The Required Applied Computer Science courses are graduate level courses designed to provide students with advanced knowledge, skills, and techniques in a variety of critical areas; hence, the list of such courses will change as needed to reflect current industrial needs and trends.

Computer Science Electives

The Computer Science Electives can be fulfilled by taking any two Computer Science courses numbered higher than 620. Also, any two Foundational Computer Science courses at or above the level of CMPSC 604, which have been completed at Suffolk University with grades of at least "B," could be used as Computer Science Electives.

Departmental Review

A student who enters our MSCS program needing to take a substantial number of Foundational courses will be subject to a departmental review process to determine the feasibility of continuing in the program if his or her cumulative grade point average (GPA) in the Foundational courses falls below 3.3. Graduate students above the Foundational level must maintain a GPA of at least 3.0.

Interim Credential

Any student who enters our MSCS program without an undergraduate degree in computer science, after completing the Foundational courses described above, may be eligible to receive a Certificate of Computer Science Studies described below.

Co-Ops and Financial Aid

Our graduate students are encouraged to explore various co-op opportunities after their first year of study. A well prepared candidate, taking a co-op assignment during the second year of study, can comfortably earn the MSCS degree in four semesters. In addition, qualified graduate students can apply for Teaching Fellowships and work assignments in the CS Labs, the Web Resource Center and the MATH/CS Support Center. We also have a limited number of partial tuition scholarships.

Certificate of Computer Science Studies

Candidates for the Certificate of Computer Science Studies must complete all of the Foundational mathematics and computer science courses listed above. Six or more of these courses must be completed at Suffolk University. If more than four Foundational courses have been waived, then other graduate computer science courses may be applied towards the certificate. Candidates for the Certificate of Computer Science Studies must have a cumulative GPA of at least 3.0.

Computer Science Foundational Course Descriptions

CMPSC F601 – Intermediate Programming

A second course in C programming. Topics include pointers, arrays (a review, relating arrays and pointers), structures, recursion, simple data structures (linked lists, stacks, queues, etc.), sorting, searching, and files.

Prerequisite: CMPSC 131 or an equivalent, rigorous "CS1" course.

Undergraduate level course

CMPSC F602 – Assembly Language and Computer Structure

Introduction to computer architecture and machine language programming, internal representation of data, and programs and assembly language programming. Machine and assembly language implementations of constructs from higher-level languages such as C (including recursion and floating point arithmetic) are studied.

Prerequisite: CMPSC F601.

Undergraduate level course

CMPSC F603 – Data Structures and Algorithms

Includes topics such as strings, stacks, queues, lists, trees, graphs, sorting, searching, hashing, dynamic storage allocation, and analysis of algorithms. Most programming will be done in the C language.

Prerequisite: CMPSC F601.

Undergraduate level course

CMPSC F604 – Architecture of Computer Systems

This course deals with the structure and operation of the major hardware components of a computer. Topics include basic logic design, basic datapath construction, basic pipelining, I/O system design, issues in memory hierarchy, and network interface design.

Prerequisites: CMPSC F601 and CMPSC F602, which may be taken concurrently.

Undergraduate level course

CMPSC F605 – Operating Systems

The course presents an overview of modern operating systems both from the point of view of an application developer and of a system developer. It covers process management, scheduling, concurrency management, multi-threading, memory management, and file system organization. Intensive programming assignments in the C language and in an assembly language help students to learn the POSIX application programming interface (API) and the low-level organization of a general-purpose operating system.

Prerequisites: CMPSC F602 and CMPSC F604 and a strong working knowledge of C.

Undergraduate level course

CMPSC F606 – Organization of Programming Languages

An introduction to functional programming and to the meaning and implementation of various programming language features. The course begins with a brief introduction to the Scheme language, which is then used to write interpreters for small languages that contain features typical of larger, more realistic languages.

Prerequisites: CMPSC F602 and CMPSC F603.

Undergraduate level course

CMPSC F607 – Introduction to Database Systems

Introduction to the purpose and nature of database systems. Topics covered include major database models, relational database design, internals of database systems, concurrency control and recovery.

Prerequisites: CMPSC F603 and CMPSC M612.

Undergraduate level course

CMPSC F608 – Object-Oriented Programming and Design Patterns

Object-Oriented Programming in C++ is taught using Trolltech's multi-platform Qt library and other open-source libraries and tools. Emphasis is placed on program design and code re-use. Topics include: encapsulation, inheritance and polymorphism, UML, refactoring, parent-child relationships, properties, event-driven programming, test cases, regular expressions, constraints, XML, design patterns, and graphical user interfaces. We deal with some operating system and programming environment issues and also with code packaging. C++ is a very large language so we do not attempt to cover it all. Instead we work with a carefully selected subset of language elements that permits students to exploit the powerful Qt libraries and write robust, idiomatic, and interesting code. By the end of the course, the student should have a good command of C++, facility using and building libraries, an understanding and appreciation of the design patterns that we covered, and a well-established discipline of refactoring and code reuse.

Prerequisite: CMPSC 603, which may be taken concurrently.

Normally offered each semester.

Undergraduate level course

CMPSC F609 – Java Enterprise Technology

This course assumes that the student is familiar with Object Oriented Programming in C++. It quickly covers HTML and Java (J2EE) and then deals with multitier architecture for web applications, simple web servers, database applications, Enterprise JavaBeans (EJB), session beans, entity beans, Java Servlet technology, JavaServer Pages (JSP) technology, transactions, integration of all these components into one web application.

Prerequisite: CMPSC F608.

Undergraduate level course

CMPSC F610 – Introduction to Computer Graphics

This course is intended to cover the "classical" computer graphics, as well as give an overview of related fields, such as scientific visualization, graphics hardware, and GUIs. An introduction to computer graphics includes: windowing, clipping, panning and zooming; geometrical transformations in 2D and 3D; algorithms for raster displays (scan-line conversion, polygon fill, fonts, polygon clipping, etc.); hidden line and hidden surface removal, shading models; image formats; splines and surfaces; user interaction. Programming assignments will focus on the implementation of graphics algorithms and concepts using the X library in Linux environment.

Prerequisites: CMPSC M611, CMPSC 265 and a working knowledge of C or permission of instructor.

Offered as the need arises.

Undergraduate level course

CMPSC M611 – Mathematics for Scientists and Engineers

Topics mostly selected from the following list: complex numbers, i , arithmetic, Euler phi function, DeMoivre's theorem, roots of unity); elementary computational linear algebra (matrices: addition, scalar multiplication, multiplication, adjoint, transpose, inverse, rank, Gaussian elimination, Cramer's rule, linear functions, transformations of 2 and 3 space; vectors: definition, addition, subtraction, dot product, cross product, basis vectors, change of bases, eigenvalues, eigenvectors); combinatorics (counting principles, permutations, and combinations); finite probability (basic definitions, sample spaces, events, probabilities of unions and intersections).

Prerequisite: MATH 166 or permission of instructor.

Undergraduate level course

CMPSC M612 – Discrete Mathematics

Topics mostly selected from the following list: logic and set theory, elementary number theory, relations and functions and their properties (equivalence relations, partial order relations, recurrence relations and their solutions); computational complexity of algorithms (big O notation); graphs and their properties (isomorphisms of graphs, Euler and Hamilton paths, shortest path problem, graph coloring); trees (tree traversal, minimum spanning trees); finite state machines; methods of proof (proof by induction, proof by contradiction).

Prerequisite: CMPSC M611 or permission of instructor.

Undergraduate level course

Computer Science Graduate Course Descriptions

The following graduate level courses all assume a level of understanding of math and computer science that is best acquired by completing the Foundational courses described above.

CMPSC F623 – Analysis of Algorithms

Basic and advanced techniques of design and analysis for sequential, parallel and probabilistic algorithms including divide and conquer, greedy method, dynamic programming, hashing, graph algorithms, NP-completeness, etc.

Prerequisites: CMPSC F603 and CMPSC M612.

CMPSC F627 – Artificial Intelligence

Principles of artificial intelligence as well as state-of-the-art advances in knowledge representation, expert systems, natural language, planning and others.

Prerequisite: Foundational courses or permission of instructor.

CMPSC F633 – Software Engineering

How do we develop a software project that has millions of lines of code? What does our customer want and how do we know that? How do we manage a team of a thousand programmers? What is a complex program and how do we test it? How do we estimate the complexity of complex software? What is the difference between a programming class and a software factory? How do we maintain legacy software? These and many other questions are addressed and answered by the course in software engineering – the science of dealing with long-term, large-scale programming projects. The course covers requirement elicitation and specification, software architecture and design, team development, testing, and software maintenance.

Prerequisites: CMPSC F608 and a strong working knowledge of C, C++, or Java.

CMPSC F635 – Distributed Systems

Just as the purpose of an operating system is to insulate applications and application developers from computer hardware, the purpose of distributed operating environments, also known as distributed operating systems and middleware, is to insulate distributed applications and application developers from computer and network hardware and local operating systems. The course addresses a wide variety of issues in distributed systems, such as synchronization, replication, fault tolerance, and security. Both algorithmic and quantitative aspects of distribution are given proper attention.

Prerequisites: CMPSC F605 and a strong working knowledge of C or C++. CMPSC F671 (Networks) is desirable but not mandatory.

CMPSC F640 – User Interface Design

The term “User Interface” refers to the methods and devices that are used to accommodate interaction between machines and the human beings who use them (users). User interface design is one part of the process of application design. The topics of the course include concepts of user interface design, study of graphic subsystems that make UI possible, user interface design elements (basic building blocks that can be used in user interfaces), and tools that can be used to semiautomate the generation of user interfaces. A comparative study of such UI systems as Motif, GTK, Qt and Java will be presented.

Prerequisite: CMPSC F608 or permission of instructor.
Offered as the need arises.

CMPSC F641 – Advanced Databases

Data models, query languages, query optimization, concurrency control, recovery and distributed databases.

Prerequisite: Foundational courses, especially CMPSC 607, or permission of instructor.

CMPSC F642 – Peer-to-Peer Technology

Peer-to-peer system achieves great interests in recent years with the successes of Napster, Gnutella and other P2P file sharing systems. Its excellent characteristics of self-autonomy, fully decentralized control and load balance make it suitable for many application environments. However, its appealing properties also bring more difficult problems in system design than the traditional Client/Server system, especially in large-scale environments. While publicly known for the controversial file sharing, the P2P paradigm has numerous potential applications in academic and industrial environments. The objective of this course is to get the students involved in networking research through in-depth study of P2P systems. In this course, we will discuss P2P technology with the concentration on routing algorithm, search mechanism, storage management, caching, security, and applications. Students will have a chance to read and discuss a set of selected papers. Students are required to finish a formal project (in groups of one or two). The goal is to identify a problem that you think is not currently addressed in the peer-to-peer literature, to propose a solution to the problem, and to evaluate the solution using analysis, simulation, or experimental results.

Prerequisite: Foundational courses and permission of instructor.
Offered as the need arises.

CMPSC F645 – Semantics of Programming Languages

Formal models of programming languages, operational, denotational and axiomatic semantics. Applications to abstract interpretation methodology.

Prerequisite: Foundational courses, especially CMPSC F606, or permission of instructor.

CMPSC F647 – Client/Server Systems

Designing client/server applications, communication techniques and protocols, services and service advertising, multithreaded service architectures, recovery and fault tolerance, transaction processing monitors.

Prerequisite: Foundational courses, especially CMPSC F603 and CMPSC F605, or permission of instructor.

CMPSC F651 – Theory of Computation

Topics in recursive functions, Turing machines, automata, games and hierarchy of problems, probabilistic computations.

Prerequisite: Foundational courses or permission of instructor.

CMPSC F661 – Logic Programming

Topics in theoretical and practical aspects of logic programming including semantics, negation, metalevel reasoning, concurrency, expert systems, databases.

Prerequisite: Foundational courses or permission of instructor.

CMPSC F665 – Compilers

Basic techniques in lexical analysis, parsing, storage allocation, translation systems, code generation and optimization.

Prerequisite: Foundational courses, especially CMPSC F606, or permission of instructor.

CMPSC F666 – Advanced Topics in Compiler Design

This course is a continuation of the work in CMPSC F665 with an emphasis on code generation and optimization.

Prerequisite: B+ or better in both CMPSC F623 and CMPSC F665. Offered as the need arises.

CMPSC F667 – Advanced Computer Architecture

Architecture of sequential and parallel computers including topics in data path design, memory organization, instruction set design, pipelining, super-computers and parallel computers.

Prerequisite: Foundational courses, especially CMPSC F604, or permission of instructor.

CMPSC F671 – Networks

Network topologies, ISO reference model, physical network layer, data-link layer, communication layer and routing, transport and session layers, transport protocols, network security and privacy, distributed network applications.

Prerequisite: Foundational courses or permission of instructor.

CMPSC F672 – Multimedia Networking

This course covers concepts that underlie the coding, compression, and transport of continuous media across the Internet. Emerging networked multimedia applications are surveyed. Challenges and solutions for real-time, low-latency dissemination and delivery of media over today's best-effort Internet are analyzed. Audio and video coding and compression algorithms and standards are investigated. Network service requirements of media streaming and interactive media applications are analyzed. Protocols for establishing and controlling multimedia sessions, for transporting continuous media end-to-end, and for wide-area dissemination of multimedia data are investigated. Evolving Internet integrated and differentiated network services architectures, and how they can be used to establish and maintain levels of quality-of-service are studied. The Java Media Framework (JMF) API for capturing, transporting, synchronizing, and rendering audio and video streams is used in different programming assignments. A significant term project involving the design of a multimedia system or application and the development of a prototype will also be completed.

Prerequisite: CMPSC F671 (which can be taken concurrently) and ability to evaluate, self-teach, and apply new programming languages (or the consent of the instructor).

CMPSC F673 – Parallel Computing and Programming

Topics in programming models, architectures, algorithms and compilation techniques for parallel computers.

Prerequisite: Foundational courses or permission of instructor.

CMPSC F675 – Wireless Networks and Mobile Computing

This course focuses on wireless networking technologies and mobile computing principles from the viewpoint of a computer scientist. Wireless communications, wireless networking, mobility management technologies, and protocols for wireless LANs and WANs will be surveyed. Selected mobile computing models, service discovery architectures, and mobile application development environments will be evaluated. Intermediate programming projects and problem-sets will be assigned. A significant term project involving an investigation and the development of a prototype will also be completed.

Prerequisite: CMPSC F671 (which can be taken concurrently) and ability to evaluate, self-teach, and apply new programming languages (or the consent of the instructor).

CMPSC F685 – Independent Study

Guided study on a topic at an advanced level.

CMPSC F695 – Master's Thesis

Guided research on a topic that has been approved as a suitable subject for a master's thesis.

MASTER OF SCIENCE IN CRIME AND JUSTICE STUDIES

The Master of Science in Crime and Justice Studies degree combines intellectual breadth with a pragmatic, career-oriented focus. It is designed for mid-career working professionals as well as those who want to enter the fields of probation, policing, corrections, juvenile justice, victim advocacy, court and offender services, substance abuse, restorative justice and criminal justice policy.

The Crime and Justice Studies Program is housed within the sociology department, situating the study of crime and justice within one of its foundational disciplines. This allows for an emphasis on the theoretically rich field of crime and justice and on issues of critical importance to criminal justice, such as ethics, class, race and gender, organizations, communities, and family systems.

Graduate Faculty

Professors: Spitzer

Associate Professors: Boyes-Watson, Morton (Program Director), Norton-Hawk (Internship Program Director), Ptacek, Wiltz (Chairperson)

Assistant Professor: Gebo

Lecturers: Benedetti, Bresler, Bruce, Chapman, Curtin, Hayes, Loughran

Degree Requirements

Ten courses (thirty semester hours), as indicated below. All courses are three semester hours. A full-time course load is 12 credit hours per term.

The four core courses provide a foundation in the areas of law, criminology, and applied research. The optional requirements allow students to choose their own areas for specific application of theories and research methods. Finally, free electives or concentrations allow students to specialize in areas that are particularly important for crime and justice professionals, including victim advocacy, substance abuse, counseling and public administration.

Students can gain academic credit (CJ 786-788) and experience in the field through one of a wide range of internships. A master's thesis is not required but is encouraged for qualified students. Students may receive up to six credits for thesis research and writing (CJ 723-724).

Full-time students can complete the program in twelve months.

Joint Degrees

(See the Joint Degree section of this catalog for more information)

- Juris Doctor/Master of Science in Crime and Justice Studies
- Master of Science in Crime and Justice Studies/Master of Science in Mental Health Counseling
- Master of Science in Crime and Justice Studies/Master of Public Administration

Academic Standing

To receive the degree, candidates must have a cumulative grade point average of "B" (3.0). Upon completion of a semester, should a student's cumulative grade point average fall below 3.0, the student is subject to an academic warning. If a student's cumulative grade point average falls below 3.0 for two consecutive semesters and/or if the student receives two "C" grades, the student may be subject to dismissal from the program. No student may carry more than two grades of incomplete at any one time (exclusive of incomplete grades for thesis research and writing) unless the student has approval from the program director.

Transfer Credits

In some cases, transfer credits (not more than 6 credits) from other graduate degree programs in Crime and Justice or related fields may be accepted. Students interested in transferring graduate credits should speak with the director of the program and Graduate Admissions.

Requests for acceptance of graduate transfer credits must be made at the time of matriculation into the Master of Science in Crime and Justice Studies program. Only courses in which students have received a grade of "B" or better will be considered for acceptance.

Financial Aid

Graduate fellowships and assistantships are available to full-time and part-time graduate students who meet various criteria for receiving financial aid. In order to be considered for these and other forms of assistance such as grants and loans, candidates should submit their application for Fall Semester admission to the Office of Graduate Admission by March 15 and their financial aid application to the Financial Aid Office by April 1.

Master of Science in Crime and Justice Studies

Required Core Courses 12 Semester Hours

CJ 681	Crime and Communities
CJ 701	Seminar in Crime and Justice Studies
CJ 702	Research Methods in Crime and Justice Studies
CJ 709	Crime and Justice Studies Quantitative Analysis

Option Requirements 9 Semester Hours

CJ 625	Professional Writing and Communication in Sociology and Criminology
CJ 657	Perspectives on Drug Policy
CJ 683	Policing in America
CJ 685	Seminar in Corrections
CJ 686	Seminar in Juvenile Justice
CJ 687	Justice and the Community Courts
CJ 688	Restorative Justice
CJ 690	Substance Abuse in Criminal Justice
CJ 691	Intimate Violence and Sexual Assault
CJ 692	Criminal Justice Policy
CJ 694	Critical Victimology
CJ 695	Special Topics in Crime and Justice Studies
CJ 704	Legal Issues in the Criminal Justice System
CJ 705	Race, Class, Gender, and Justice
CJ 708	Ethical Issues in the Criminal Justice Professions
CJ 723	Thesis Research and Writing I
CJ 724	Thesis Research and Writing II
CJ 783	Practicum in Crime and Justice Studies I
CJ 784	Practicum in Crime and Justice Studies II
CJ 786	Internship in Crime and Justice Studies I
CJ 787	Internship in Crime and Justice Studies II
CJ 788	Internship in Crime and Justice Studies III
CJ 800	Independent Study in Crime and Justice Studies

Free Electives 9 Semester Hours

Students may elect to take three courses from within the MSCJS program or approved graduate electives within the areas of public administration; mental health counseling; psychology; human services; communications and government.

Concentration Options

Students who elect to pursue the following concentration must use a combination of option requirements and free electives to fulfill the following requirements:

Victim Advocacy Concentration 12 Semester Hours

Choose 4 courses with the help of your advisor. The first three courses are highly recommended.

CJ 688	Restorative Justice
CJ 691	Intimate Violence and Sexual Assault
CJ 694	Critical Victimology
CJ 783/786	Practicum or Internship in the Victim Advocacy Field
EHS 713	Counseling: Theory and Practice
EHS 751	Domestic Violence Abuse and Neglect

Master of Science in Crime and Justice Studies Course Descriptions

CJ 625 – Professional Writing and Communication in Sociology/Criminology

This course examines select forms of professional writing and formal communication. Students receive extensive experience in the format, structure and content of writing on sociology and criminology issues. The primary focus is on the review and writing of journal articles and government reports. Aspects of grant writing are also discussed. The communication component focuses on developing multi-medial presentation skills in the topical areas. Overall, students can gain skills that enhance their capacity for effective communication and professional success.

3 credits.

CJ 657 – Perspectives on Drug Policy

This seminar will explore the challenge of creating effective community responses to the problems of substance abuse, with a special focus on substance abuse in urban poverty areas. Readings will be drawn from the literature of history, psychology, urban ethnography, public health and law. The course will first place drug policy decisions in an historical and empirical framework. After considering special topics related to this framework – racial issues in anti-drug law enforcement, the challenges of creating partnerships among public sector agencies and the community, emerging concepts of addiction, the social demographics of drug use in diverse community contexts – this course will focus on the process of local strategy development, implementation and success measurement. Finally, the course will consider the issues raised in the integration of local and national strategies.

3 credits.

CJ 681 – Crime and Communities

Core required course for Master of Science in Crime and Justice Studies. This course will examine the relationship among crime, criminal justice, and the community, as well as the impact of crime on local neighborhoods and community institutions. The role of the community in the criminal justice system and process of social control are also examined. Topics covered include: local measurement of crime statistics; community policing; prevention and early intervention strategies; community corrections and intermediate sanctions. Strategies for empowering local communities to address the quality of life in the urban environment are also explored.

3 credits.

CJ 683 – Policing in America

This course is designed to provide students with an opportunity to examine various issues within professional policing. The role of police in the context of cultural influences and judicial and legislative mandates will be discussed, along with the impact of specific crime control strategies and technological advancements. Specific topics include organizational structures, political influences, socio-demographic factors, policing methods, integrity issues, and future trends.

3 credits.

CJ 685 – Seminar in Corrections

This course will examine the major issues in the adult correctional system. Traditional incarceration as well as pretrial and post-conviction alternatives will be explored. Covered topics may include: prison and jail overcrowding; issues in classification; mental health and incarceration; substance abuse treatment within the prison setting; prison security and disturbances; vocational and educational programming within prisons; ethics and corrections.

3 credits.

CJ 686 – Seminar in Juvenile Justice

This course examines the array of issues concerned with the administration and operation of the juvenile justice system. The historical, philosophical and legal foundations of the juvenile system will be examined along with the legal and philosophical changes within the system in contemporary period. Special attention will be given to the Massachusetts model of juvenile corrections and treatment.

3 credits.

CJ 687 – Justice and the Community Courts

This course examines, from the perspective of a working judge, the administration of justice in the community courts. Topics include the role of the judge; relationships between prosecutors, defense lawyers, and the courts; the relationships between the courts and the police; the pros and cons of plea bargaining; the goals of sentencing; and the clash between victim's rights and defendant's rights. Difficult kinds of cases will be addressed, such as cases of domestic violence, child sexual abuse, and crime relating to substance abuse. Questions concerning judicial accountability and the role of judges in the community will also be raised.

3 credits.

CJ 688 – Restorative Justice

Restorative justice is a philosophical framework which proposes an alternative to our current way of thinking about crime and justice. Through restorative justice, all the stakeholders to crime – victims, offenders, families, the wider community and the state – are active in the response to crime. This course examines both the theoretical foundation of restorative justice rooted in a variety of legal and religious traditions; and the array of practices associated with restorative justice from around the world. Restorative justice philosophy and practice has impacted all areas of the criminal justice system including policing, probation, courts and correctional programming for juvenile and adult offenders. Students will be afforded a hands-on experience through role-playing, guest speakers and field trips in the application of restorative values to the contemporary justice system. Students will examine the meaning of justice in their own experiences, and be challenged to envision a community-based restorative response to crime and violence.

3 credits.

CJ 690 – Substance Abuse in Criminal Justice

The issue of substance abuse is a major social problem in the United States. Laws concerning substance abuse have created a crisis in law enforcement and criminal justice. The "War on Drugs" is responsible for a dramatic rise in incarceration in recent years. Individuals involved in other kinds of crime also report involvement with drugs. Major political debates over the creation and implementation of drug laws have arisen, addressing issues of racial disparities in arrest and sentencing, the effectiveness of treatment, and the goals of drug policies, among others. This course examines and untangles the complex issues of substance abuse and their implications for criminal justice institutions.

3 credits.

CJ 691 – Intimate Violence and Sexual Assault

This seminar focuses on two interrelated types of violence, battering and sexual assault. Both of these crimes have been the subject of intense political organizing, cultural controversy, and criminal justice reform over the past 25 years. Together these issues currently account for a significant portion of the work of the police and the courts. The research literature on these topics has increased dramatically in recent years. There are now many studies of women victimized by battering and rape, and of men who commit these crimes. There is a growing body of research on institutional responses to such violence, particularly criminal justice responses. There is new literature on the racial and class dimensions of this violence, on trauma and recovery, and on battering in lesbian and gay relationships. This course examines these crimes from psychological, sociological, and criminal justice perspectives.

3 credits.

CJ 692 – Criminal Justice Policy

This course will focus on the policy implications of various sociological theories of crime and punishment. Focus will be on the analysis of various alternative policies within the criminal justice system both within the U.S. and in Europe. Attention will be given to the politics of crime control and to the role of the media, citizen groups, and other interest groups in shaping criminal justice policy.

3 credits.

CJ 694 – Critical Victimology

Victimology is the study of crime victims. In the history of criminology and criminal justice, this has been a surprisingly neglected topic. This course investigates the relationship between victims of crime and offenders; the harms suffered by crime victims; recovery from victimization; and the response to crime victims by criminal justice institutions and the "helping professions." Critical attention will also be given to victimization occurring within criminal justice institutions, as in the case of rape in prisons. Recent changes in criminal justice responses to victims of child abuse, violence against women, and "hate crimes" will also be addressed. Topics will also include the public reaction to crime victims and recent organizing around "victim's rights."

3 credits.

CJ 695 – Special Topics in Crime and Justice Studies

Thematic investigations of problems and topics in criminal justice. Special topics include but are not limited to the areas of domestic violence and sexual assault; children and crime; crime, justice and popular culture; restorative justice; community policing, drugs and the law, drug policy, crime mapping, counterterrorism policy, female offenders and criminalistics.

3 credits.

CJ 701 – Seminar in Crime and Justice Studies

Core required course for Master of Science in Crime and Justice Studies. A sociological investigation of the relationship between crime and justice in contemporary American society. The possibilities and limits of traditional approaches to crime control are examined in the context of our search for harmony, justice and social change. Problems in evaluating the techniques, goals and effectiveness of crime and justice agencies and organizations are considered as well as models for rethinking the scope and nature of our responses to crime.

3 credits.

Master of Science in Crime and Justice Studies

CJ 702 – Research Methods in Crime and Justice Studies

Core required course for Master of Science in Crime and Justice Studies. This course provides students with the fundamental tools for evaluating, designing and implementing basic and applied empirical research in criminal justice. The association between theories and research methods used in the study of criminal justice is explored through a variety of related data sources. Topics covered include: the principles of research design; issues in measurement; modes of observation; basic methods of data analysis; and ethical concerns. Students will obtain hands-on experience in project design through the development of their own research proposal.

3 credits.

CJ 704 – Legal Issues in the Criminal Justice System

An examination of the criminal law and legal institutions as they shape the workings of the criminal justice system and influence the decisions of criminal justice practitioners. Basic elements of the criminal law and the legal system are explored as part of the working environment of police, prosecutors, defense attorneys, judges, probation and parole officers, correctional personnel, advocates, and others who play an official role in the social drama of crime and punishment. Case studies illustrate the possibilities and limitations of the criminal law and its organizational components as a framework for achieving justice, social control and social change.

3 credits.

CJ 705 – Class, Race, Gender, and Justice

An in-depth examination of the inequalities within the criminal justice system and its relationship to structural inequalities within the wider society. This course will examine the theoretical and empirical debates on the disparities in law and justice based on race, class and gender. Topics may include: wrongful convictions and racial prejudice; the war on drugs and the politics of race; gender and the issue of judicial leniency; victimization and class. Case study materials focus on current debates of seminal issues.

3 credits.

CJ 708 – Ethical Issues in the Criminal Justice Professions

An examination of the ethical issues that face criminal justice professionals and the criminal justice system, at both the theoretical and applied levels, including deceptive interrogation techniques, undercover operations, corruption, relationships with journalists, and whistleblowing. The course will examine the basic relationship between law and morality; professional ethics within a variety of disciplines; and conditions for the moral and/or legal responsibility of individual practitioners within the criminal justice system. Issues that may be considered in the course include search and seizure rules; issues of confidentiality; limits on the use of deadly force; management of relationship with correctional clients; and plea bargaining.

3 credits.

CJ 709 – Crime and Justice Studies Quantitative Analysis

Core required course for Master of Science in Crime and Justice Studies. This course introduces students to the foundations of statistical analysis. Topics include: measures of central tendency; dispersion; probability; sampling distributions; hypothesis testing; correlations; and regression. Using SPSS software, students will be required to apply statistical concepts to existing data resulting in a completed research project.

Prerequisite: CJ 702, Research Methods.

3 credits.

CJ 723 – Thesis Research and Writing I

Students initiate research on a topic area of crime and justice under the supervision of a thesis advisor and committee. Research design, organization and literature survey, pretesting and preliminary analysis is completed as a student moves into and through the first stages of the research project.

3 credits.

CJ 724 – Thesis Research and Writing II

Students continue their research with a focus on refining their concepts, analysis and interpretation of findings. Writing is supervised with special attention to the connections between the results and applications to crime and justice issues. Students present findings and the final written product to their thesis committee.

3 credits.

CJ 783 and CJ 784 – Practicum in Crime and Justice Studies I and II

This practicum is designed for the working professional graduate student who does not anticipate a career change but intends to seek advancement in their profession. The purpose of this practicum is to allow the student (1) to integrate what they learned in the classroom with their professional career, (2) to anticipate future opportunities in their profession, and (3) to develop a formal network of well-established colleagues. Students register for one semester and must meet with the practicum advisor in the semester prior to the practicum. Library research, interviewing and a presentation will be required. **Permission of the director must be obtained prior to arranging a practicum.**

CJ 786 and CJ 787 – Internship in Crime and Justice Studies I and II

Placements are designed for the student who has no previous experience in a criminal justice agency or for the professional who wants to make a career change. The primary objective is to provide the student with the opportunity to experience the day-to-day functioning of a criminal justice agency. The student may register for one or two semesters and must meet with the internship advisor in the semester prior to the placement. A minimum commitment of working one day per week per semester (total minimum of 110 hours per semester) is required. **Permission of the director must be obtained prior to arranging an internship.**

3 credits.

College of Arts and Sciences

CJ 788 – Internship in Crime and Justice Studies III

Placements are designed for the student who has no previous experience in criminal justice or for the professional who wants to make a career change. The primary objective is to provide the student with the opportunity to experience the day-to-day functioning of a criminal justice agency. In rare cases students may be placed in agencies that require 16 hours per week for one semester. Students registering for this course in either the fall or spring will be awarded 6 credit hours. Students will not be permitted to take any additional internships or practica. **Permission of the director must be obtained prior to arranging an internship or practicum.**

CJ 800 – Independent Study in Crime and Justice Studies

Students pursue an in-depth research project under the direction of a qualified member of the graduate faculty.
3 credits.

GRADUATE PROGRAMS IN ECONOMICS

Department of Economics Graduate Faculty

Professors: Tuerck (Chairperson), Baek, Chisholm, Haughton, Kelly

Associate Professor: Mohtadi

Assistant Professors: Ergün, Evrenk, Jun, Powell, Shikher

The graduate economics department offers three programs of study: The Master of Science in Economic Policy (MSEP), the Master of Science in International Economics (MSIE) and a Doctor of Philosophy in Economics (Ph.D. in Economics). The MSIE offers a joint program with the Law School (JD/MSIE).

Descriptions of each program, admission requirements, and a list of required courses are on the following pages under the appropriate headings.

Financial Aid

Graduate fellowships, assistantships, and Beacon Hill Institute stipends are available to graduate students who meet various criteria for receiving financial aid. These awards will cover only a portion of the cost of the program. Candidates should submit their application for admission to the Graduate Admission Office, and their financial aid application to the Financial Aid Office and to the Department of Economics.

Academic Standing

To receive the degree, candidates must have a cumulative grade point average of “B” (3.0). In the Master’s programs, upon completion of a semester, should a student’s cumulative grade point average fall below 3.0, the student is subject to an academic warning. If a Master’s student’s cumulative grade point average falls below 3.0 for any two semesters and/or if the student receives two grades of “C” (including “C+”) or lower, the student is subject to dismissal from the program. In the Ph.D. program, should a student’s semester grade point average fall below 3.0, the student is subject to an academic warning. If a Ph.D. student’s semester grade point average falls below 3.0 for any two semesters and/or if the student receives two grades of “C” (including “C+”) or lower, the student is subject to dismissal from the program.

For all graduate programs, no student may carry more than two grades of Incomplete at any one time unless the student has obtained approval for excessive incomplete grades from the Department Chairperson and the Graduate Program Director.

Students carrying excessive Incomplete grades may, at the discretion of the Department Chairperson or the Program Director, be required to complete the coursework carrying the Incompletes before being permitted to register for additional coursework. No student with outstanding Incomplete grades will be granted the degree.

MASTER OF SCIENCE IN ECONOMIC POLICY

The Master of Science in Economic Policy (MSEP) is designed for students preparing for a career in government, business or academia, as an administrator, analyst or consultant. It is for those who are interested in understanding the economic basis and the economic effects of public policy decisions and who want to acquire quantitative skills for public policy analysis. Students completing the program will typically pursue (1) a private or public-sector career in government budget or tax analysis, (2) a career in government consulting or government relations or (3) a Ph.D. in economics or public policy. Public policy practitioners and analysts will find the program valuable in analyzing current and proposed public policy initiatives. Those working in business or the financial sector will be able to analyze the effect of public policies on their industry and the economy.

Admission Requirements

Students may apply for admission in the Fall or Spring semesters. To be admitted, candidates must hold a bachelor's degree from an accredited college or university and must submit, along with the application, a statement of professional goals, two letters of recommendation, transcripts of previous academic work, and GRE scores (GMAT scores may be substituted). International students must also submit TOEFL scores and a statement of financial resources. In certain cases, an interview may be required. Candidates must also have completed undergraduate courses in Principles of Economics and in Principles of Statistics. Candidates may take these courses at Suffolk University prior to being admitted into the program.

Degree Requirements

The degree requires the successful completion of seven required courses, two elective courses and an internship (or the completion of seven required courses, EC 785, and two elective courses for students who are already working or have relevant work experience). Full-time students with the appropriate background can complete the program in three semesters. The program is offered in the evening and students may enroll on a part-time basis. A full-time course load is 12 credit hours per term.

All courses carry three credit hours unless otherwise indicated. The faculty will advise students as to which courses they should complete each semester. The program must be completed in no more than five years.

All degree, curriculum, and course descriptions are subject to review and revision.

Curriculum

Required Courses

EC 710	Macroeconomics
EC 720	Applied Microeconomics
EC 721	Public Economics: Tax and Budget Policy
EC 723	Economics of Regulation
EC 724	Cost-Benefit Analysis and Impact Evaluation
EC 733	Public Choice
EC 750	Applied Econometrics
EC 790	Internship (three credits) OR
EC 785	Topics in Economics (for students who are already working or who have relevant work experience)

Elective Courses

EC 730	International Trade Theory and Policy
EC 760	Applied Time Series Methods
GVT 623**	Political Survey Research
GVT 637**	Public Policy and Business
GVT 763	International Political Economy
PAD 713*	Budgeting and Financial Management
PAD 827*	Financing State and Local Government

*Offered by the Sawyer Business School.

**Offered by the Department of Government.

MASTER OF SCIENCE IN INTERNATIONAL ECONOMICS

The Master of Science in International Economics (MSIE) is designed for students preparing for a career in international business or government as an analyst or consultant. Students completing the program will typically seek employment with international trading companies, financial institutions, economic forecasting and consulting companies, international law firms, and various international organizations. In addition, the program prepares students for study at the doctoral level.

The aim of the MSIE program is to provide students with a solid foundation in economic theory and quantitative methods, and to equip them with the knowledge and functional skills necessary to compete in the global economy. These functional skills include the ability to apply sophisticated statistical methods to estimate and test economic models; the ability to apply advanced forecasting techniques for economic, financial, and marketing research; the ability to construct and use international financial databases and spreadsheets; and the ability to analyze international trade issues and policies, the international monetary system, the foreign exchange market and exchange rate risk management.

Development Economics Track in MSIE

The Development Economics track of the MSIE (Master of Science in International Economics) program is designed for those with an interest in, or who plan to work with, less-developed countries. In addition to the foundation courses in macroeconomics, microeconomics, and econometrics, it requires courses in international economics, development economics, and cost-benefit analysis and impact evaluation. This track provides a solid basis for anyone planning a career with an international organization, international NGO, or a business that has trade or investment links with the developing world, or who hopes to work as a private or public sector analyst in a developing country. The faculty in the economics department come from half a dozen countries and have worked or taught in more than 20 developing countries.

Admission Requirements

Students may apply for admission in the Fall or Spring semesters. To be admitted, candidates must hold a bachelor's degree from an accredited college or university and must submit, along with the application, a

statement of professional goals, two letters of recommendation, transcripts of previous academic work, and GRE scores (GMAT scores may be substituted). International students must also submit TOEFL scores and a statement of financial resources. In certain cases, an interview may be required. Candidates must also have completed undergraduate courses in Principles of Economics and in Principles of Statistics. Candidates may take these courses at Suffolk University prior to being admitted into the program.

Joint Degrees

(See the Joint Degree section of this catalog for more information)

- Juris Doctor/Master of Science in International Economics

Degree Requirements

The degree requires the successful completion of eight required courses and two elective courses. Full-time students entering in the Fall with the appropriate background can complete the program in one calendar year (in 3 semesters with the track in Development Economics). The program is offered in the evening and students may enroll on a full- or part-time basis. A full-time course load is 12 credit hours per term. All courses carry three credit hours.

All degree, curriculum, and course descriptions are subject to review and revision.

Curriculum (MSIE)

Required Courses

EC 710	Macroeconomics
EC 720	Applied Microeconomics
EC 730	International Trade Theory and Policy
EC 740	International Monetary Economics
EC 745	International Financial Economics
EC 750	Applied Econometrics
EC 755	Global Data Analysis
EC 760	Applied Time Series Methods

Elective Courses

(choose two courses; one course from):

EC 785	Topics in Economics
EC 786	Topics in International Economics

and another, subject to Graduate Program Director's approval, from the graduate level courses relevant to international economics and finance.

The faculty will advise students as to which courses they should complete each semester. This program must be completed in no more than five years.

Ph.D. IN ECONOMICS

Equipped with a Ph.D. in Economics you will be able to formulate economic policy in government or in leading international economic institutions. Suffolk offers four fields of specialization: International Economics, Public Finance, Public Choice, and Econometrics. A Ph.D. from Suffolk will set you apart and position you to advance in your field. The unique applied focus of the Ph.D. in Economics program enables graduates not only to seek academic appointments, but also to compete for jobs in the business sector. The program is designed for mid-career professionals as well as for those who have just completed their bachelor's degree. As part of the Department of Economics at Suffolk University, the Ph.D. in Economics program is academically rigorous and theoretically sound. The core required courses provide a foundation in economics. The electives allow you to tailor your studies to your own particular interests in theory and research.

Admission Requirements

To be reviewed for admission into the Ph.D. in Economics programs, you must hold a bachelor's degree from an accredited college or university and complete the application process.

- Students must have scored at least a combined 1100 on the Quantitative and Verbal sections and at least 3.5 on the Analytical Writing section of the Graduate Record Examination (GRE) within the five years prior to applying.
- Students must submit three letters of recommendation, at least one of which must be an academic recommendation.
- Students must have completed undergraduate microeconomics, macroeconomics, and statistics. Students must have completed a college-level calculus course prior to commencing studies in the program. Note that we will not be offering a departmental preparatory course.
- International students must score 575/230 on the Test of English as a Foreign Language exam (TOEFL).

Degree Requirements

Each student must complete a combination of coursework and dissertation research. The program requires students to take at least 16 courses, including seven core courses, two field courses in each of the two chosen fields, a research workshop, a one-credit teaching workshop, at least four general electives and at least three semesters of dissertation research. Up to nine credits of graduate classes can be transferred at the Graduate Program Director's discretion.

Qualifying Exams

The typical student will take courses in Microeconomics, Macroeconomics and Econometrics in their first two semesters after enrolling in the program. Upon successful completion of the core courses, a student in good academic standing will be allowed to take a qualifying exam in each of these three areas. The qualifying exams will be given twice a year. Students must pass the qualifying exams in no more than two attempts in order to continue in the program. Students must take the qualifying exams within six months of completing the core courses; any second attempt must be completed within six months of the first attempt. The coursework and the qualifying exams portion of the program must be completed within the first five years after enrollment.

Field Requirements

After the student has passed the comprehensive qualifying exams, students will continue in the program by taking additional courses in their field of specialization. Upon completion of the two required courses in two fields, students in good academic standing are required to enroll in the Ph.D. research workshop, EC 880, offered during the fall semester. Students are expected to identify a research paper topic, in their areas of concentration, during the summer prior to enrolling in EC 880, and must submit a two-page description of their topic by the second week of the semester in which they enroll in EC 880. As part of the EC 880 course, students are required to write a research paper and to make a paper presentation by the end of the semester in which the course is taken. In addition, students are expected to write a field research paper, due no later than February 15th in the calendar year following completion of EC 880. The field research paper will normally be graded by two faculty members. The student must receive a grade of "B" or better on the paper to pass the field paper requirement.

Dissertation

Upon completion of all required coursework and after completing the field paper requirement, students in good academic standing may make a proposal defense, leading up to the defense of the dissertation. The proposal defense will be made under the supervision of a Committee consisting of one advisor and two other faculty members who will serve as readers. A minimum of two members of the Committee must be from the Department of Economics. The student must defend the dissertation within a period of ten years after enrollment.

Time to Completion

The program is designed so that the typical full-time student can complete the degree in four to five years. If the student has not completed the dissertation after four full

years (16 courses and at least three semesters of dissertation research), students will enroll in EC 999, Ph.D. Continuation, which will be assessed a fee of \$300/semester or up to \$600/year, for the duration of dissertation writing. EC 999 does not carry any academic credit.

Academic Standing

Upon completion of a semester, should a student’s cumulative grade point average fall below 3.0, the student will be placed on academic probation. If a student’s cumulative average falls below 3.0 for two consecutive semesters and/or if the student receives two “C” grades or lower, the student is subject to dismissal from the program.

Master’s Degree

A student who begins the Ph.D. program, and who is in good academic standing, may choose to exit the Ph.D. program and transfer credits earned towards a terminal master’s degree (M.S.) in Economics. In this case, the student must complete a total of 10 economics courses at the 700- or 800-level. Three of the ten courses must cover macroeconomics (EC 710 or EC 810), microeconomics (EC 720 or EC 820) and econometrics (EC 750 or EC 850). If one of these three courses is completed at the 800-level, it may not be repeated at the 700-level. Continuing Ph.D. students in good academic standing may apply for the M.S. upon completion of their required coursework.

Curriculum

Required Courses

EC 800	Quantitative Foundations of Advanced Economic Analysis
EC 802	Teaching Workshop (1 credit)
EC 810	Macroeconomics I
EC 811	Macroeconomics II
EC 820	Microeconomics I
EC 821	Microeconomics II
EC 850	Econometrics I
EC 851	Econometrics II
EC 880	Research Workshop

General Electives: at least four courses

Note: Field courses may be counted as electives for non-specializing students. Students may take up to three courses at the 700-level across their field and general elective courses.

EC 724	Cost-Benefit Analysis and Impact Evaluation
EC 742	Transition/Development Economics
EC 755	Global Data Analysis
EC 760*	Applied Time Series Methods
EC 831	International Trade Policy: Issues and Analysis
EC 845	Environmental Economics
EC 846	Health Economics
EC 870	Industrial Organization

* Students who have taken EC 855 may not take EC 760 as a general elective.

Field Course Requirements: two required courses from each chosen field

International Economics Required Courses

EC 830	Advanced International Trade Theory
EC 840	Advanced International Monetary Economics

Public Choice Required Courses

EC 801	Economic Thought and Public Choice
EC 824	Political Economics

Public Finance Required Courses

EC 723	Economics of Regulation
EC 825	Advanced Public Finance

Econometrics Required Courses

EC 855	Advanced Time Series Applications
EC 860	Advanced Topics in Microeconometrics OR
EC 861	Nonparametric Econometrics

Economics Graduate Course Descriptions

EC 710 – Macroeconomics

This course examines the decision-making calculus of individual households and firms in an environment that may be characterized by imperfect information, in the context of the aggregate economy, technological change and supply shocks. Topics to be emphasized are intertemporal household and firm decision making, overlapping generations, the permanent income hypothesis and the conditions necessary for, and the consequences of, wage and price rigidities. Consideration will be given to open, as well as closed-economy models.

1 term – 3 semester hours.
Normally offered every year.

EC 720 – Applied Microeconomics

The application of mathematical techniques in microeconomics to solve managerial decision problems. The theory of the firm is used to integrate microeconomics with decision sciences using various business applications. Topics include optimization, economic theory of consumer and firm behavior, risk and uncertainty. A global view of managerial economics is taken to reflect the current globalization of production and distribution to the world.

1 term – 3 semester hours.
Normally offered every year.

EC 721 – Public Economics: Tax and Budget Policy

The theory of tax policy and tax structure. The effects on economic behavior (including labor supply, saving, risk-taking and investment, charitable giving, and growth) of different taxes (income, sales, value-added, inheritance, wealth, property). Tax equity, efficiency and incidence, in the United States and in comparative perspective. Additional topics include modeling state taxes; social security and pensions; and tax competition.

Prerequisites: EC 720.
1 term – 3 semester hours.
Normally offered every year.

EC 723 – Economics of Regulation

This course examines regulation and analyzes the structure, conduct, and performance of American industry. Monopoly and strategic behavior in oligopoly and monopolistic competition are considered. U.S. antitrust law and the effect of regulatory laws on industrial performance are explored. Regulatory practices, rate setting, deregulation, public-enterprise pricing, and issues in privatization are examined, with an emphasis on case studies and policy analysis.

Prerequisites: EC 720 or EC 820 or permission of instructor.

1 term – 3 semester hours.

Normally offered every year.

EC 724 – Cost-Benefit Analysis

The objective of the course is to expose students to the theoretical principles and practical applications of investment appraisal and risk analysis in the context of the development process. It begins with the financial appraisal of investment expenditures and then proceeds to detailed discussion of the techniques in economic cost-benefit analysis. An integrated approach will be applied to the financial, economic, distributive, and risk evaluation of projects. Students will be working on exercises and cases throughout the course. In general, an applied exercise will accompany each of the theoretical issues discussed in the lectures.

Prerequisite: EC 720 or EC 820 or permission of instructor.

EC 730 – International Trade Theory and Policy

Analysis of the causes and consequences of international trade and international factor movements. Coverage of the neoclassical, the Heckscher-Ohlin and alternative theories of trade. Other topics include the instruments of trade policy, the impact of trade policies on economic welfare and income distribution, the political economy of protectionism and the economics of integration.

1 term – 3 semester hours.

Normally offered every year.

EC 733 – Public Choice

This course considers the degree to which it is possible to explain, predict and guide political decision through the application of economic analysis. The course is organized around two competing visions of public choice: (1) a traditional “organic” approach that sees the core problem for public choice as requiring the maximization of social welfare and (2) a newer “contractual” approach that sees that problem as requiring attention to the institutional framework within which political decisions are made. Topics to be considered include the Arrow paradox and other problems in aggregating individual choices, rent seeking, the “Leviathan” hypothesis and non-market demand-revealing methods.

1 term – 3 semester hours.

Normally offered every year.

EC 740 – International Monetary Economics

Analysis of international financial mechanism, open economy macroeconomic models, exchange rate movements, foreign currency market behavior and the international monetary system. Topics include theoretical aspects and empirical evidence of basic equilibrium conditions in international financial transactions, balance of payments adjustment, various approaches to the determination of foreign exchange rates, an analysis of the behavior of the foreign currency market under uncertainty, the international monetary integration focused on the evaluation of the European Monetary System. It also emphasizes applications of econometric techniques from databases of international financial data.

Prerequisite: EC 730.

1 term – 3 semester hours.

Normally offered every other year.

EC 742 – Transition/Development Economics

Asks why some countries are poor and others are rich. Examines growth over the very long term. Macroeconomic issues include the role of stability, structural adjustment, savings, exchange rate policy, technology and its diffusion, and institutions. Microeconomic topics include demography, education, health, the analysis of poverty and inequality, microfinance, social capital, and property rights. The special problems of post-war economic reconstruction. The course includes significant work with large household datasets.

Prerequisites: EC 710 and EC 750 or permission of instructor.

1 term – 3 semester hours.

Normally offered every other year.

EC 745 – International Financial Economics

An analysis of international capital flows, especially the movement of financial assets. Begins with an overview of how foreign exchange markets work; derivatives including futures, options and swaps; offshore financial markets; and international portfolio management. Includes an analysis of country risk. Asks how open capital markets really are. In examining capital flows, seeks to explain their structure (short-term, long-term, Foreign Direct Investment) and the origins and destinations of the main flows.

1 term – 3 semester hours.

Normally offered every year.

EC 750 – Applied Econometrics

This course is an introduction to the classical linear regression model, as well as logistic and other multivariate techniques. Topics include testing and correcting for autocorrelation, multicollinearity and heteroskedasticity. Emphasis is on applied aspects of econometric modeling. There is extensive use of statistical software for data analyses.

1 term – 3 semester hours.

Normally offered every year.

EC 755 – Global Data Analysis

The emphasis in this course is on the use and interpretation of real world economic and financial data. Emphasis is on hands-on experience of retrieving data from various databases and then using quantitative tools for analytical purposes. Major economic indicators, the behavior of developed and emerging equity markets, currency movements, sovereign risk, the determinants of foreign direct investment and the profitability of multinational companies, and international trade patterns will be studied. The course trains students in using economic and financial databases, applying quantitative statistical techniques and using econometric softwares that are employed in economic and financial analysis and marketing research.

Prerequisites: EC 740 and EC 750 or EC 810 and EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 760 – Applied Time Series Methods

Modeling and forecasting with time series data. Various forecasting techniques, including the decomposition analysis, exponential smoothing methods and the autoregressive integrated moving average (ARIMA) models are presented. These techniques are applied to a wide range of economic and financial data. The latter part of the course deals with other time series econometric issues like testing for a unit root, model building with co-integrated variables, and the ARCH family of models. Finally, the mean reversion issues are discussed in the context of the stock and currency markets.

Prerequisites: EC 750 or EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 785 – Topics in Economics

This seminar course considers issues of current and academic importance in economics. It is centered on the writing of a substantial research paper. The course includes a discussion of how to design an outline, conduct a literature review, build and estimate an economic model, collect data, and report the results clearly and correctly.

Prerequisites: EC 710 or EC 810, EC 720 or EC 820, and EC 750 or EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 786 – Topics in International Economics

This seminar course considers issues of current and academic importance in international economics and finance. It is centered on the writing of a substantial research paper. The course includes a discussion of selecting a topic of the research paper, a literature review of the topic, building an analytical framework, determining estimation technique, collection of data, presentation and analysis of estimation results, and a proper reporting of the completed paper.

Prerequisites: EC 710 or EC 810, EC 720 or EC 820, and EC 750 or EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 790 – Internship (3 Credits)

Field-related work in a government agency, public policy research organization, legislative office or consulting firm. Students will work under the supervision of the office where they are placed and of an MSEP faculty member. The internship will result in the preparation of a written report on the outcome of the work performed.

Prerequisite: Permission of Graduate Director.

1 term – 3 semester hours.

EC 795 – Independent Study in Economics

Directed study and research in economics.

Prerequisite: Permission of Graduate Director.

1 term – 3 semester hours.

EC 800 – Quantitative Foundations of Advanced Economic Analysis

This course is designed for first-year Ph.D. students and reviews mathematical and statistical tools frequently used in advanced economic analyses. Included topics in the mathematics part are real analysis, linear algebra, differential and integral calculus, differential and difference equation, static and dynamic optimization. The statistics part includes univariate and multivariate distributions, asymptotic distribution theory, estimation and hypothesis testing.

1 term – 3 semester hours.

Normally offered every year.

EC 801 – Economic Thought and Public Choice

An investigation of the major themes in economic thought, running from the ancient Greeks to modern times. There will be an emphasis on thinkers in the classical liberal mode, such as Simon, Hume, Mill, and the Austrians. There will be further emphasis on the contribution of these and other thinkers to the emergence of capitalism and democracy. The course will include an examination of recent developments in economics, such as neuro-economics and behavioral and experimental economics, for their origins in the writings of Smith and Institutionalists. Students will write a paper tracing a major theme in current economic thought to its historical origin.

1 term – 3 semester hours.

Normally offered every year.

EC 802 – Teaching Workshop

Required of all students in the second semester of the first year in the Ph.D. program, the purpose of this course is to offer preparation in the teaching of economics. All students will be expected to teach offerings in Principles of Economics or Statistics in their second and third years in the Ph.D. program. Many students will go on to careers in teaching. This course meets once a week (time and place at the instructor's discretion), to provide training and experience in the teaching of economics. The focus will be on classroom preparation, testing and grading, web support, student retention, and other elements of a successful classroom experience. Students will be expected to "practice teach" videotaped sections of Principles and Statistics and then to engage in peer review of their performance. The course will be graded "Pass/Fail," based on the instructor's determination of the student's readiness at the completion of the course to teach in the classroom.

1 term – 1 semester hour.

Normally offered every year.

EC 810 – Macroeconomics I

This course divides itself into three principal topics: (1) economic growth, (2) the effects of shocks and rigidities on the performance of the economic system and (3) the effects of government policy on economic growth and performance. The course begins with a consideration of the Solow model and then generalizes the discussion to allow for endogenous savings, constraints on natural resources and adjustment costs associated with capital spending. Discussion of economic shocks focuses on the Lucas model and its critics. Government policy is considered for its effectiveness or ineffectiveness under alternative assumptions concerning price rigidities. The course makes ample use of elementary differential and integral calculus.

1 term – 3 semester hours.
Normally offered every year.

EC 811 – Macroeconomics II

This course covers macroeconomic dynamics involving growth, business cycles and wage-price dynamics, and other advanced topics in macroeconomic theory. Differential and integral calculus are used to develop macroeconomic models in a dynamic framework.

Prerequisite: EC 810.
1 term – 3 semester hours.
Normally offered every year.

EC 820 – Microeconomics I

This course introduces the foundations for mathematical analysis of economic problems, including differential and integral calculus, linear algebra, constrained and unconstrained optimization, and the envelope theorem. These tools are used to develop models of consumer and producer behavior.

1 term – 3 semester hours.
Normally offered every year.

EC 821 – Microeconomics II

This course in microeconomic theory is a continuation of Microeconomics I. It is designed to provide students with a firm grounding in microeconomics and to help them apply economic models in their research. The course covers decision-making under uncertainty; information economics and related topics of game theory (including incentive theory, moral hazard, mechanism design, signaling, bargaining, and auctions); welfare economics and social choice; and public economics, including externalities and public goods.

Prerequisite: EC 820.
1 term – 3 semester hours.
Normally offered every year.

EC 824 – Advanced Public Economics

A doctoral-level treatment of the theory of tax policy and tax structure. Examines the economic effects (on labor supply, saving, risk-taking) of different taxes (income, sales, value-added, wealth, property, trade). Considers tax equity, efficiency, and incidence in the United States and in comparative perspective. Includes attention to computable general equilibrium tax models.

Prerequisite: EC 821.
1 term – 3 semester hours.
Normally offered every other year.

EC 830 – Advanced International Trade Theory

Analysis of the causes and consequences of international trade flows and factor movements. Theories on the determination of the pattern of trade and the gains from trade are covered, including models of comparative advantage, Heckscher-Ohlin, specific factors, economies of scale and intra-industry trade. Additional topics include the theory and practice of economic integration, international factor mobility and foreign direct investment.

Prerequisite: EC 820.
1 term – 3 semester hours.
Normally offered every year.

EC 831 – International Trade Policy

A doctoral-level course that examines the instruments of trade policy, the impact of trade policies on economic welfare and income distribution, the political economy of protectionism, and international trade negotiations (including the role of the World Trade Organization and the globalization debates). The history, mechanisms and political economy of United States trade policy. Topics include: applications of spatial economics; international externalities and other environmental issues; aid and capital flows.

Prerequisite: EC 830.
1 term – 3 semester hours.
Normally offered every other year.

EC 840 – Advanced International Monetary Economics

Analysis of the monetary side of the international economy. Topics include balance of payments, determination of foreign exchange rates, central bank intervention in the foreign exchange market, foreign exchange market efficiency, monetary and fiscal policy in open economies, international macroeconomic interdependence and policy coordination, currency crisis and international monetary integration.

Prerequisite: EC 821 and EC 850.
1 term – 3 semester hours.
Normally offered every year.

EC 845 – Environmental Economics

This course examines the problem of environmental externalities, the relationship between externalities and social costs, welfare analysis of market failures, the impact of producer behavior on the environment, and policy responses to the problem of externalities. Current theoretical and empirical research on the economics of natural resources is analyzed.

Prerequisites: EC 821 and EC 850.
1 term – 3 semester hours.
Normally offered every other year.

EC 846 – Health Economics

This course examines the economics of healthcare by exploring the supply of and demand for healthcare services, the role of the government in providing access to care, and the foundations of the health insurance market. The economic and social efficiency of the U.S. healthcare delivery system relative to other countries is analyzed.

Prerequisites: EC 821 and EC 850.
1 term – 3 semester hours.
Normally offered every other year.

EC 850 – Econometrics I

Introduction to econometrics with a focus on application. Review of statistical methods including estimation, inference, and specification analysis. Consequences of a misspecified linear regression model are studied and the appropriate remedial measures are suggested. Further topics include dummy variables, autoregressive and distributed lag models, binary choice models.

1 term – 3 semester hours.

Normally offered every year.

EC 851 – Econometrics II

Advanced topics in applied econometrics. The lectures cover systems of regression equations, simultaneous equation models, panel data models, and selected further topics. In addition to studying the relevant techniques, the course includes detailed discussions of papers in applied econometrics. The emphasis is on the application of the various methods using standard econometric software.

Prerequisite: EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 855 – Advanced Time Series Applications

A survey of modern time series econometrics. Topics include univariate and multivariate models for stationary time series, vector autoregressions, linear and nonlinear filtering, frequency domain methods, unit roots, cointegration, structural breaks, forecasting, and application of technical tools to various aspects of international economics and economic policy.

Prerequisites: EC 760, EC 840 and EC 850.

1 term – 3 semester hours.

Normally offered every year.

EC 860 – Advanced Topics In Microeconometrics

Sophisticated econometric techniques used in empirical microeconomics with emphasis on observations of individuals. Emphasis on the specification, estimation, interpretation, and testing of the cross-section data models rather than on their thorough theoretical properties. Non-linear models estimated using the methods of maximum likelihood, instrumental variables, and generalized method of moments. Detailed discussion of the discrete response, censored and truncated observation, count data, and the hazard rate models. Various empirical projects are assigned that deal with important topical applications of these models. Students are expected to complete a short research project.

Prerequisite: EC 851.

1 term – 3 semester hours.

Normally offered every other year.

EC 861 – Nonparametric Econometrics

This course covers some selected topics in advanced econometrics, including an introduction to nonparametric and semiparametric statistical methods and their applications in econometrics. The emphasis is on nonparametric density estimation, nonparametric regression, and semiparametric estimation of single-index models including discrete-choice models. The course also covers computer-intensive methods including bootstrap and numerical optimization. Besides a theoretical introduction of these methods, the course heavily relies on students writing computer codes using popular software to complete homework assignments.

Prerequisite: EC 851.

1 term – 3 semester hours.

Normally offered every other year.

EC 870 – Industrial Organization

Industrial structure, firm behavior, and performance are analyzed using models of strategic interaction among competing firms. Monopoly pricing, product differentiation, price discrimination, price and non-price competition, entry, exit, and investment in research and development are explored using contemporary models of industrial organization.

Prerequisites: EC 821 and EC 850.

1 term – 3 semester hours.

Normally offered every other year.

EC 880 – Research Workshop

This course is designed to help students make progress on their dissertations. The workshop is a forum for presenting current work, discussing research, and enhancing scientific writing skills. Each student is expected to identify a research topic of interest during the summer prior to enrolling in this course. Students will present a research proposal in the beginning of the course and must write and present a field paper by the end of the course.

Prerequisites: Completion of Ph.D. qualifying examinations and field courses.

1 term – 3 semester hours.

Normally offered every year.

EC 901 – Dissertation Research

Research towards completion of doctoral dissertation. Permission of Graduate Program Director required.

EC 999 – Ph.D. Continuation

Research towards completion of doctoral dissertation. Permission of Graduate Program Director required.

GRADUATE EDUCATION AND HUMAN SERVICES

Education and Human Services Department

Professors: Ash, Eskedal (Chairperson)

Associate Professors: Carroll, DiBiase, Flaherty, Mahoney, Medoff, Qualters, Thayer, Tow, Zulauf

Assistant Professors: Duffy, Kelder, Poynton, Shumaker, Siegel, Westphal

Instructor: Veloria

Lecturers: Bott, Buckley, Darsney, Driscoll, Fahey, Fienman, Foster, Gaskell, Hargis, Hickey, Hughart, Hunter, Jackson, Korb, Koss-Cole, Leone, Lo Re, Martin, Messier, O'Neil, Patalano, Pfaff, Ransom, Shatkin, Sloane

Major Fields of Study

The Education and Human Services Department offers courses leading to:

- the Master of Education, with concentrations in Administration of Higher Education, Foundations of Education, Middle and Secondary School Teaching, and School Counseling
- the Master of Science, with concentrations in Organizational Learning and Development, Human Resources, and Mental Health Counseling
- Graduate Certificates in Organizational Learning and Development, Organizational Development, Global Human Resources, and Human Resources
- the Post Master's Program – Certificate of Advanced Graduate Study (CAGS), with concentrations in Leadership, Mental Health Counseling, Middle and Secondary School Teaching, Organizational Development, and School Counseling
- Initial Licensure in Middle and Secondary School Teaching
- Professional Licensure in Middle and Secondary School Teaching through the Master's and CAGS programs in Middle and Secondary School Teaching
- two degree/certificate programs, Master of Science in Organizational Learning and Development/Graduate Certificate in Human Resources; and a Master of Science in Organizational Learning and Development/Organizational Development Certificate

- and two joint degrees, Master of Public Administration/Master of Science Mental Health Counseling and Master of Science in Crime and Justice Studies/Master of Science Mental Health Counseling (see the joint degree section of the catalog for more information).

Requirements

Suffolk University offers graduate programs in Education and Human Services for students who have bachelor's and/or master's degrees from the University or from other accredited educational institutions.

A requirement for the status of degree candidate at the master's graduate level is an undergraduate program of study equivalent to either the B.A. or B.S. degree. Possession of a master's degree is required for matriculation in a Certificate of Advanced Graduate Study program.

The purpose of the Graduate Program is to offer facilities for advanced instruction, study, and research so that students may receive a comprehensive view of the field of knowledge in which they are specializing.

Candidates for graduate degrees must complete a program of study approved by their program director and their faculty advisor within five years of commencing graduate coursework. A student's continuance in a program beyond five years is subject to review and future participation in a program may be terminated. A full-time course load is 12 credit hours per term.

Any grade less than a "B" (3.0) must be offset by the appropriate honor grades (3.3 or higher) in order to maintain graduate degree candidacy. A maximum of six semester credits less than a "B" (3.0) may be offset in this manner. A minimum grade of "B" (3.0) is required in all field experiences. Should a student earn a third grade less than a "B" (3.0), he or she will receive a dismissal letter from the Committee on Admissions and Retention. Excessive incomplete grades (I) are also reviewed by the Committee. The Faculty reserve the right to require the withdrawal of a student from a graduate program if, in their estimation, the probability of his/her success is doubtful. Such factors as academic performance, interest, effort and suitability for the field enter in the judgment.

Pass/Fail Grade Option

Practica, internships and designated field experiences may be taken on a pass/fail basis with the approval of the Program Director. This option must be determined at the beginning of the semester and no changes from the designation pass/fail to the letter system or vice-versa are permitted after this time. A maximum of 6 credits in a student's program may be taken as a pass/fail option.

Excess Course Policy

Upon petitioning for graduation, students who have earned excess course credits (beyond the requirements for the master's degree) and have been accepted into the Post Master's certificate of Advanced Graduate Study (CAGS) Program directly following completion of the master's degree may, with the approval of the Program Director, designate which courses will be transferred into the CAGS program. Courses must be redirected prior to the receipt of the master's degree to be eligible for this reassignment and it is the responsibility of the student to notify their Program Director of this request.

ADMINISTRATION AND LEADERSHIP PROGRAMS

Michael Siegel, Ph.D., *Program Director and Assistant Professor*

These programs aim to develop administrative and leadership skills for post-secondary education and for other educational settings in which the candidate already has or does not need certification.

Degree Programs

- M.Ed. in Administration of Higher Education

Post Master's Program

- Certificate of Advanced Graduate Study (CAGS) in Leadership

Administration of Higher Education

Program Advisor:

Dr. Michael Siegel

Objectives

The Administration of Higher Education program is committed to the practical preparation of administrators and educators in a range of higher education environments. The program is designed to provide competencies for those employed or seeking employment in academic advising offices, admissions, alumni, development, college unions, athletics, career planning and placement centers, offices of residence life, orientation, student activities centers, financial aid, offices of the registrar, and a host of other professional positions at colleges and universities and other higher education-related agencies and organizations. The curriculum also provides an excellent foundation for students who want to continue their studies and enroll in a doctoral program in higher education administration, college student personnel administration, or counselor education.

Description

A minimum GPA of 3.0 is required for admission to the program, and a minimum program of study of 36 semester hours of credit is required for completion. Candidates may enroll in the program on either a full-time or part-time basis, and they should plan their program of study in consultation with their faculty advisor accordingly. Students wishing to apply for degree status are encouraged to interview with Dr. Michael Siegel, Program Director, during the application process. In addition, degree candidates are advised to consult with members of the faculty at all stages of their programs.

Practicum

Students enrolled in the Administration of Higher Education Program are required to complete a practicum experience, which is designed to link theoretical issues in practice and in the classroom to problems and concerns encountered by students in a field setting. Students will select a supervised field setting and gain practical hands-on work experience under the guidance of a master's-level or higher site supervisor. The minimum requirement for completion of the practicum experience is 6 credit hours (which students will complete over two terms), 300 practicum work hours. Students will enroll in two, 3-credit practicum courses – Practicum I and Practicum II – during two separate academic terms. Students must formally apply for the practicum experience and consult with their advisor regarding field placement. In addition, students must complete one semester of courses before they are eligible to enroll in the practicum.

Required Core Courses

12 Semester Hours

EHS 625	Organization and Administration of Higher Education
EHS 626	Legal Aspects of Higher Education
EHS 628	Financial Aspects of Higher Education
EHS 648	Research in Higher Education

Concentration Requirements

9 Semester Hours

Choose three of the following courses with the help of your advisor.

EHS 632	Diversity Issues in Higher Education
EHS 634	Student Development: Theory and Practice
EHS 635	The American College/University Student
EHS 643	Leadership in Higher Education
EHS 647	Critical Issues in Higher Education

Electives

9 Semester Hours

Choose three courses with the help of your advisor. The following is a partial list of relevant EHS electives.

EHS 627	Junior/Community College: Processes and Problems
EHS 630	Proposal Writing and Grant Development

EHS 633	Enrollment and Retention Management
EHS 636	Field Project: Organizational Development
EHS 638	Field Project: Higher Education
EHS 639	Writing for Professional Publication
EHS 640	Readings and Research
EHS 642	College and University Cultures
EHS 644	Leadership Field Experience
EHS 649	History of Higher Education
EHS 714	Psychology of Career Development

Field Experience **6 Semester Hours**

EHS 645-A	Practicum in Administration I
EHS 645-B	Practicum in Administration II

Post Master's Program (CAGS) – Leadership

Program Advisor:

Dr. Michael Siegel

Objectives

The Certificate of Advanced Graduate Study (CAGS) in Leadership is designed for practitioners as an individually oriented program to meet the needs of advanced students in developing leadership skills and behaviors appropriate to their career.

Description

Candidates who already have a master's degree in an appropriate field must undertake a minimum program of 30 hours.

Students will carefully plan and maintain a program of study in conjunction with an assigned advisor. Course selection and progress will be reviewed regularly.

During the course of the program, each student must demonstrate ability to generate or locate research findings, models or paradigms and apply them in the professional field setting.

Required Core Courses **12 Semester Hours**

EHS 636	Field Project: Organizational Development
EHS 643	Leadership
EHS 644	Leadership Field Experience
EHS 646	Self-Assessment and Career Development

Electives **18 Semester Hours**

To be chosen by the student in consultation with the Program Advisor.

COUNSELING PROGRAMS

Glen A. Eskedal, Ed.D., *Department Chairperson and Professor*, David Medoff, Ph.D., *Program Director and Associate Professor*, Timothy A. Poynton, Ed.D., *Program Director and Assistant Professor*, David Shumaker, Ph.D., *Assistant Professor*

The counseling programs include knowledge, skills and attitudes necessary for successful counseling in schools, colleges and various community mental health settings.

Degree Programs

- M.Ed. in School Counseling
- M.S. in Mental Health Counseling
- M.S. in Crime and Justice Studies/M.S. in Mental Health Counseling
- M.S. in Mental Health Counseling/Master of Public Administration

Joint Degree Programs

(See the Joint Degree section of this catalog for more information)

- Master of Public Administration/Master of Science in Mental Health Counseling
- Master of Science in Crime and Justice Studies/Master of Science in Mental Health Counseling

Post Master's Programs

- Certificate of Advanced Graduate Study (CAGS) in Mental Health Counseling
- Certificate of Advanced Graduate Study (CAGS) in School Counseling

School Counseling

Program Advisor:

Dr. Timothy A. Poynton

Objective

The concentration in School Counseling prepares students to function effectively as licensed school guidance counselors in middle through secondary schools (grades 5-12).

Description

A minimum program involves 36 semester hours of coursework. All students wishing to apply for degree status in the School Counseling Program are encouraged to interview with Dr. Timothy A. Poynton, Program

Director, prior to acceptance. Degree candidates are advised to consult with Dr. Poynton at all stages of their program.

Competence in counseling skills is acquired during the Counseling Skills Laboratory and the Counseling Practicum classes, EHS 737 and EHS 738–739. During these courses, students fully admitted into the program demonstrate the ability to translate training into professional judgments and techniques.

Completion of the master’s degree satisfies the Massachusetts Department of Education’s academic experience requirements for Initial Licensure (a passing score on the MTEL is also required). To obtain a Professional License, you need to obtain three years of experience as a School Counselor and accumulate a total of 60 graduate credits (including credits earned as part of the master’s degree). Please see the Mental Health Counseling CAGS program description to learn how to become certified as a School Adjustment Counselor. With a carefully planned course of study, licensure as both a School Guidance Counselor and School Adjustment Counselor can be earned with a 66-credit program. Speak to Dr. Timothy Poynton or Dr. Rose DiBiase (School Adjustment Counseling advisor).

Practicum

Students are required to apply formally for the Counseling Practicum and to consult with their advisor regarding their field placement. Six courses must be completed before enrolling in the practicum.

Prior to enrollment in EHS 738, students must successfully complete the literacy and communication sections of the Massachusetts Test for Educator Licensure (MTEL).

Prior to enrollment in the Counseling Practicum a cumulative average of “B” (3.0) or above is also required. Any grade less than “B” (3.0) must be offset by appropriate honor grades (3.3 or higher) and all incomplete grades must be successfully completed prior to enrolling in the Counseling Practicum.

During the Counseling Skills Lab and the Counseling Practicum aspect of training the provision of earning a grade of less than “B” (3.0) may be offset by an honor grade does not apply. The Counseling Skills Lab and the Practicum must be completed with a grade of no less than “B” (3.0). Unsatisfactory performance during the Practicum results in repeating the course.

Admission Requirements

To be considered for admission to the School Counseling program, you must hold a bachelor’s

degree from an accredited college or university, have a minimum undergraduate GPA of 3.0, take either the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Communication and Literacy Skills sections of the Massachusetts Test for Educator Licensure (MTEL), and complete the application requirements. Students are encouraged, but not required, to take the MTEL. A passing score on the MTEL is needed to successfully complete degree requirements for the M.Ed. in School Counseling. If you are an international student, you must also take the TOEFL or IELTS and provide a statement of financial resources.

Required Core Courses	36 Semester Hours
EHS 701	Child and Adolescent Development
EHS 710	Introduction to School Counseling
EHS 713	Counseling: Theory and Practice
EHS 714	Psychology of Career Development
EHS 717	Introduction to Psychological Testing
EHS 731	Action Research
OR	
EHS 715	Methods of Research
EHS 732	Psychological Disorders of Childhood and Adolescence
EHS 735	Group Counseling
EHS 737	Counseling Skills Laboratory
EHS 738	School Counseling Practicum I
EHS 739	School Counseling Practicum II
EHS 746	Critical Issues in School Counseling

Pre-Practicum

Students in School Counseling must successfully complete a minimum of 75 hours of field-based pre-practicum experience. These experiences are incorporated into courses taken before starting the practicum.

Portfolios

All School Counseling students will develop and maintain portfolios of all course and field experience related items. Such items might include, but should not be limited to:

- Papers
- Journals
- Observation Reports
- Projects
- Placement Reports
- Examinations
- Audio/Video Tapes
- Supervisor Evaluations

Post Master's Program (CAGS) – School Counseling

Program Advisor:

Dr. Timothy A. Poynton

The Certificate of Advanced Graduate Study (CAGS) in School Counseling is designed to provide those who have already earned a master's degree in School Counseling with advanced preparation in the field.

The Certificate of Advanced Graduate Study is designed as an individually-oriented program to meet the needs of advanced students. The completion of a minimum of 30 credits of graduate study is required for the certificate. Additional hours may be required at the discretion of the faculty advisor.

Concentration Requirements		12 Semester Hours
EHS 740	Internship I (fall)	
EHS 741	Internship II (spring)	
EHS 744	Supervision I (fall)	
EHS 745	Supervision II (spring)	

Electives		18 Semester Hours
See Mental Health Counseling sections		

Curriculum and Requirements

Students may enroll either as full- or part-time. Full-time study is designed to be completed in one calendar year. Students must complete all courses with a minimum grade of "B" (3.0). Should there be evidence that it will be difficult to successfully complete the program, the faculty reserves the right to withdraw a student from the program. Deficiencies in the internship experience and academic performance enter into the CAGS faculty committee judgment.

Admission Requirements

To be reviewed for admission into the CAGS program, one must hold a master's degree from an accredited college or university, a graduate GPA of 3.5, and complete the application process. A personal interview with the faculty is recommended. If you are an international student, you must also take the TOEFL and provide a statement of financial resources.

Mental Health Counseling

Program Advisor:

Dr. Glen A. Eskedal, *Chairperson and Professor*
Dr. David Medoff, *Program Director and Associate Professor*

The concentration in Mental Health Counseling trains students to function in a variety of community mental health settings (e.g., clinics, hospitals, prisons, college counseling centers, day treatment programs, rehabilitation facilities, outreach programs, after care centers, etc.).

The ability to work with people in a variety of settings and roles will be cultivated. Through systematic completion of the curriculum, students will develop a competency base from which to perform effectively in their area of specialization.

Description

A minimum GPA of 3.0 is required for admission and a minimum program involves 36 semester hours of coursework, depending on undergraduate preparation. All special non-degree students wishing to apply for degree status are encouraged to interview with a member of the faculty prior to acceptance. Degree candidates are advised to consult with members of the faculty at all stages of their programs.

Practicum

All students must successfully complete a minimum of 12 semester hours prior to the Counseling Practicum experience, including the Counseling Skills Laboratory (EHS 737) course offered during the spring semester.

It is during the Counseling Skills Lab and the Counseling Practicum that a student, fully admitted into the program, demonstrates ability to translate training into professional judgments and techniques. Students are required to apply formally for the Counseling Practicum and to consult with their Faculty Advisors regarding their field placements.

Prior to eligibility for the Counseling Practicum a cumulative average of “B” (3.0) or above is required. Any grade less than “B” (3.0) must be offset by appropriate honor grades (3.3 or higher) and all incomplete grades must be successfully completed prior to eligibility for Practicum.

During the Counseling Skills Laboratory aspect of training the provision of earning a grade of less than “B” that may be offset by an appropriate honor grade does not apply. The Counseling Skills Laboratory and the Practicum must be completed with a grade of no less than “B” (3.0). Unsatisfactory performance during Practicum may result in termination from the program.

Required Core Courses **6 Semester Hours**

EHS 701	Child and Adolescent Development
OR	
EHS 712	Adult Development
EHS 715	Methods of Research

Concentration Requirements **18 Semester Hours**

EHS 713	Counseling: Theory and Practice
EHS 716	Psychological Diagnosis
EHS 717	Introduction to Psychological Testing
EHS 737	Counseling Skills Laboratory
EHS 738	Mental Health Counseling Practicum I
EHS 739	Mental Health Counseling Practicum II

Electives **12 Semester Hours**

EHS 710	Introduction to School Counseling
EHS 714	Psychology of Career Development
EHS 725	Forensic Psychological Assessment
EHS 726	Family Therapy
EHS 727	Substance Disorders and Treatment
EHS 728	Professional Orientation: Ethical/Legal Issues
EHS 729	Human Sexuality Seminar
EHS 730	Personality Disorders Seminar
EHS 732	Psychological Disorders of Childhood and Adolescence
EHS 733	Counseling Diverse Populations
EHS 734	Counseling Psychology Seminar
EHS 735	Group Counseling
EHS 736	Consultation
EHS 750	Independent Study: Counseling
EHS 751	Domestic Violence, Abuse and Neglect
EHS 753	Independent Study: Counseling

(Coursework in related disciplines may be elected subject to approval of faculty advisor.)

Note: Eligibility for Massachusetts licensure as a Mental Health Counselor (LMHC) requires an additional 30 credit hours including a 600-hour internship. Students are encouraged to enroll in the CAGS Program at the completion of the master’s degree to satisfy the academic requirements for licensure. Licensure permits third party (Insurance Company) reimbursement for Counseling Services. See your advisor for details.

**Post Master’s Program (CAGS) –
Mental Health Counseling**

Program Advisor:

Dr. David Medoff

The Certificate of Advanced Graduate Study (CAGS) in Mental Health Counseling is designed to provide those who have already earned a master’s degree in Mental Health Counseling, School Counseling, or a closely related field with advanced preparation to fulfill the academic and field-based experience requirements for licensure as a Licensed Mental Health Counselor (LMHC), School Adjustment Counselor in the State of Massachusetts (grades K-12), or both. Students interested in pursuing licensure as a School Adjustment Counselor are encouraged to contact Dr. Rose DiBiase, School Adjustment Counseling program advisor.

The Certificate of Advanced Graduate Study is designed as an individually-oriented program to meet the needs of advanced students. The completion of a minimum of 30 credits of graduate study is required for the certificate. Additional hours may be required at the discretion of the faculty advisor.

Concentration Requirements **12 Semester Hours**

EHS 740	Internship I (fall)
EHS 741	Internship II (spring)
EHS 744	Supervision I (fall)
EHS 745	Supervision II (spring)

Electives **18 Semester Hours**

See Mental Health Counseling sections

Curriculum and Requirements

Students may enroll either as full- or part-time. Full-time study is designed to be completed in one calendar year. Students must complete all courses with a minimum grade of “B” (3.0). Should there be evidence that it will be difficult to successfully complete the program, the faculty reserves the right to withdraw a student from the program. Deficiencies in the internship experience and academic performance enter into the CAGS faculty committee judgment.

Admission Requirements

To be reviewed for admission into the CAGS program, one must hold a master’s degree from an accredited college or university, a graduate GPA of 3.5, and complete the application process. If you are an international student, you must also take the TOEFL and provide a statement of financial resources.

HUMAN RESOURCES, LEARNING, AND PERFORMANCE PROGRAMS

Christine M. Westphal, J.D., *Program Director and Assistant Professor*

Barbara F. Ash, Ed.D., *Professor*

Carol A. Zulauf, Ed.D., *Associate Professor*

These programs encompass human resources competencies and strategies; learning that embraces adult learning, organizational learning, and e-learning. The end result will increase performance in any organization. Applicants can select from the following options:

Certificate Programs

- Graduate Certificate in Global Human Resources*
- Graduate Certificate in Human Resources*
- Graduate Certificate in Organizational Learning*
- Graduate Certificate in Organizational Development*

Degree Programs

- M.S. Degree in Organizational Learning and Development
- M.S. Degree in Organizational Learning and Development/Graduate Certificate in Human Resources
- M.S. Degree in Organizational Learning and Development/Organizational Development Certificate
- M.S. Degree in Human Resources

Post Master's Program

- Certificate of Advanced Graduate Study (CAGS) in Organizational Development

**Prior to the completion of a certificate program, students may make application to the M.S. Degree in Organizational Learning and Development, M.S. Degree in Organizational Learning and Development/Graduate Certificate in Human Resources, M.S. Degree in Organizational Learning and Development/Organizational Development Certificate or the M.S. Degree in Human Resources and transfer up to five graduate certificate courses.*

Graduate Certificate Program in Human Resources

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*

Barbara F. Ash, Ed.D., *Professor*

Carol A. Zulauf, Ed.D., *Associate Professor*

Description of the Program

The Graduate Human Resources Certificate is designed to enhance an individual's career opportunities in a myriad of human resource management areas including: human resources administration and information systems, employment, compensation, employee benefits, employee relations, policy development, and orientation and training programs.

The sequence of courses provides an academic framework for individuals who are either planning a career in human resources or are interested in transferring to other specialty functions within a human resources organization.

The Graduate Human Resources Certificate Program consists of six courses.

*Courses for graduate academic credit from this certificate program may be transferred to the M.S. in Human Resources program or the M.S. in Organizational Learning and Development Program **prior** to completion of the certificate. The entrance test for the M.S. Degree will be waived for those completing four courses with a cumulative GPA of 3.5.*

Required Courses

18 Semester Hours

EHS 680	The Human Resources Functions*
EHS 681	Training and Development
EHS 682	Human Resources and the Law
EHS 683	Recruitment and Selection
EHS 684	Employee Relations
EHS 685	Compensation Systems and Employee Benefits

**EHS 680 – The Human Resources Functions is a prerequisite to all Human Resources courses. Other HR courses may be taken concurrently with EHS 680.*

In consultation with an advisor, individuals who can demonstrate competency in one of the above may replace the required course with the following:

EHS 665	Human Resources Information Systems OR
EHS 670	Special Topics OR
EHS 686	Contemporary Issues in Human Resources OR
EHS 687	Strategic Human Resources OR
EHS 688	Virtual Human Resources

Graduate Certificate Program in Global Human Resources

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*
Barbara F. Ash, Ed.D., *Professor*
Carol A. Zulauf, Ed.D., *Associate Professor*

Description of the Program

Today's organizations are more involved in international business than ever before. This trend will continue as organizations compete in the global market to gain a competitive advantage. Thus, globalization is a critical factor affecting the management of human resources today. As more and more organizations globalize their products and processes, they will derive greater revenues from offshore operations. Human resources is expected to assume new roles and to prepare people for international assignments.

The Global Human Resources Certificate Program offers an opportunity to acquire the knowledge, competencies, and best practices required to participate in the global environment. These include, but are not limited to, the acquisition of country-specific knowledge about the economic, political, and social environments; how to address union and labor policies; legal and regulatory requirements; compensation and benefits; and many other aspects of doing business outside the U.S.

The Graduate Global Human Resources Certificate Program consists of six courses. Each course awards three (3) graduate academic credits.

*Courses for graduate academic credit from this certificate program may be transferred to the M.S. in Human Resources **prior** to the completion of the certificate. The entrance test for the M.S. Degree in Human Resources will be waived for those completing four courses with a cumulative GPA of 3.5.*

Required Courses	15 Semester Hours
EHS 680	The Human Resources Functions
EHS 685	Compensation Systems and Employee Benefits
EHS 689	Cultural Understanding in International Human Resources
EHS 690	International Politics and Labor Relations
EHS 691	The Global Economy and Global Human Resources

Elective Course

3 Semester Hours

Select one of the following:

- EHS 687 Strategic Human Resources Planning **OR**
EHS 688 Virtual Human Resources **OR**
EHS 684 Employee Relations **OR**

With permission from the Program Director:
Graduate Elective in Government **OR**
Graduate Elective in Economics **OR**
Graduate Elective in Communications **OR**
Graduate Sawyer Business School Elective

Graduate Certificate Program in Organizational Learning and Development

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*
Barbara F. Ash, Ed.D., *Professor*
Carol A. Zulauf, Ed.D., *Associate Professor*

Description of the Program

The Graduate Organizational Learning and Development Certificate is designed to enhance an individual's career opportunities in areas related to organizational development and planning and training and development. The program focuses on key competencies and processes for both adult education and organizational learning, with the end result being enhanced organizational performance.

The Graduate Organizational Learning and Development Certificate Program consists of six courses. Each course awards three (3) graduate academic credits.

*Courses for graduate academic credit from this certificate program may be transferred to the M.S. in Organizational Learning and Development Program or the M.S. in Human Resources Program **prior** to completion of the certificate. The entrance test for the M.S. Degree in Organizational Learning will be waived for those completing four courses with a cumulative GPA of 3.5.*

Required Courses	18 Semester Hours
EHS 650	Instructional Design
EHS 651	Adult and Organizational Learning
EHS 652	Training Methods for Adult Learners
EHS 658	Systems Thinking
EHS 662	Organizational Learning Seminar
EHS ____	Adult/Organizational Learning Elective

Graduate Certificate Program in Organizational Development

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*
 Barbara F. Ash, Ed.D., *Professor*
 Carol A. Zulauf, Ed.D., *Associate Professor*

Description of the Program

The Graduate Certificate in Organizational Development is designed to enhance an individual's career opportunities by providing the tools and competencies needed to lead and manage change. The courses in this program seek to enhance students competencies in collaboration, leadership development, and project management.

The Graduate Certificate in Organizational Development Program consists of six courses. Each course awards three (3) graduate academic credits.

Courses for graduate academic credit from this certificate program may be transferred to the M.S. in Organizational Learning and Development Program or the M.S. in Human Resources Program prior to completion of the certificate. The entrance test for the M.S. Degree in Organizational Learning or M.S. in Human Resources will be waived for those completing four courses with a cumulative GPA of 3.5.

Required Courses	18 Credit Hours
EHS 672	Module 1: Organizational Culture and Change
EHS 673	Module 2: Systems Thinking
EHS 674	Module 3: Organizational Consulting
EHS 675	Module 4: Performance Management
EHS 676	Module 5: Leadership and Team Development
EHS 660	HRLPP Internship
OR	
EHS ____	Elective with prior approval of advisor

Post Master's Program (CAGS) in Organizational Development

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*
 Barbara F. Ash, Ed.D., *Professor*
 Carol A. Zulauf, Ed.D., *Associate Professor*

Description

The Certificate of Advanced Graduate Study in Organizational Development is an advanced specialist certificate beyond the master's degree. It is designed for leaders of change, managers, and human resources professionals or individuals wishing to pursue a career in consulting. This is an intense, individually-oriented modular program designed to meet the needs of advanced students in their field of specialization.

Organizations are in the process of constant change. In order to manage that change, we need professionals who can anticipate problems and challenges and implement long-term solutions. This degree develops those competencies needed for collaboration, leadership, team development, and project management.

The program consists of five modules. The modules may be selected in any order.

Required Courses	15 Semester Hours
EHS 672	Organizational Culture and Change – Module 1
EHS 673	Systems Thinking – Module 2
EHS 674	Organizational Consulting – Module 3
EHS 675	Performance and Knowledge Management – Module 4
EHS 676	Leadership and Team Development – Module 5

Internship Field Component and Elective Courses 15 Semester Hours

The internship and the elective hours are flexible and may be determined in consultation with the faculty advisor. Electives may be selected from the Human Resources Program, the Adult and Organizational Learning Program, or the Sawyer Business School (with permission from the Dean of Graduate Programs).

The scope of the internship will be determined in consultation with the academic advisor but will not exceed 9 semester hours of academic credit. Internship options may vary, depending on the needs and experience of the individual student. Options include field components related to the above course modules, action research, independent study, "hands-on" experience, e-learning, etc. For those employed in corporate settings, the internship field component may be integrated, as appropriate, with the individual's employment.

**Master’s of Science
in Organizational Learning and Development**

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*
Barbara F. Ash, Ed.D., *Professor*
Carol A. Zulauf, Ed.D., *Associate Professor*

The competency-based concentration in Organizational Learning and Development provides opportunities for multiple career paths. The Program focuses on competencies related to: adult learning theory and principles; curriculum and instructional design; adult training methods; organizational learning and systems thinking; marketing of training programs; research and design; communication; performance improvement; and career development. The Organizational Learning and Development Concentration is designed for professionals in any discipline who may wish to pursue careers in a variety of corporate and adult learning settings, including business/industry training; consulting; professional associations; government; community-based programs; libraries; hospitals; and post-secondary institutions. The program may be tailored to meet individual needs and career objectives.

Description

The minimum requirement for candidates who hold a bachelor’s degree is 36 semester hours or the equivalent of twelve courses. Throughout the program, degree candidates are advised to consult with a faculty advisor.

The GRE or MAT test will be waived for those who have completed four (4) courses after matriculation from the related certificate program with a cumulative GPA of 3.5.

Practicum/Internship

All students enrolled in the Organizational Learning and Development Program are required to pursue an internship. The student may select an internship for 3 or 6 credits. The internship applicant will prepare a professional resumé and an application to be reviewed by the Program Director by October 1 of the fall semester for spring internship placements and by February 1 of the spring semester for summer and fall internship placements. The intern can expect to be treated as a full-time exempt professional employee with a graduate degree. Compensation is optional and left to the discretion of the organization. The internship may be full- or part-time, depending on the needs of the student and/or the company providing the internship. *Note: For individuals who are currently employed in a full-time capacity, the internship may be completed at the employee’s corporate worksite.*

Concentration Requirements	21-24 Semester Hours
EHS 650	Instructional Design
EHS 651	Adult and Organizational Learning
EHS 652	Training Methods for Adult Learners
EHS 658	Systems Thinking
EHS 660	Internship ¹ (3-6 credits)
EHS 662	Organizational Learning Seminar
EHS 695	HRLPP Action Research*

Electives	12-15 Semester Hours²
EHS 653	Marketing Training and Education Programs
EHS 654	The Adult Learner
EHS 655	Continuing Education for the Professions
EHS 657	Advanced Instructional Design
EHS 659	Reflection and Dialogue
EHS 661	Teaching and Learning Styles
EHS 663	Human Performance Improvement
EHS 664	Communicating for Results
EHS 665	Human Resources Information Systems
EHS 666	Coaching and Mentoring
EHS 667	Critical Business Competencies
EHS 670	Special Topics
EHS 700	HRLPP Independent Projects
EHS 712	Adult Development
EHS __	Human Resources Electives ³
EHS __	Organizational Development Electives ⁴
SOM __	Graduate Management Electives ⁵

*Students are advised to take EHS 695 toward the conclusion of the degree program.

¹ Students are advised to take the internship and EHS 695 toward the conclusion of the degree program.

² All elective courses are selected in consultation with the faculty advisor. Six (6) graduate credits directly related to the AOL program may be transferred prior to matriculation at the discretion of the advisor.

³ Courses may be selected from the Graduate Program in Human Resources. EHS 680 is a prerequisite to human resources courses.

⁴ In consultation with the faculty advisor, two (2) courses may be selected from the CAGS in Organizational Development.

⁵ Graduate-level management courses may be elected with permission from the Sawyer Business School Dean of Graduate Programs.

Master's of Science in Organizational Learning and Development/ Graduate Certificate in Human Resources

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*

Barbara F. Ash, Ed.D., *Professor*

Carol A. Zulauf, Ed.D., *Associate Professor*

This program allows students to place a primary focus on adult and organizational learning and develop strong skills in human resources administration. Completing the joint program will allow students to be more versatile in their career paths and better able to achieve their career goals. **Degrees will be awarded when all degree requirements for both programs are fulfilled.**

Core Requirements 3 Semester Hours

EHS 695 HRLPP Action Research*

*Students are advised to take this core course toward the completion of the degree program.

Concentration Requirements 33-36 Semester Hours

EHS 650 Instructional Design
 EHS 651 Adult and Organizational Learning
 EHS 652 Training Methods for Adult Learners
 EHS 658 Systems Thinking
 EHS 660 Organizational Learning Internship¹
 EHS 662 Organizational Learning Seminar
 EHS 680 The Human Resources Functions²
 EHS 682 Human Resources and the Law
 EHS 683 Recruitment and Selection
 EHS 684 Employee Relations
 EHS 685 Compensation Systems and Employee Benefits

Electives 9-12 Semester Hours³

EHS 653 Marketing Training and Education Programs
 EHS 654 The Adult Learner
 EHS 657 Advanced Instructional Design
 EHS 659 Reflection and Dialogue
 EHS 661 Teaching and Learning Styles
 EHS 663 Human Performance Improvement
 EHS 664 Communicating for Results
 EHS 666 Coaching and Mentoring
 EHS 667 Critical Business Competencies
 EHS 700 HRLPP Independent Projects
 EHS ___ Human Resources Elective
 SOM ___ Graduate Management Elective⁴

¹ Students are advised to take the internship toward the conclusion of the degree program.

² EHS 680: *The Human Resources Functions* is a prerequisite to all Human Resources courses. Other HR courses may be taken concurrently with EHS 680.

³ All elective courses are selected in consultation with the faculty advisor. Six (6) graduate credits directly related to the AOL program may be transferred prior to matriculation at the discretion of the advisor.

⁴ Graduate-level management courses may be elected with permission of the Sawyer Business School Dean of Graduate Programs.

Master's of Science in Organizational Learning and Development/ Organizational Development Certificate

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*

Barbara F. Ash, Ed.D., *Professor*

Carol A. Zulauf, Ed.D., *Associate Professor*

A Master of Science in Organizational Learning and Development focuses on key competencies in both adult education and organizational learning. The curriculum encompasses systems thinking, creative problem solving, presentation skills and adult training methods, performance improvement, needs assessment and team-based learning skills. The joint program is designed for students seeking the enhanced skills necessary to lead and manage change in organizations, anticipate problems and implement long-term solutions. **Degrees will be awarded when all degree requirements for both programs are fulfilled.**

Core Requirements 3 Semester Hours

EHS 695 HRLPP Action Research*

*Students are advised to take this core course toward the completion of the degree program.

Concentration Requirements 30-33 Semester Hours

EHS 650 Instructional design
 EHS 651 Adult and Organizational Learning
 EHS 652 Training Methods for Adult Learners
 EHS 658 Systems Thinking
 EHS 660 Organizational Learning Internship¹
 EHS 662 Organizational Learning Seminar
 EHS 672 OD Module 1: Organizational Culture and Change
 EHS 674 OD Module 3: Organizational Consulting
 EHS 675 OD Module 4: Performance and Knowledge Management
 EHS 676 OD Module 5: Leadership and Team Development

Electives	12-15 Semester Hours ²
EHS 653	Marketing Training and Education Programs
EHS 654	The Adult Learner
EHS 655	Continuing Education for the Professions
EHS 657	Advanced Instructional Design
EHS 659	Reflection and Dialogue
EHS 661	Teaching and Learning Styles
EHS 663	Human Performance Improvement
EHS 664	Communicating for Results
EHS 666	Coaching and Mentoring
EHS 667	Critical Business Competencies
EHS 670	Special Topics
EHS 700	HRLPP Independent Projects
EHS ____	Human Resources Elective ³
SOM ____	Graduate Management Electives ⁴

¹ Students are advised to take the internship toward the conclusion of the degree program.

² All elective courses are selected in consultation with the faculty advisor. Six (6) graduate credits directly related to the AOL/OD program may be transferred prior to matriculation at the discretion of the advisor.

³ Courses may be selected from the Graduate Program in Human Resources. EHS 680 is a prerequisite to human resources courses.

⁴ Graduate-level management courses may be elected with permission from the Sawyer Business School Dean of Graduate Programs.

Master's of Science in Human Resources

Program Advisors:

Christine M. Westphal, J.D., *Program Director and Assistant Professor*

Barbara F. Ash, Ed.D., *Professor*

Carol A. Zulauf, Ed.D., *Associate Professor*

Description

The program in Human Resources prepares students to function effectively in a variety of human resources roles (e.g., recruitment, compensation, benefits, change management, and strategic planning) in business, manufacturing, government, and nonprofit and other settings. Students develop and practice the competencies required of human resource professionals and through self-awareness and learning, have the opportunity to map out their career in the profession.

Internship

An internship is required for all students enrolled in the Human Resources master's degree program. The student may elect an internship for 3 or 6 credits. The internship applicant will prepare a professional resumé

and an application to be reviewed by the program advisor by October 1 of the fall semester for spring internship placements and by March 1 of the spring semester for fall internship placements. The intern can expect to be treated as a full-time exempt professional employee with a graduate degree. Compensation is optional and left to the discretion of the organization. The internship may be full- or part-time, depending on the needs of the student and/or the company providing the internship.

Note: For individuals who are currently employed in a full-time capacity, the internship may be completed at the employee's corporate worksite.

Concentration Requirements 24-27 Semester Hours

EHS 660	Internship (3-6 credits) ¹
EHS 665	Human Resources Information Systems
EHS 680	The Human Resources Functions
EHS 682	Human Resources and the Law
EHS 683	Recruitment and Selection
EHS 684	Employee Relations
EHS 685	Compensation Systems and Employee Benefits
EHS 695	HRLPP Action Research*

*Students are advised to take EHS 695 toward the conclusion of the degree program.

Electives	9-12 Semester Hours ²
EHS 651	Adult and Organizational Learning
EHS 658	Systems Thinking
EHS 662	Organizational Learning Seminar
EHS 667	Critical Business Competencies
EHS 670	Special Topics
EHS 681	Training and Development
EHS 686	Contemporary Issues in Human Resources
EHS 687	Strategic Human Resources Planning
EHS 688	Virtual Human Resources
EHS 700	HRLPP Independent Projects
EHS ____	HRLPP Elective ³
SOM ____	Graduate Management Electives ⁴

Note: The Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) will be waived for those who have completed four (4) courses after matriculation from the Human Resources Certificate Program with a cumulative GPA of 3.5.

¹ Students are advised to take the internship and EHS 695 toward the conclusion of the degree program.

² All elective courses are selected in consultation with the faculty advisor. Six (6) graduate credits directly related to the HR program may be transferred prior to matriculation at the discretion of the advisor.

³ HLRPP courses may be elected with approval of the program advisor.

⁴ Graduate-level management courses may be elected with permission from the Sawyer Business School Dean of Graduate Programs.

EDUCATION STUDIES PROGRAMS

Sarah M. Carroll, Ed.D., *Associate Professor; Program Director*

Sheila M. Mahoney, Ed.D., *Associate Professor*

Donna M. Qualters, Ed.D., *Associate Professor; Director, Center for Teaching Excellence*

Susan Clark Thayer, Ed.D., *Associate Professor*

Carmen N. Veloria, A.B.D., *Instructor; Coordinator of School Partnerships*

Degree Programs

- M.Ed. in Foundations of Education
 - Curriculum and Instruction
 - General Studies
- M.Ed. in Middle School Teaching
 - Initial Licensure Component
 - Professional Licensure
- M.Ed. in Secondary School Teaching
 - Initial Licensure Component
 - Professional Licensure

Post Master's Program

- Certificate in Advanced Graduate Study (CAGS)

These programs explore the relationships among and between community, discourse, and teachers within a context of continual assessment and reflective practice in order to improve formal and informal education.

Our Foundations of Education programs provide a basis for teaching college, pursuing doctoral work, or working in nonprofit agencies that support access and equity, and other fields related to the formal and informal education of adolescents through early adulthood.

The Middle and Secondary School Teaching programs are approved by the Massachusetts Department of Education and culminate in Initial or Professional Licensure for a variety of subject areas, grades 5–12. International practica are possible through our campus in Senegal; other practica may be arranged by permission of the program director.

Lifelong learners employed in formal and informal educational settings are encouraged to enroll in the CAGS program and join our faculty as we investigate the salient issues facing students, teachers, and policymakers in the 21st century.

Educator Licensure Guidelines

The Middle and Secondary School Teaching programs prepare students for Initial and Professional Licensure as teachers of academic subjects and are aligned with the regulations in force in Massachusetts. The Massachusetts Department of Education approves Suffolk University to sponsor individuals for licensure at the middle and secondary school levels. Licensed teachers may petition for licensure in every other state through the Massachusetts' reciprocal agreement with the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance, to prepare annual reports on teacher preparation and licensing. Additionally, institutions must publish pass rate information for all programs, with 10 or more students who completed their prescribed programs within the previous reporting, in official documents. Suffolk University had fewer than ten program completers in 2006–2007 and is prohibited from publishing pass rate data.

To obtain additional information about the Massachusetts Tests for Educator Licensure, including study materials and registration packets, contact:

Commonwealth of Massachusetts
Department of Education
350 Main Street
Malden, Massachusetts 01248-5023

phone (718) 338-3000

www.doe.ma.edu/teachertest or www.mtel.nesinc.com

All students enrolled in programs leading to Initial or Professional Licensure are expected to develop and maintain portfolios of experience-related items showing their progress, accomplishments, and mastery. Such items may include, but should not be limited to:

Audio/Video Tapes	Term Papers
Journals	Examinations
Papers/Essays	Observation Reports
Professional Development Plan	Placement Reports
Projects	Publications
Resumés	Sample Lesson Plans
Self-Assessments	Student Comments
Supervision Evaluations	Units of Instruction

The Practicum experience is the culminating experience for Initial Licensure. Prospective teachers experience the varied roles of the classroom teacher for a minimum of 12 weeks and at least 360 clock hours. Clear instructional responsibility for at least half of this time and full responsibility for a substantial period is required. Students are jointly supervised and assessed by a representative from the Education and Human Services Department and the supervising practitioner.

Practicum Standards

1. Students must pass the content area section(s) and the Communication and Literacy Skills sections of the Massachusetts Test for Educator Licensure (MTEL) prior to enrolling in:

EHS 815: Practicum: Middle School Teaching
EHS 816: Practicum: Secondary School Teaching

Documentation of passing scores must be provided to the Coordinator of Student Teaching prior to making application.

2. Students must submit a written application along with a current transcript to the Coordinator of Student Teaching early in the semester preceding the practicum semester.
3. Classroom teachers are required by Massachusetts law to have a tuberculin test (Mantoux) prior to the initiation of student teaching. The printed results of the Mantoux test must be submitted with the student teaching application.
4. Placements are made in schools approved by the Coordinator of Student Teaching in communities other than a student's hometown/residence. Students may not be placed in any setting in which prior acquaintance among any of the school's constituency groups presents potential conflicts for the student teacher's appropriate functioning as a professional.
5. Qualified candidates may receive monetary compensation for their practicum experiences through mutual agreement between the school system, Coordinator of Student Teaching, Program Director, and student.

Foundations of Education

Program Advisor:

Sarah M. Carroll, Ed.D., *Program Director and Associate Professor*

The Master of Education in Foundations of Education program offers two tracks:

Track A: Curriculum and Instruction

Track B: General Studies

Track A: Curriculum and Instruction

Objectives

This track provides teachers in all academic settings with the insights, skills and field experiences necessary to improve their classroom performance. The program is also appropriate for those who want to extend their knowledge of the historical, philosophical and socio-cultural foundations of education. This degree will enable you to assess present and future issues and practices, as well as to develop a solid foundation for study at the doctoral level.

Description

Candidates can generally expect to complete degree requirements in four academic semesters of full-time study. The minimum program requirement is 36 semester hours of credit. Individuals are responsible for planning their program in consultation with their faculty advisor.

In consultation with the program advisor, students may take 18 credit hours in an academic content area.

Required Core Courses 6 Semester Hours

EHS 818	Educational Research
EHS 821	Curriculum Theory

Electives 30 Semester Hours

EHS 800	English Language Acquisition Strategies
EHS 801	Educating Adolescents
EHS 802	History and Philosophy of American Education
EHS 803	Psychology of Learning Disabilities
EHS 805	Differentiated Instruction
EHS 808	Working in Schools: Seminar
EHS 814	Urban Schooling
EHS 817	Assessment Theory and Practice
EHS 820	Legal Aspects of Compulsory Education
EHS 822	Curriculum Development
EHS 823	College Teaching
EHS 824	Issues and Trends in American Education
EHS 832	Advanced Research

Track B: General Studies

Objectives

This track provides scholars in education and human services with the ability to pursue an individualized course of instruction that will provide the insights, tools, and skills to improve their competencies in all aspects of professional performance. This degree enables you to assess present and future issues and practices.

Description

Candidates can generally expect to complete degree requirements in four academic semesters of full-time study. The minimum program requirement is 36 semester hours of credit. Individuals are responsible for planning their program in consultation with their faculty advisor.

Required Core Courses 6 Semester Hours

EHS 802 History and Philosophy of American Education **OR**
EHS 824 Issues and Trends in American Education

Choose one of the following:

EHS 715 Research Methods
EHS 817 Assessment Theory and Practice
EHS 818 Educational Research

Electives 30 Semester Hours

In consultation with the student's advisor, a coherent grouping of ten courses, taken at the graduate level, constitutes each individual's program of study.

Master's of Education in Middle School Teaching

Program Advisors:

Sarah M. Carroll, Ed.D., *Program Director and Associate Professor*
Sheila M. Mahoney, Ed.D., *Associate Professor*
Donna M. Qualters, Ed.D., *Associate Professor*
Susan Clark Thayer, Ed.D., *Associate Professor*
Carmen N. Veloria, A.B.D., *Coordinator of School Partnerships and Instructor*

College of Arts and Science Faculty Advisors

Robert Bellinger, Ph.D., *Associate Professor of History*
Patricia Hogan, Ph.D., *Associate Professor, General Sciences*
Paul Ezust, Ph.D., *Chairperson and Professor of Math and Computer Science*
Richard A. Miller, Ph.D., *Associate Professor of English*

Description

The Master of Education in Middle School Teaching program is designed for middle school teachers who hold Initial Licensure. Candidates without Initial Licensure must complete the 21-credit hour program prior to enrolling in required coursework for the Master's of Education.

This program is aligned with the current regulations for Professional Licensure in Massachusetts. Upon completion of this program, students will be sponsored for the Professional License. Please note: other requirements for the Professional License include: 1) completion of a one-year induction program with a mentor, 2) at least three full years of employment in the role of the license, i.e., as a Middle School Teacher, and 3) at least 50 hours of a mentored experience beyond the induction year. Additional requirements for the Professional License may be implemented by the Massachusetts Department of Education.

Admission Requirements

The following are required for admission into the Master's of Science in Middle School Teaching program:

1. Possession of a valid, Initial License to teach in Massachusetts;
2. Completion of Graduate Application for Admission. No additional testing is required for this program for domestic students.

To be considered for admission to the Initial Licensure Component, you must hold a bachelor's degree from an accredited college or university, have a minimum undergraduate GPA of 2.75, have passing scores on the communication and literacy skills sections of the Massachusetts Test for Educator Licensure (MTEL), and complete the application requirements. **You must also arrange for a review of your transcript and interview with the program director.**

Students completing Initial Licensure must maintain a minimum GPA of 3.0 in order to continue with M.Ed. coursework.

Professional Licensure

Required Core Courses 12 Semester Hours

EHS 800 English Language Acquisition Strategies
EHS 803 Psychology of Learning Disabilities
EHS 805 Differentiated Instruction
EHS 818 Educational Research

Electives **6 Semester Hours**

EHS 801	Educating Adolescents
EHS 806	Reading Theory Pedagogy and Practice
EHS 807	Reading and Writing in the Content Areas
EHS 808	Working in Schools: Seminar
EHS 809	Mentoring
EHS 810	Culturally Responsive Education
EHS 814	Urban Schooling
EHS 820	Legal Aspects of Compulsory Education
EHS 821	Curriculum Theory
EHS 822	Curriculum Development
EHS 832	Advanced Research

Concentration Requirements **18 Semester Hours**

Six courses of graduate level work in the academic content area for which the license is being sought are required. Suffolk University sponsors candidates for licensure as Middle School teachers of English, History, General Science, Mathematics, Spanish, French, German, Visual Arts, and Theatre.

Initial Licensure Component

This component is designed for individuals who wish to change careers or need to complete additional coursework beyond the bachelor's degree to obtain Initial Licensure. Upon successful completion of their prescribed program, students will be sponsored for Initial Licensure as teachers in Massachusetts public school systems. Individuals who continue studying at Suffolk University may use coursework from the licensure component as their elective courses in the M.Ed. program.

Please note that some candidates may be required to perform additional coursework in their selected subject matter (e.g., mathematics or history) to meet the competency requirement established by the Massachusetts Department of Education. Some candidates may waive up to 12 credits in light of equivalent courses taken elsewhere, relevant life experiences, and/or related activities.

Required Core Courses **21 Semester Hours**

EHS 801	Educating Adolescents
EHS 810	Culturally Responsive Education
EHS 811	Curriculum and Pedagogy: Middle School
EHS 813	Classroom Communication
EHS 815	Practicum: Middle School Teaching
EHS 817	Assessment Theory and Practice

**Master's of Education
in Secondary School Teaching**

Program Advisors:

Sarah M. Carroll, Ed.D., *Program Director and Associate Professor*
 Sheila M. Mahoney, Ed.D., *Associate Professor*
 Donna M. Qualters, Ed.D., *Associate Professor*
 Susan Clark Thayer, Ed.D., *Associate Professor*
 Carmen N. Veloria, A.B.D., *Coordinator of School Partnerships and Instructor*

College of Arts and Science Faculty Advisors

Sandra Barriaes-Bouche, Ph.D., *Assistant Professor of Humanities and Modern Languages*
 Agnes S. Bain, Ph.D., *Professor of Government (Political Science/Political Philosophy)*
 Robert Bellinger, Ph.D., *Associate Professor of History*
 Patricia Hogan, Ph.D., *Associate Professor of Biology*
 Paul N. Ezust, Ph.D., *Chairperson and Professor of Math and Computer Science*
 Audrey Goldstein, M.F.A., *Associate Professor of Art and Design (Visual Arts)*
 Richard A. Miller, Ph.D., *Associate Professor of English*
 Joseph Curilya, B.A., *Instructor of Chemistry*

Description

The Master of Education in Secondary School Teaching program is designed for secondary school teachers who hold Initial Licensure. Candidates without Initial Licensure must complete the 21-credit hour program prior to enrolling in required coursework for the Master's of Education.

This program is aligned with the current regulations for Professional Licensure in Massachusetts. Upon completion of this program, students will be sponsored for the Professional License. Please note: other requirements for the Professional License include: 1) completion of a one-year induction program with a mentor, 2) at least three full years of employment in the role of the license, i.e., as a Biology Teacher in grades 8 – 12, and 3) at least 50 hours of a mentored experience beyond the induction year. Additional requirements for the Professional License may be implemented by the Massachusetts Department of Education.

Admission Requirements

The following are required for admission into the Master's of Science in Secondary Teaching program:

1. Possession of a valid Initial License to teach in Massachusetts;

2. Completion of Graduate Application for Admission.
No additional testing is required for this program for domestic students.

To be considered for admission to the Initial Licensure Component, you must hold a bachelor's degree from an accredited college or university, have a minimum undergraduate GPA of 2.75, have passing scores on the communication and literacy skills sections of the Massachusetts Test for Educator Licensure (MTEL), and complete the application requirements. **You must also arrange for a review of your transcript and interview with the program director.**

Students completing Initial Licensure must maintain a minimum GPA of 3.0 in order to continue with M.Ed. coursework.

Professional Licensure

Required Core Courses		12 Semester Hours
EHS 800	English Language Acquisition Strategies	
EHS 803	Psychology of Learning Disabilities	
EHS 805	Differentiated Instruction	
EHS 818	Educational Research	

Electives		6 Semester Hours
EHS 801	Educating Adolescents	
EHS 806	Reading Theory Pedagogy and Practice	
EHS 807	Reading and Writing in the Content Areas	
EHS 808	Working in Schools: Seminar	
EHS 809	Mentoring	
EHS 810	Culturally Responsive Education	
EHS 814	Urban Schooling	
EHS 820	Legal Aspects of Compulsory Education	
EHS 821	Curriculum Theory	
EHS 822	Curriculum Development	
EHS 832	Advanced Research	

Concentration Requirements		18 Semester Hours
Six courses of graduate level work in the academic content area for which the license is being sought. Suffolk University sponsors candidates for licensure as Secondary Teachers of: Biology, Chemistry, Physics, Mathematics, English, History, Political Science, Spanish, French, German, Visual Arts, and Theatre.		

Initial Licensure Component

This component is designed for individuals who wish to change careers or need to complete additional coursework beyond the bachelor's degree to obtain Initial Licensure. Upon successful completion of their prescribed program, students will be sponsored for Initial Licensure as teachers in Massachusetts public school systems. Individuals who continue studying at Suffolk University may use coursework from the licensure component as their "optional courses" in the M.Ed. program.

Please note that some candidates may be required to perform additional coursework in their selected subject

matter (e.g., mathematics or history) to meet the competency requirement established by the Massachusetts Department of Education. Some candidates may waive up to 12 credits in light of equivalent courses taken elsewhere, relevant life experiences, and/or related activities.

Required Core Courses		21 Semester Hours
EHS 801	Educating Adolescents	
EHS 807	Reading and Writing in the Content Areas	
EHS 810	Culturally Responsive Education	
EHS 812	Curriculum and Pedagogy: Secondary	
EHS 813	Classroom Communication	
EHS 816	Practicum: Secondary School	
EHS 817	Assessment Theory and Practice	

Post Master's Program – Certificate of Advanced Graduate Study (CAGS)

Program Advisors

Sarah M. Carroll, Ed.D., *Director and Associate Professor*

Description

This post master's program in teaching is designed for professionals who hold a master's degree and wish to deepen their understanding of issues confronting America's teachers in schools today. Appropriate for teachers who seek to expand their range of experiences to include coaching, mentoring, or curriculum leadership. The completion of 30 credits of graduate study is required for the certificate. Additional hours may be required at the discretion of the faculty advisor.

Admission Requirements

To be considered for admission to the CAGS program, you must hold a master's degree from an accredited institution, have a graduate GPA of 3.5, and complete the application requirements described.

Required Core Courses		9 Semester Hours
EHS 809	Mentoring	
EHS 814	Urban Schooling	
EHS 832	Advanced Research	

Electives		21 Semester Hours
EHS 800	English Language Acquisition Strategies	
EHS 801	Educating Adolescents	
EHS 803	Psychology of Learning Disabilities	
EHS 805	Differentiated Instruction	
EHS 808	Working in Schools: Seminar	
EHS 810	Culturally Responsive Education	
EHS 818	Educational Research	
EHS 820	Legal Aspects of Compulsory Education	
EHS 821	Curriculum Theory	
EHS 822	Curriculum Development	
EHS 832	Advanced Research (may be taken twice for a total of 6 credit hours)	

Education and Human Services Graduate Course Descriptions

EHS 625 – Organization and Administration of Higher Education

This course provides a broad overview of the American higher education landscape and serves as a primary vehicle for introducing students to the complex nature of college and university administration. It elucidates the application of administrative theory to higher education practice by examining the interplay between organizational characteristics, modes of governance, and institutional culture at different types of colleges and universities. Students will adapt and utilize models for administrative planning and organizing and examine appropriate strategies for dealing with typical problems in higher education administration.

1 term – 3 semester hours.

Normally offered yearly.

EHS 626 – Legal Aspects of Higher Education

This course provides students with a practical, working understanding of the legal foundations that govern institutions of higher education. Using the case study method, it examines legal problems facing college and university administrators including tort liability, rights of teachers and students, free speech issues, contracts, tenure, confidentiality of records and legal aspects of hiring and discrimination. Students will learn the current state of the law and acquire the appropriate skills and resources necessary to make sound decisions in their professional practice, utilizing their knowledge of student development theories and knowledge of the practical application of law and policy in higher education. Some emphasis will be placed on those areas of significance to the student affairs professional.

1 term – 3 semester hours.

Normally offered yearly.

EHS 627 – Junior/Community College: Processes and Problems

Examines the rationale, role, structure and function of public and private two-year institutions, with attention to the sociology of student populations, curricular and instructional trends, administrative problems, and future planning.

1 term – 3 semester hours.

Normally offered every third year.

EHS 628 – Financial Aspects of Higher Education

The course examines financial management and fiduciary practices internal to institutions of higher education. It provides an introduction to the sources of higher education funding, budgeting and disbursement, control mechanisms, and the role of finance in strategic planning. It also provides students with information they need to better understand and participate more effectively in the funding, budgeting, and revenue/expenditure processes in higher education. Students examine the role of strategic planning and resource allocation in public and private colleges/universities. Various topics, issues, and trends in the financial arena of higher education are also explored.

1 term – 3 semester hours.

Normally offered yearly.

EHS 630 – Proposal Writing and Grant Development

Surveys public and private sources of contracted funding for research and development and provides experience in project planning and proposal writing. Management of contractual funds is covered.

1 term – 3 semester hours.

Normally offered every third year.

EHS 632 – Diversity Issues in Higher Education

This course provides students with the opportunity to examine theoretical scholarship and empirical research on race, class, and gender in American higher education. The overall goal of this course is to assist future practitioners in the field in developing an ability to critically evaluate institutional and departmental approaches to diversity in higher education. Students will explore such issues as affirmative action, sexual harassment, access and financial aid practices, and the relationship of diversity to learning outcomes.

1 term – 3 semester hours.

Normally offered yearly.

EHS 633 – Enrollment and Retention Management

This course focuses on the basic elements of enrollment and retention management, including branding, marketing and image development, admissions best practices, and the role of financial aid in enrollment and retention management. In addition, the course will explore the development of effective retention management programs on college campuses and examine international enrollment programs, enrollment, and management pertaining to the “Millennial Generation” of college students, and future trends in the field.

1 term – 3 semester hours.

Normally offered yearly.

EHS 634 – Student Development: Theory and Practice

This course will explore theories, rationales, and methods of student development in higher education, as well as the organization and administration of student personnel services.

1 term – 3 semester hours.

Normally offered yearly.

EHS 635 – The American College/University Student

The course is an in-depth examination of post-secondary students at all levels utilizing available statistics and other resources to describe various campus cultures and explore student attitudes toward society in general and the post-secondary experience in particular. Focus is given to exploring trends and changes in the enrollment characteristics of college students and addressing the attitudes and values of campus subgroups and cultures. Consideration is given to methods of locating resources on students and to measuring the effect of post-secondary education.

1 term – 3 semester hours.

Normally offered yearly.

EHS 636 – Field Project: Organizational Development in Education

Intensive study of methods and models of organizational change resulting in a detailed prescription for organizational development activities in a specific institution or organization.

1 term – 3 semester hours.

Normally offered yearly.

EHS 637 – Media, Community and Higher Education

Examines how colleges and universities manage public relations and foster community-building through cooperative ventures with businesses and nonprofit organizations.

1 term – 3 semester hours.

Normally offered every third year.

EHS 638 – Field Project: Higher Education

Advanced individual study of a problem in higher education, including provision for application in a specific institution or higher education agency.

1 term – 3 semester hours.
Normally offered yearly.

EHS 639 – Writing for Professional Publication

Individualized study of research/development dissemination media and preparation of a publishable report or article.

1 term – 3 semester hours.
Normally offered alternate years.

EHS 640 – Readings and Research

This course provides an opportunity for students to research a topic of special interest in higher education and write a related comprehensive research paper that integrates scholarly resources on the topic. The course enables students to gain research competence in a selected area of interest relative to the field of higher education.

1 term – 3 semester hours.
Normally offered yearly.

EHS 642 – College and University Cultures

The purpose of this course is to provide students with an overview of college and university cultures in American higher education. Students will gain an understanding of the properties of campus culture, which include norms of behavior, values, stories, physical artifacts, sagas, myths, symbols, architecture, and other elements, all of which guide and shape institutional behavior. In addition, students will examine the cultural norms of behavior of various institutional stakeholders – faculty, staff, students, and administrators – and develop an understanding of how campus culture affects each of these groups. In order to better become familiar with the ethos of institutional functioning and behavior, students will conduct a small-scale independent research project, employing qualitative research techniques, to investigate and analyze a particular campus subculture.

1 term – 3 semester hours.
Normally offered yearly.

EHS 643 – Leadership in Higher Education

The purpose of this course is to introduce students to leadership characteristics and theories in higher education. The course examines various leadership styles endemic to the college and university environment, focusing on those relevant to the president, vice presidents, department chairs, deans, faculty, and students. Trait-factor, group, and situational theories of leadership are explored in the context of team-building, participatory decision-making, staff development, resource allocation, and future planning.

1 term – 3 semester hours.
Normally offered yearly.

EHS 644 – Leadership Field Experience

Advanced individual study of a problem in educational leadership, including provision for application in a specific educational institution.

1 term – 3 semester hours.
Normally offered yearly.

EHS 645-A – Practicum in Administration I

The practicum experience provides for the practical application of administrative skills in an appropriate field placement under the guidance of a site supervisor at an institution of higher education. The experience helps students gain exposure to various fields of work, and it provides an opportunity for students to observe, experience, and understand employer/employee relationships within the higher education environment. Students will be able to apply theories learned in the classroom to actual work situations and further shape their personal philosophy of administrative work by becoming involved in a wide array of professional projects. Students enrolled in the course will meet as a class to discuss practicum-related issues.

1 term – 3 semester hours.
Normally offered yearly.

EHS 645-B – Practicum in Administration II

This section is a continuation of EHS 645-A Practicum in Administration I.

1 term – 3 semester hours.
Normally offered yearly.

EHS 646 – Self-Assessment and Career Development

Explores techniques for clarifying personal strengths, skills and interests in higher education and helps students develop a career enhancement plan based on self-assessment.

1 term – 3 semester hours.
Normally offered yearly.

EHS 647 – Critical Issues in Higher Education

In-depth research into and discussion of a range of pressing issues and problems such as affirmative action, executive compensation, international higher education and globalization, online/distance learning, for-profit higher education, and Internet issues. The goal of this course is to help students gain a general knowledge of some of the most salient higher education issues in the United States and develop skills to analyze and manage emerging issues they may encounter as professionals in the field.

1 term – 3 semester hours.
Normally offered yearly.

EHS 648 – Research in Higher Education

This course is designed with several aims in mind, under the broad category of both understanding and conducting research. It will introduce students to the basic tenets of both quantitative and qualitative research and provide students with the knowledge and skills necessary for locating sources of information and data, as well as conducting effective research on structures and problems in higher education. Students will have the opportunity to design, plan, and execute field research on issues and topics specific to institutions of higher education.

1 term – 3 semester hours.
Normally offered every third year.

EHS 649 – History of Higher Education

This course examines the development of institutions and practices of higher education from their medieval origins to the present, concentrating on the American experience and identifying key trends in theory, organization, curriculum, and sociology.

1 term – 3 semester hours.
Normally offered in alternate years.

EHS 650 – Instructional Design

Identification of technological developments and trends affecting the design of curriculum for corporate training and continuing education settings. Developing a curriculum needs assessment through interviews and literature review. Preparation of design documents, learning objectives, content outlines, lesson plans, participant materials and evaluations. Additional topics include: instructional designer competencies, project plans, delivery systems, and program development. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered yearly.

EHS 651 – Adult and Organizational Learning

Introduction to the core essentials of adult learning, encompassing concepts based on theories and proven practice. The course will also address the five disciplines of the learning organization with special emphasis on three: team learning, shared vision, and personal mastery. Adult learning and organizational learning theories will be applied to the learner's own area of expertise. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 652 – Training Methods for Adult Learners

This course examines the teaching-learning process. Research and demonstration of appropriate methods, techniques, and strategies appropriate for adult learners. This course addresses the special characteristics of the adult learner, including the teaching/training of older adults; motivational strategies; demonstration of methods and techniques; mediated instruction; and an overview of e-learning. Development of presentation skills. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 653 – Marketing Training and Education Programs

Provides an introduction to the marketing of courses and professional development programs offered in academic and corporate settings. Topics will include the analysis of educational markets, formulation of strategies used for program development, promotional materials, alternative educational delivery systems, pricing programs, and practical experience creating a marketing plan for a corporate or academic program. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered alternate years.

EHS 654 – The Adult Learner

This course will focus on the adult as learner – his/her physiological, psychological, sociological and intellectual characteristics and how they affect learning. Adult learning theory and adult intelligence are explored as a means to understand the adult as learner. The course will also investigate the factors that facilitate or impede the learning process and will include the study of motivational factors that prompt adults to seek out educational opportunities.

1 term – 3 semester hours.

Normally offered yearly.

EHS 655 – Continuing Education for the Professions

Designing and managing programs to meet mandatory continuing education or relicensure requirements of professionals. Tailoring programs to specific goals and needs of the profession. Delivery systems, models, analysis of professional obsolescence, and enhancement of continuous learning for the professional. Review of literature and research relating to motivation and participation patterns of adult learners.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 657 – Advanced Instructional Design

We are living and working today in a knowledge and information economy. The media, communications, training, development, and education fields are now intensely interconnected through a web of fiber optic, satellite and wireless technologies. The traditional role that instructional designers play in the field of training and development has been greatly expanded. Instructional designers may find themselves working alongside video producers, audio engineers, project managers, software engineers, corporate trainers, or university professors. This course will focus on the challenges and opportunities that participants may already be facing in professional roles as instructional designers, or which they can uncover and develop for themselves in today's knowledge economy. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 650 or permission of the instructor.

1 term – 3 semester hours.

Normally offered in summer session.

EHS 658 – Systems Thinking

Exploration of the guiding idea of systems thinking: that behavior of all systems follows certain common principles. Through participative interaction, participants will learn how to map individual problems or areas of concern within their own area of expertise, identify the key leverage point for improved thinking, and develop effective action strategies. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 659 – Reflection and Dialogue

Discovery and exploration of the underlying assumptions guiding our behavior. These tacit assumptions are often unexamined and untested, yet they act as a source of our beliefs and actions. Participants will develop an awareness of their own thinking and reasoning and learn to utilize reflective practices as a resource into their thinking. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered alternate years.

EHS 660 – HRLPP Internship

Human Resources and Learning and Development majors will obtain internships relating to their area of interest/expertise and major. The internship advisor must approve the field site. An application for the internship may be obtained from the faculty advisor and must be filed by October 1 for spring semester internships and March 1 for fall semester internships. It is recommended that the internship be selected toward the end of the degree program. In addition to a “hands-on” internship project, regular classroom sessions are held. The course also includes: the job search, career planning, networking, professional development, and current topics in human resources and learning and development. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 661 – Teaching and Learning Styles

An examination of learning style and trainer style inventories including: (1) personality testing instruments; (2) information processing inventories; (3) social interaction inventories; and (4) instructional preference inventories. Development of instructional modules and design documents appropriate to individual differences and learner needs. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered summer session.

EHS 662 – Learning and Development Seminar

Demonstration of program competencies through the creation and presentation of a comprehensive, mediate training module derived from a case study. Examination of advanced training and techniques and appropriate blended learning strategies. Topics include: researching companies and industries, teaching and learning styles, dealing with difficult participants, and self-assessment inventories. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 663 – Human Performance Improvement

This course will examine the roles, competencies, outputs, and forces affecting the improvement of human performance in organizations. Human performance improvement requires practitioners, line managers, and educators to identify performance gaps, consider interventions to close those gaps, implement optimal interventions, link performance improvements to organizational needs, and evaluate how well interventions are closing the gaps and realizing performance improvement potential. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered in alternate years.

EHS 664 – Communicating for Results

Application of communication theory, human relations concepts, research methods, and information technology to the internal communication of professionals who work in environments with automated information and communication systems. Topics include: brainstorming, team building, problem solving, presentation skills, communication styles, and interpersonal relations. Emphasis on the human factors of communication and interaction. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered alternate years.

EHS 665 – Human Resources Information Systems (HRIS)

Using technology to exploit the strategic value of Human Resources function has become the source of competitive advantage for highly successful organizations in today's business environment. This course introduces human resources management tools that use the power of decision-support technology as the foundation of organizational success, and delves into information and database requirements, system design, development, implementation, and integration issues, including evaluation of software, middleware, and hardware requirements. Students will be involved in an in-depth analysis of current trends and thinking in HRIS, as well as operational decision-making related to HRIS. Customized to meet individual needs, students will also participate in group learning activities including case studies, presentations, and field data collection and analysis. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680 – The Human Resources Function.

1 term – 3 semester hours.

Normally offered yearly.

EHS 666 – Coaching and Mentoring

Coaching and mentoring are powerful tools in organizational and performance development. They are important to both employee retention and the shaping of careers. The lifeblood of a corporation is to ensure the intellectual legacy of its people and their accumulated wealth of experience. This course addresses the differences between coaching and mentoring and explores the role of the coach as a change agent, responsible for driving behavior and performance change in the corporate environment. It also addresses the mentoring process as it relates to assisting people with career development. Topics include one-on-one coaching, group coaching and individual mentoring. *Open to HRLPP majors or with permission of the instructor.*

1 term – 1-3 semester hours.

Normally offered in alternate years.

EHS 667 – Critical Business Competencies

Competency assessment. Review of the activities of business with a focus on the major functional areas. Projects will be individualized to specific student needs. Analysis of actual company reports and other information in order to evaluate specific aspects of an organization's behavior and performance.

1 term – 3 semester hours.

Normally offered summers, in alternate years.

EHS 668 – Organizational Development

This is a basic foundation course exploring the behavioral science theories and values shaping the practice of organizational development. Review of organizational development concepts, interventions, and models. Introduction to the collaborative processes for managing change. Examination of current issues and trends in the field of organizational development. Open only to students matriculated in the Certificate of Advanced Graduate Study.

1 term – 3 semester hours.
Normally offered yearly.

EHS 669 – Leadership and Team Development

What does it take to be a very effective leader in today's fast-paced business environment? This course will delineate the core characteristics of leaders, what makes successful leaders, how power is defined in organizations, and how to influence others to remain cooperative. Significant leadership models will be discussed. In addition, the ability to build sustaining, high-powered teams that can implement critical tasks will be a cornerstone of this course. Open only to students matriculated in the Certificate of Advanced Graduate Study.

1 term – 3 semester hours.
Normally offered yearly.

EHS 670 – Special Topics

Current issues and trends and “cutting-edge” topics in human resources and learning and development. Specific topics are announced when the course is scheduled. *Open to HRLPP majors or with permission of the instructor.*

1 term – 1-3 semester hours.
Normally offered yearly.

EHS 671 – Change Management

Change is now a constant in organizations, and to remain competitive, one needs to know how to anticipate and manage that change. This course will explore, in-depth, how to develop effective action strategies to deal effectively with change for the benefit of oneself and that of the organization. Open only to students matriculated in the Certificate of Advanced Graduate Study.

1 term – 3 semester hours.
Normally offered yearly.

EHS 672 – Module 1: Organizational Culture and Change

- Setting the Business Context
- OD/HR Relationship
- Change Management
- Organization Culture

Set in the context of issues facing business and organizations today, this module will explore the theories and values shaping the practice of organizational development. OD concepts, interventions, models, current issues and trends will be examined. A thorough understanding of the importance of organizational culture will be presented as a backdrop to the introduction of change management. This module will explore in-depth how to plan, communicate, lead and evaluate organizational change efforts. A practical guide for organization design, one of the OD consultant's key tools for improving organizational effectiveness will be reviewed. *Open only to OD Certificate and HRLPP majors.*

1 term – 3 semester hours.
Normally offered yearly.

EHS 673 – Module 2: Systems Thinking

- Systems Thinking Concepts
- Tools and Applications

With a systems thinking perspective, the OD professional is able to look at the entire organization as a system, with its interconnections and interdependencies. This perspective allows for a much more effective identification of key leverage points in order to solve organizational issues and problems for the long-term. The OD professional will gain experience in utilizing and applying the key tools of systems thinking: causal loop diagrams and system archetypes in order to develop effective action strategies. *Open only to OD Certificate and HRLPP majors.*

1 term – 3 semester hours.
Normally offered yearly.

EHS 674 – Module 3: Organizational Consulting

- Coaching
- Consultation
- Diagnosis

Diagnosis is an on-going critical competency of the OD professional, whether that diagnosis is on the individual contributor, team, or organizational level. This module will emphasize the skills, procedures, and processes involved in effective consultation and coaching. Issues faced by the consultant and how to resolve them are also addressed. *Open only to OD Certificate and HRLPP majors.*

1 term – 3 semester hours.
Normally offered yearly.

EHS 675 – Module 4: Performance and Knowledge Management

- Competency Modeling
- Performance Consulting
- Performance Management

A challenge to organizations today is maximizing individual and organizational performance. This module will examine how organizations identify goals and measure performance against them. Different performance management models will be introduced. The OD professional's role as performance consultant will be explored. A competency-based approach to performance management and improvement will be introduced as a tool for the performance consultant. Knowledge Management is also being utilized by many organizations as a way to capture and disseminate organizational knowledge for improved organizational performance and competitiveness. KM practices will be explored and discussed. *Open to OD Certificate and HRLPP majors.*

1 term – 3 semester hours.
Normally offered yearly.

EHS 676 – Module 5: Leadership and Team Development

- Effective Leadership
- High Powered Teams
- Team Development

What does it take to be a very effective leader in today's fast-paced business environment? This module will delineate the core characteristics of leaders, what makes successful leaders, how power is defined in organizations, and how to influence others to remain competitive. Several leadership models will be discussed. The ability to build sustaining, high-powered teams that can implement critical tasks will be a cornerstone of this module. *Open only to OD Certificate and HRLPP majors.*

1 term – 3 semester hours.

Normally offered yearly.

EHS 680 – The Human Resources Functions

The study of the human resources functions in organizations, including staffing, training and development, performance management, performance appraisal, compensation, benefits, safety and health. The course addresses these topics from a business perspective and focuses on the human resources function as a business partner and change agent. The course explores changes in the HR role, workforce demographics, technology, and the global business environment. *Open to HRLPP majors or with permission of the instructor.*

1 term – 3 semester hours.

Normally offered each semester.

EHS 681 – Training and Development

An overview of the training and development function within organizations. A systems approach to training and development will be emphasized. Such topics as needs assessment, staffing, training techniques, and evaluation will be explored. *Open to HRLPP majors or with permission of the instructor.* This course cannot be used as an elective in the Organizational Learning and Development Program.

1 term – 3 semester hours.

Normally offered yearly.

EHS 682 – Human Resources and the Law

A review of the legal environment as it affects management/employee relations. The course will explore the legislation and legal cases in the areas such as: job descriptions; the employment process; the employee handbook; performance appraisal; employee conduct, complaints, discipline and termination; and the personnel file. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680. May also be taken concurrently with EHS 680.

1 term – 3 semester hours.

Normally offered yearly.

EHS 683 – Recruitment and Selection

An in-depth examination of the recruitment process from workforce planning through recruiting to final selection. Specific areas covered include: developing position specifications, assessing the labor markets, advertising, employment agencies, internal control systems, candidate relations and assessment, and "closing the deal." *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680. May also be taken concurrently with EHS 680.

1 term – 3 semester hours.

Normally offered yearly.

EHS 684 – Employee Relations

This course reviews the employer and employee relationship by studying such topics as employee/employer rights and responsibilities, recruitment and retention, empowerment, conflict resolution, performance management, change management, and work/life balance. The course looks at these topics through a behavioral approach as well as from a business perspective and provides the student with opportunities to apply techniques and methods studied. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680. May also be taken concurrently with EHS 680.

1 term – 3 semester hours.

Normally offered yearly.

EHS 685 – Compensation Systems and Employee Benefits

Compensation of employees and related benefits are the largest expense for most organizations. This course examines these important areas of human resources and includes: The study of the role of compensation in the business environment. Does it motivate? Does it achieve the organization's objectives? The design of wage and salary programs and performance-based pay packages. The study and analysis of the concepts and principles guiding the design of employee benefit plans. The course will cover retirement plans, insurance, statutory benefits, personnel policies, and the emerging benefits. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680. May also be taken concurrently with EHS 680.

1 term – 3 semester hours.

Normally offered yearly.

EHS 686 – Contemporary Issues in Human Resources

This course provides an overview of the primary forces that will face companies in the coming decades if they are to remain competitive. The course addresses these forces in the domestic and global environments. Topics include: workforce diversity, training, the technology-based organization, the impact of rapidly changing technology, legal trends, work/life balance, leadership, and organizational performance. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680. May also be taken concurrently with EHS 680.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 687 – Strategic Human Resources Planning

High-performance organizations are recognizing the role of human resources in building better, faster, and more competitive organizations. Accordingly, the human resources function is an integral component of the corporate strategy. Human resources is expected to strengthen the organization's competitiveness in the fast-moving, global, quality-focused organizations. This course will examine the ways human resource professionals, in the business partner role, work with managers to effectively implement people-intensive strategies. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 688 – Virtual Human Resources

Improving productivity and reducing costs demands new ways of working and communicating, and rapid, continual learning is part of today's global business environment. This course addresses such issues as training and managing employees who work at remote locations and the effective use and application of Internet and intranet technologies for human resources functions. The "best practices" of HR organizations living in a virtual office complex will be explored. *Open to HRLPP majors or with permission of the instructor.*

Prerequisite: EHS 680.

1 term – 3 semester hours.

Normally offered summer session.

EHS 689 – Cultural Understanding in International Human Resources

In order for the human resource professional to be a valued resource in today's global business environment, he/she must understand and appreciate the differences in the social, political, legal, and economic systems in diverse international cultures. This course will explore, through the use of scholarly readings, business cases, and other learning tools, the dynamics of cultural diversity in global business organizations. Topics for study will include the effective human resource systems involved with managing, communicating, developing, motivating, and working with diverse international organizations and preparing employees and managers for international assignments. 0

1 term – 3 semester hours.

Normally offered yearly.

EHS 690 – International Politics and Labor Relations

Organizations involved in international business ventures must understand and be able to work with the varied political and labor relations approaches that currently exist in the global business world. Given the complexities of these approaches, organizations must develop effective human resource systems that take into account these differences so that they can achieve their business goals both at home and abroad. This course will review the political and labor relations challenge contemporary organizations must meet to compete successfully in international business.

1 term – 3 semester hours.

Normally offered yearly.

EHS 691 – The Global Economy and Global Human Resources

All business organizations today find themselves challenged by the latest developments in globalization and the new market economy. This course is designed to provide the student with an overview of the influence of the market economy on business decisions and on the management of human resources. Students will read scholarly articles, study business cases that provide models and examples of human resource systems that effectively address the effects of today's global economy.

1 term – 3 semester hours.

Normally offered yearly.

EHS 695 – HRLPP Action Research

This course will blend both action research methodology with the principles, concepts, and methods of research design and statistics. Action Research is applied research that focuses on solving real problems in an organization and implementing system-wide solutions. It provides well-tested methods of accelerating learning that enable people to master and handle difficult situations. The power and multiplying impact of action research has many benefits including: solutions to complex organizational problems; individual and team development; management development and the creation of learning organizations.

1 term – 3 semester hours.

Normally offered in the spring and fall semesters.

This course should be taken in the final semester of the degree program and requires the completion of 30 credits prior to registration.

EHS 700 – HRLPP Independent Projects

Advanced, individual, intensive study of a problem in human resources, adult and organizational learning, or organizational development. Requires written approval from the instructor.

1 term – 3 semester hours.

Normally offered summer session.

EHS 701 – Child and Adolescent Development

Examines the childhood, preadolescent, and adolescent stages of human development relative to students' learning, social development, and parental relationships. Special emphasis will be placed on deviant behavior, social actions, outreach, and prevention programs. Ten observation hours are required.

1 term – 3 semester hours.

Normally offered yearly.

EHS 710 – Introduction to School Counseling

The foundation course for those enrolled in the school counseling program. The philosophical and theoretical foundations for school counseling are investigated, as well as the roles and functions of the school counselor. Thirty-five field-based observation hours are required.

1 term – 3 semester hours.

Normally offered yearly.

EHS 712 – Adult Development

This course explores the ways in which adults change or develop in both shared and individual ways over the adult years. The process of development is examined, including the biological, psychological, cultural and social forces that may govern the changes that we see among adults. The course will introduce some of the major concepts and theories of adult development. It will investigate both the uniqueness and the common ground of adult lives.

1 term – 3 semester hours.

Normally offered yearly.

EHS 713 – Counseling: Theory and Practice

Analysis of selected counseling theories representative of the field of counseling psychology. Theories will be selected from the following areas: Psychoanalytic, Psychosocial, Rational, Cognitive Behavioral/Learning Theory, Person-Centered, and Existential Theory. Treatment goals and techniques will be explored.

1 term – 3 semester hours.

Normally offered yearly.

EHS 714 – Psychology of Career Development

A survey of the various theories of career choice and development, and strategies for the implementation of career counseling in the school, agency, or organizational setting. Concepts of work, career concerns of women and minorities and other major issues are also investigated.

1 term – 3 semester hours.

Normally offered yearly.

EHS 715 – Methods of Research

Principles, concepts and methods of research design and statistics associated with psychological and educational research. Practical applications of research studies to a diverse range of interests in education, psychology and counseling.

1 term – 3 semester hours.

Offered yearly.

EHS 716 – Psychological Diagnosis

The study of the nature of mental disorders; central concepts and processes. Psychogenesis, psychodynamics, role of anxiety, and clinical assessment using the DSM-IV.

Prerequisites: EHS 713 and EHS 717.

1 term – 3 semester hours.

Normally offered yearly.

EHS 717 – Introduction to Psychological Testing

Evaluating, administering, scoring, interpreting, and reporting results of standardized tests of personality, academic performance, cognitive functioning, aptitude and achievement. Self-study, development and assessment of testing programs. Critical issues in testing.

Prerequisite: EHS 713.

1 term – 3 semester hours.

Normally offered yearly.

EHS 725 – Forensic Psychological Assessment

The interface of psychology and the law will be examined in the context of forensic evaluations performed for courts, attorneys and related agencies or facilities. Topics ranging from Competency to Stand Trial and Criminal Responsibility to termination of parental rights and custody and visitation evaluations will be explored. Practical applications of the skills and knowledge domains needed to perform forensic evaluations will be emphasized, as will the study of relevant laws and regulations as applied to forensic assessment. Discussion will include specialized forensic topics such as the evaluation of juvenile sexual offenders and the forensic use of psychological testing.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 726 – Family Therapy

Selected models of family therapy will be explored. Special emphasis will be placed on assessment and the acquisition of treatment strategies proven to be effective for counselors in helping families cope with developmental stresses.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 727 – Substance Disorders and Treatment

A study of the origin, contributing factors, and implications of drug and alcohol misuse. Various stages and manifestations of abuse/dependence will be considered and current treatment modalities will be explored.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 728 – Professional Orientation: Ethical/Legal Issues

An overview of the legal issues confronting counselors, human services providers and administrators. Study of regulatory and licensing matters, standards of care, confidentiality laws, mental health and disability laws, family law, constitutional issues, malpractice and legal/ethical dilemmas in human services.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 729 – Human Sexuality Seminar

The anatomy, physiology and psychology of human sexual functioning are reviewed. Etiology, interpersonal dynamics, and treatment of sexual dysfunctions are reviewed.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 730 – Personality Disorders: Diagnosis and Treatment

A theoretical exploration of the nature of personality, a review of the DSM-IV criteria for diagnosing personality disorders and an examination of current treatment approaches.

Prerequisite: EHS 713 and EHS 716

1 term – 3 semester hours.

Normally offered alternate years.

EHS 731 – Action Research

Research designs, methods, and statistics for students in the School Counseling program. The focus of this course is on the practical methods of conducting practitioner-led research, and involves the execution and presentation of an original research project.

1 term – 3 semester hours.

Normally offered yearly.

EHS 732 – Psychological Disorders of Childhood and Adolescence

This course explores the major psychological disorders of childhood and adolescence from biological, psychological, and sociocultural perspectives. Attention-Deficit and Disruptive Behavior Disorders, Learning Disorders, Feeding and Eating Disorders, anxiety and depression are among the disorders explored. Student interest determines other topics. Assessment, treatment, and outcome studies are also discussed.

Prerequisite: EHS 701.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 733 – Counseling Diverse Populations

A survey of problems and issues confronting cultural diversity. The study of ethnicity and sexual orientation as they influence the development of identity. Implications for counseling strategies.

1 term – 3 semester hours.

Normally offered yearly.

EHS 734 – Counseling Psychology Seminar

The study of selected advanced topics in counseling and human relations, with the emphasis on problem identification, intervention and remediation.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 735 – Group Counseling

A study of the practical and theoretical aspects of counseling small groups. There will be provision for a laboratory experience in which students participate in a group and study the dynamics of behavior as this group develops. Group stages of development and leadership skills will also be examined.

1 term – 3 semester hours.

Normally offered yearly.

EHS 736 – Consultation

An in-depth examination of the counselor/human resource professional as consultant. The issues involved in third-party intervention vs. direct service are examined, as are the concepts of reactive and preventive consultation. The skills necessary for effective consultation are discussed and the differences between consultation and supervision are highlighted. An elective course for the Certificate of Advanced Graduate Study in Organizational Development (CAGS).

1 term – 3 semester hours.

Normally offered yearly.

EHS 737 – Counseling Skills Laboratory

An introduction to the fundamental techniques and methods of counseling relationships, self-examination, and field visits in relation to the role of professional counselor. The course will involve skill building through role playing, video and/or audio taping.

Prerequisite: EHS 713.

1 term – 3 semester hours.

Normally offered spring semester.

EHS 738 – Mental Health Counseling Practicum I

Application of skills in an assigned field placement (school, agency or industry). Students will spend fifteen hours per week in field work and participate in weekly group sessions at the University for the evaluation of progress. Open only to degree candidates in Counseling and Human Relations.

Prerequisite: EHS 713 and EHS 737.

Prerequisites for School Counseling students: EHS 710,

EHS 713, EHS 737, and EHS 746.

1 term – 3 semester hours.

Offered fall semester.

EHS 739 – Mental Health Counseling Practicum II

Continuation of EHS 738 with an opportunity to assume increased responsibility for clients under supervision.

Prerequisite: EHS 738.

1 term – 3 semester hours.

Offered spring semester.

EHS 740 – Counseling Internship I

Application of skills in an approved field placement (school, clinic, hospital, agency, industry) totaling 300 clock hours. The opportunity to develop advanced skills and to integrate professional knowledge appropriate to the field experience.

Prerequisite: EHS 738 and EHS 739.

1 term – 3 semester hours.

Offered fall semester.

EHS 741 – Counseling Internship II

Continuation of Internship I with advanced responsibilities totaling 300 clock hours. Exploration of an area of individual specialization.

Prerequisite: EHS 740.

1 term – 3 semester hours.

Offered spring semester.

EHS 742 – Professional Development Seminar

Intensive study of career enhancement strategies in consultation with a faculty advisor.

1 term – 3 semester hours.

Normally offered yearly.

EHS 744 – Counseling Supervision I

Examination of theories and techniques of clinical supervision. Direct responsibility for assisting in the supervision of master's degree students.

Prerequisite – CAGS candidacy.

1 term – 3 semester hours.

Normally offered fall semester.

EHS 745 – Counseling Supervision II

Continuation of Clinical Supervision I. Increased responsibility for supervision.

Prerequisite: EHS 744.

1 term – 3 semester hours.

Normally offered spring semester.

EHS 746 – Critical Issues in School Counseling

An in-depth investigation of current major areas of concern for the secondary school counselor, including involvement in special needs, legal issues, working with diverse populations, developmental/psychological education, and college counseling. Forty field-based observation hours are required.

Prerequisite: EHS 710.

1 term – 3 semester hours.

Normally offered yearly.

EHS 750 – Independent Study: Counseling

Intensive study of an aspect of counseling and human relations in consultation with a faculty coordinator.

1 term – 3 semester hours.

Normally offered fall semester.

EHS 751 – Domestic Violence, Abuse and Neglect

An opportunity to learn the history of domestic violence including battering, child abuse and child neglect, and the legal response to it. Focus will be on Massachusetts law and its response, especially the Abuse Prevention Act, its application and enforcement, and on laws protecting children from abuse and neglect. Filings, law office issues and special issues in dealing with battered women and abused and neglected children will be included with the psychological issues, cultural issues, and advocacy possibilities.

1 term – 3 semester hours.

Normally offered yearly.

EHS 753 – Independent Study: Counseling

Intensive study of an aspect of counseling and human relations in consultation with a faculty coordinator.

1 term – 3 semester hours.

Normally offered spring semester.

EHS 800 – English Language Acquisition Strategies

An overview of linguistic research on second language acquisition. Different theories of second language acquisition will be discussed; special attention will be paid to differences between first and second language acquisition, as well as implications of research for foreign language teaching. Analysis of policy related to assessment and placement of English Language Learners.

1 term – 3 semester hours.

Normally offered yearly.

EHS 801 – Educating Adolescents

Based on the work of James Comer, this course examines the preadolescent and adolescent stages of human development relative to students' learning, social development, and parental relationships. The importance of building relationships between teachers, students, family, social organizations, policymakers, and service providers in middle and secondary classrooms is explored. Topics include the impact of biology and early experiences on the developing mind; the development of academic competence and motivation; how learning is influenced by individual differences, socio-cultural factors, peers, and the family environment. Special emphasis will be placed on deviant behavior, social actions, outreach and prevention programs. Lectures, in-class investigations of case studies, fieldwork, and project-based activities move students from a theoretical perspective to a practical understanding of the various and complex roles educator plays in the development of adolescents. Ten pre-practicum observation hours required.

1 term – 3 semester hours.

Normally offered yearly.

EHS 802 – History and Philosophy of American Education

Explores the evolution of schooling in the United States from the English High School to the present. Theorists include: Mann, Franklin, Dewey,Sizer, and others.

1 term – 3 semester hours.

Normally offered yearly.

EHS 803 – Psychology of Learning Disabilities

This class provides students with an in-depth analysis of learning disabilities. The course examines the origins of learning disabilities, their underlying cognitive processes, and current views, theories, and research available. Psychological, educational, and medical based remediation strategies will be discussed.

1 term – 3 semester hours.

Normally offered yearly.

EHS 805 – Differentiated Instruction

Provides an introduction to the philosophy of differentiation instruction. This course will examine ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Participants will gain an understanding of the reasons and assumptions underlying differentiation and acquire the ability to identify key indicators in a classroom. Knowledge of the characteristics of students who learn at different paces and levels will be developed. Study of a variety of curriculum options, such as those of content, process and product and management styles further assists the implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

1 term – 3 semester hours.

Normally offered yearly.

EHS 806 – Reading Theory, Pedagogy, and Practice

Students will become knowledgeable about the various approaches to teaching reading, decoding, vocabulary development, and comprehension. The use of study skills and application of reading skills in the middle school content areas will be stressed. Students will be introduced to formal and informal assessment techniques to determine reading instructional needs.

1 term – 3 semester hours.

Normally offered yearly.

EHS 807 – Reading and Writing in the Content Areas

In-depth investigation of leading theoretical approaches to teaching reading and writing in the content areas. Topics include: diagnosing problems, individualizing instruction, developing IEPs, and integrating reading and writing into the curriculum and instruction.

1 term – 3 semester hours.

Normally offered yearly.

EHS 808 – Working in Schools: Seminar

Students will join professors from across disciplines as they work to improve the quality of education in America, with a particular emphasis on Boston Public Schools and students.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 809 – Mentoring

This course provides dynamic exploration into what it means to be a mentor in public schools. Topics include: clarification of goals and objectives; challenges and benefits of school-based mentoring systems; MA DOE and district-based concerns relating to mentoring; and the fundamentals of mentoring. Research into how to establish an effective mentoring relationship for both mentors and those being mentored.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 810 – Culturally Responsive Education

The relationship between cultural diversity and schooling is explored by examining impediments to academic achievement and advancement by minority students, non-native English speaking students, and other under-represented groups. Topics include: standardized testing, identification of inequities, legal and ethical responsibilities of teachers, and promoting equity. 15 pre-practicum observation hours required.

1 term – 3 semester hours.

Normally offered each semester.

EHS 811 – Curriculum and Pedagogy: Middle School

Introduces students to the basic competencies of middle school teaching. Topics include: behavioral problems, classroom management, grouping for instruction, motivation and reward systems, individualized instruction, IEPs, requirements for licensure in Massachusetts, and discipline-specific curriculum development using the curriculum frameworks developed by the Massachusetts Department of Education. Field observations and experiences are grounded in theoretical discussion as students begin to develop their personal philosophies of education. Field observations (40 hours) required. Required prior to student teaching.

1 term – 3 semester hours.

Normally offered yearly.

EHS 812 – Curriculum and Pedagogy: Secondary School

Introduces students to the basic competencies of secondary school teaching. Topics include: behavioral problems, classroom management, grouping for instruction, motivation and reward systems, individualized instruction, IEPs, requirements for licensure in Massachusetts, and discipline-specific curriculum development using the curriculum frameworks developed by the Massachusetts Department of Education. Field observations and experiences are grounded in theoretical discussion as students begin to develop their personal philosophies of education. Field observations (40 hours) required. Required prior to student teaching.

1 term – 3 semester hours.

Normally offered yearly.

EHS 813 – Classroom Communication

Examines communication between and among teachers and students in the classroom setting. Topics include: communication apprehension, building oral fluency, use of media technology to enhance student learning, cooperative learning, and related professional and legal responsibilities of teachers. Ten pre-practicum observation hours required.

1 term – 3 semester hours.

Normally offered each semester.

EHS 814 – Urban Schooling

This course is an in-depth investigation of policies affecting urban schools. Topics include: demographic influence on education, influences of national and state regulations on urban schools, sociological factors unique to urban schools, and in-depth analysis of equity and achievement.

1 term – 3 semester hours.

Normally offered yearly.

EHS 815 – Practicum: Middle School Teaching

A 12-week practicum experience as a student teacher in a middle school. See regulations regarding student teaching.

1 term – 3 semester hours.

Normally offered each semester.

EHS 816 – Practicum: Secondary School Teaching

A 12-week practicum experience as a student teacher in a secondary school. See regulations regarding student teaching.

1 term – 3 semester hours.

Normally offered each semester.

EHS 817 – Assessment Theory and Practice

This course examines the development of formative, summative, authentic, and alternative assessment in education. Seminal works by Archbald, Baron, Bloom, Kleinsasser, Schwab, and others comprise the theoretical component. The second half of the course is dedicated to the selection, application, and integration of formal and informal assessment strategies and tools. A final project requires students to design an assessment tool appropriate for their academic area and age level. Instructional strategies include case studies, class discussions, student presentations, and research reviews.

1 term – 3 semester hours.

Normally offered alternate years

EHS 818 – Educational Research

An introduction to research methods used to assess learning environments, curriculum design, instructional delivery, and policy implications. Students will examine principles of research design, ethics and informed consent, basic quantitative and qualitative statistics, and literature reviews prior to the development and execution of an original research project.

1 term – 3 semester hours.

Normally offered yearly.

EHS 820 – Legal Aspects of Compulsory Education

This course explores the legalities associated with public education. National, State, and Local policies and legislation will be examined. Topics include: mainstreaming, NCLB, high stakes and standardized testing, graduation requirements, funding, school choice, vouchers, alternative education. Particular emphasis will be placed on legal issues relating to school adjustment counselors and teachers, such as court involvement.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 821 – Curriculum Theory

Examines major realism, idealism, pragmatism, existentialism, and other ideas as they relate to public and private K-16 education systems.

1 term – 3 semester hours.

Normally offered yearly.

College of Arts and Sciences

EHS 822 – Curriculum Development

Students will explore methods and techniques of needs assessment, disciplinary literature reviews, and prepare objectives, linked units, and curriculum guides on a focused topic.

1 term – 3 semester hours.

Normally offered yearly.

EHS 823 – College Teaching

Introduction to basic competencies of college teaching, including field observations and experience in guiding student learning activities, location, and development of appropriate materials.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 824 – Issues and Trends in American Education

Examines current major issues of educational policy against the background of demographic trends, technological innovations, standardized testing, and curricular shifts.

1 term – 3 semester hours.

Normally offered yearly.

EHS 832 – Advanced Research

Students are expected to conduct research on a topic relating to their abilities as a teacher.

1 term – 3 semester hours.

Normally offered alternate years.

EHS 900 – Directed Study

Members of the Department will meet with students to direct their research in areas of special interest to them. Projects will be authorized upon the recommendations of the Department Chairperson and with the approval of the Dean.

1 term – 3 semester hours.

Normally offered yearly.

MASTER OF SCIENCE IN ETHICS AND PUBLIC POLICY

Are whistle blowers heroes? Should terminal patients in grave pain have the right to die, and should medical practitioners have the right or duty to assist them in doing so? Do we betray our citizens when we outsource jobs? Is torture ever justified? When should the government be allowed to monitor our email exchanges? More generally, what place is there for morality in a profit-driven environment? How do we strike a balance between keeping ourselves safe and preserving basic democratic principles? The corporate world, rapidly developing technology, globalization, and the changing nature of warfare, to name but a few developments, raise new and complicated moral concerns.

The graduate program in Ethics and Public Policy (EPP) will train civil servants, policymakers, politicians, executives, professionals, scholars, and concerned citizens to identify and think through these questions and their implications. It will also encourage students to step back from specific policy questions to look at the bigger picture by taking seriously the rich history of ethics and political philosophy, and then to return to their specific areas of interest with a greater depth of understanding for the questions involved.

Graduate Faculty

Philosophy Department:

Evgenia Cherkasova
Nir Eisikovits
Gregory Fried
Donna Giancola
Monty Link
Dennis Outwater

Government Department:

Agnes Bain
John Berg
Kenneth Cosgrove
Rachael Cobb
Roberto Domínguez
Judy Dushku
Teri Fair
Bob Laffey
John O'Callaghan

Public Management Department:

Michael T. Lavin
Sandy Matava

Program Structure and Requirements

The program is designed to accommodate both full-time and part-time students. Full-time students may complete the program in one calendar year (three semesters, including a summer semester), while part-time students will take longer (usually two years). To successfully complete the program students must take four core courses, five electives, and successfully complete a faculty supervised internship.

Faculty Supervised Internship

After completion of the required courses, EPP students would undertake a semester-long internship course to work with a governmental or non-governmental organization with which the EPP program has established a placement protocol. (We already have connections with several such organizations.) Interns would develop a reading list with a faculty mentor in order to relate practical experience with theoretical reflection. Mid-career professionals in the program would have the option of using an existing professional or career position as the basis for the internship.

Thesis Option

Under rare circumstances (usually for a student intending to apply to Ph.D. programs), the internship may be replaced by a master's thesis, provided that a proposal submitted by the student and a faculty advisor is passed by an ad hoc faculty committee chaired by the director of the program. The thesis option involves the production of a substantial research paper and in most cases would lengthen the time in the program by at least one semester.

Academic Standing

To receive the degree, candidates must have a cumulative grade point average of "B" (3.0). Upon completion of a semester, should a student's cumulative grade point average fall below 3.0, the student is subject to an academic warning. If a student's cumulative grade point average falls under 3.0 for two consecutive semesters and/or if a student receives two "C" grades, the student may be subject to dismissal from the program. No student may carry more than two grades of incomplete at any one time unless the student has approval from the program director.

Transfer Credits

In some cases, transfer credits from other graduate degree programs in related fields may be accepted. Students interested in transferring graduate credits should speak with the director of the program and graduate admissions.

Requests for acceptance of graduate transfer credits must be made at the time of matriculation into the program. Only courses in which students have received a grade of “B” or better will be considered for acceptance.

Financial Aid

Graduate fellowships and assistantships may be available for full-time and part-time students who meet the criteria set by the program. To be considered for these and other forms of financial aid, students must submit their application for Fall Semester admission to the Office of Graduate Admissions by March 15 and their financial aid application to the Financial Aid Office by April 1.

Required (Core) Courses 15 Semester Hours

Core Courses	Department	Credits
History of Ethics and Political Philosophy I	Philosophy	3
History of Ethics and Political Philosophy II	Philosophy	3
Policy Analysis and Evaluation	Public Management	3
The Politics of Public Policy	Government	3
Internship	jointly administered by Government and Philosophy	3

Electives 15 Semester Hours

Students must take five electives (from a list of approved courses), at least one of which must be in each of Philosophy and Government, with additional electives available in the Public Management Department. Note: Not all courses will be available every semester.

Course Descriptions

Required Courses

PHIL 701 – History of Ethics and Political Philosophy I: Ancient and Medieval

A survey of major works and themes of moral and political philosophy from ancient Greece to the late medieval period. Topics covered will include the nature of moral duties, the connection between happiness and morality, citizenship and virtue, the meaning of a “good life,” the attractions and limitations of moral relativism, the foundations of legitimate government, arguments for and against democracy, realism and idealism in statecraft, and the relationship between law and ethics. Authors may include the Pre-Socratic thinkers, Plato, Aristotle, Cicero, Augustine, and Aquinas, among others.

Prerequisite: None for graduate students; undergraduates only by special application.

1 term – 3 semester hours (graduate).

Normally offered every year in the fall.

PHIL 702 – History of Ethics and Political Philosophy II: Modern

A continuation of PHIL 701, covering the early modern era to the dawn of the 20th century. Authors may include Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Mill, Marx, and Nietzsche, among others.

Prerequisite: PHIL 701; undergraduates only by special application.

1 term – 3 semester hours (graduate).

Normally offered every year in the spring.

PAD 712 – Policy Analysis and Program Evaluation

This course covers the process of policy formation and techniques of policy analysis to prepare the student for future work in policy analysis.

Politics of Public Policy

An introduction to and examination of the policy-making process. This course will put a spotlight on politics and public policy, agenda setting, the political environment surrounding policy advising and the application of analytical information to policy making. This course will highlight the major policy activities of federal and state governments and will examine how and why issues rise and fall on the national agenda over time.

Electives

Philosophy Courses:

PHIL 641 – Eco-Feminism

This course is an examination into the ecological problems facing the international community. Eco-feminism has arisen as a response to global ecological destruction and environmental abuses to the earth and all living things. Having its roots in feminist theory and deep ecology, eco-feminism provides a critical framework for ecological responsibility and accountability. Writings from eco-feminist thinkers and environmental activists around the world will be used to highlight the philosophical and political conflicts and challenges. Issues to be examined include problems arising from globalization and loss of biodiversity, global warming, international human rights, the relationship of gender and nature, and modes of redress for eco-justice and sustainable development.

PHIL 662 – Environmental Ethics

An examination of the moral issues involved in the interaction of humans with their natural environment. Topics include: the environmental crisis, human-centered vs. nature-centered ethics, intrinsic value in nature, obligations to future generations, the importance of preserving endangered species and wilderness, radical ecology, eco-feminism, and the role of social justice in environmental issues.

PHIL 663 – Medical Ethics

An examination of the moral problems facing health-care practitioners, their patients, and others involved with the practice of medicine in today's society. Issues include euthanasia, the ethics of medical experimentation, the use of reproductive technologies, genetic counseling and genetic engineering, truth-telling and confidentiality in doctor-patient relationships, and the cost and availability of medical care.

PHIL 664 – Business Ethics

An examination of the ethical questions in the working life and policies of the business and professional sectors of society. The focus will vary, but common themes will include: the role of commerce in civil society; the relation of business to conceptions of economic and social justice; the meaning and application of codes of ethics; obligations of corporations and professional organizations to shareholders and stakeholders; responsibilities to clients and colleagues; workplace conduct; the nature of "success" and conflicts between legal and moral obligations; and the impact of globalization. The course will employ a variety of readings, including ethical theory and specific case studies.

PHIL 609 – Philosophy of Freedom

Focuses on the paradoxical relationship between freedom and responsibility and how that affects our thinking about freedom in the individual, social and political sphere. Both classical and contemporary thinkers will be considered.

PHIL 618 – Philosophy of Law

Readings may include a range of classical authors, such as Plato and Aquinas, as well as the works of such 20th-century legal philosophers as H.L.A. Hart, Dworkin, and Rawls. Also included may be leading jurists such as Oliver Wendell Holmes and Learned Hand. Issues discussed may include the nature of law, its relation to justice, and how the legal system should operate to arrive at just decisions.

PHIL 619 – Topics in Applied Ethics

This course will address in depth one or more specific issues in applied ethics. Topics will vary and may range from applied issues in political thought, such as just war theory or transitional justice, to specific questions in professional ethics or social policy, such as end-of-life care, economic justice, or the role of technology in the human future.

PHIL 650 – Philosophy of Sex, Love, and Marriage

This course will explore issues of ethics, personal identity, and ontology raised in the daily choices we make around sex, love, and marriage. Among other topics, we will examine monogamy, heterosexuality, homosexuality, and gender identity. We will ask questions such as: Are we intended to be monogamous? Are we acting naturally if we are not monogamous? Are we biological beings, formed through thousands of years of evolution, trying to outmaneuver others to pass on our genetic material to as many people as we can? Or are we beings created in the image of God, expected to live up to the morality outlined in revealed religion? Students should expect participation to play a significant role in the class and should expect the discussions to be frank and mature.

PHIL 614 – Topics in Philosophy

A detailed exposition and evaluation of a specific topic or of the views of one major philosophical thinker or group of thinkers. Readings from both primary and secondary sources.

PHIL 615 – Aristotle: Profiles in Philosophy

This course is an in-depth investigation into Aristotle's writings, teachings, and central doctrines. Readings include a range of Aristotle's work and treatises. Topics and texts may vary depending on the theme of exploration. Possible combinations of texts may include his works on Logic, Natural Philosophy, Metaphysics, Poetics, Politics, or Ethics, among others. Students will be expected to critically examine textual readings. Classes will be conducted by means of lecture, class discussion, and primary text in translation.

PHIL 616 – Plato: Profiles in Philosophy

A detailed study of Platonic texts and issues. Works studied will vary but will often include dialogues such as the Apology, Euthyphro, Phaedo, Republic, and Symposium. Themes may include, among others: the nature of philosophy and its relation to society; the dialogue form and the character of Socrates; the difference between truth and opinion; the meaning of virtue; justice and the ideal regime; the theory of forms; and the nature of reality; love, death, and transcendence.

PHIL 618 – Kant: Profiles in Philosophy

An examination of Kant's ethics and theory of knowledge, including the following topics: structures of our knowledge of nature and the empirical world; the limits of rationality; the possibility of any knowledge of God, the soul, and other metaphysical entities; the antinomies (paradoxes) of pure reason; Kant's theory of unconditional morality based on duty; the idea of the categorical imperative; autonomy and universal moral law; and the problem of evil. Selections from Kant's political writings will also be introduced.

PHIL 421 – Nietzsche: Profiles in Philosophy

A detailed exposition and evaluation of the views of Friedrich Nietzsche. Readings from both primary and secondary sources.

PHIL 514 – Advanced Topics in Philosophy

Students with sufficient background in philosophy and a special interest in areas of philosophy which cannot be covered in regularly offered courses will be guided by senior members of the Department.

College of Arts and Sciences

Government Courses:

(Full course descriptions available under Political Science electives.)

GVT 600	Legislature and Legislators
GVT 606	Women and Public Policy
GVT 610	All Politics is Local
GVT 614	Politics of the 1960s
GVT 620	German Greens and Environmentalism
GVT 621	Indigenous and Traditional Economic Systems and Rights
GVT 630	Comparative Democratization
GVT 634	Social Welfare Policy
GVT 635	Healthcare Policy
GVT 636	Race and Public Policy
GVT 637	Public Policy and Business
GVT 638	Environmental Policy and Politics
GVT 640	Law Public Policy and Psychology
GVT 643	State Court Processes and Policy
GVT 644	Civil Liberties
GVT 646	Legislating Gay Rights
GVT 647	Legislative Process
GVT 656	Urban Economic Development and Planning
GVT 657	Urban Politics and Government
GVT 659	Race and Gender in U.S. Electoral Politics
GVT 660	United Nations Seminar
GVT 663	International Law and Organization
GVT 664	The Internet and Politics
GVT 665	Non-Governmental Organizations in World Politics
GVT 669	Human Rights
GVT 671	Topics in Democracy
GVT 673	American Political Thought
GVT 674	Utopia and Dystopia
GVT 675	Radical and Revolutionary Political Thought
GVT 692	Women and Politics in Islam
GVT 698	Islam and Politics
GVT 763	International Politics Economy

Public Management Courses:

(Full course descriptions available under Sawyer Business School graduate course descriptions.)

PAD 711	Foundations of Public Organizational Administration
PAD 714	Public Service Law
PAD 715	Quantitative Analysis
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government
PAD 718	Leadership Strategies for an Interconnected World
PAD 809	Economic, Financial and Administrative Strategies of Public Service
PAD 811	Politics of the Federal Bureaucracy
PAD 812	Managing State Government
PAD 813	Administrative Strategies of Local Government
PAD 816	Analysis of Public Policy
PAD 820	Governmental Decision Making
PAD 823	The U.S. Health System
PAD 827	Financing State and Local Government
PAD 829	Environmental Policy and Administration
PAD 835	Nonprofit Marketing
PAD 836	Health Economics
PAD 838	Ethics in Management
PAD 839	Leadership and Decision Making
PAD 840	Comparative Public Policy
PAD 846	Community and Citizen Empowerment
PAD 848	Nonprofit Law and Ethics

For more information, please contact Professor Nir Eisikovits, program director, neisikov@suffolk.edu.

**MASTER OF SCIENCE
IN POLITICAL SCIENCE DEGREE**

Suffolk University offers a distinctive graduate program – the Master of Science in Political Science – to prepare students for political careers. Three tracks are available: (1) Professional Politics, (2) International Relations, and (3) International Relations/Caribbean Politics.

There is also a Master of Public Administration/Master of Science in Political Science option. Please see the joint degree section of the catalog for more information.

Department Faculty

Professors: Berg (Chairperson), Bain

Associate Professors: Dushku, O’Callaghan, Royo

Assistant Professors: Chun, Cobb, Conley, Domínguez, Fair, Cosgrove (Director of Graduate Studies)

Visiting Assistant Professor: Laffey

Lecturers (Part-Time): Andrews, Atkins, Augustus, Baldwin, Bulger, Glynn, Harris, Hillebrecht, Kantarci, Natoli, Overlan, Sedghi, Snyder

Director, Suffolk University Political Research

Center: Paleologos

Admission Requirements

To be reviewed for admission into the Master of Science in Political Science Program, you must hold a bachelor’s degree from an accredited college or university, take either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and complete the application process. If you are an international student, you must also take the TOEFL and provide a statement of financial resources. Applicants who have graduated from an accredited college or university with a cumulative grade point average of 3.4 or above, or from Suffolk University with a cumulative grade point average of 3.0 or above are not required to take the GRE or MAT.

Graduate students may take a maximum of 12 credits a semester.

Degree Requirements

Track Requirements

Professional Politics Track	Credits
GVT 747 Seminar in Legislation and Lobbying*	3
GVT 755 Seminar in Campaigns and Elections	3
GVT 772 Ethical Issues in Professional Politics	3
GVT 776 Advanced Research Methods in Professional Politics	3
Total track requirements	12

*Prerequisite: Course in American Politics at the undergraduate level.

International Relations Track		Credits
GVT 761	Seminar in International Relations Theory	3
GVT 763	International Political Economy*	3
GVT 774	Ethical Issues in International Relations	3
GVT 778	Advanced Research Methods in International Relations	3
Total track requirements		12

* Prerequisite: Macroeconomics course at the undergraduate level.

Electives

In addition to the Core, Concentration and Internship/Thesis requirements, students must take additional elective courses to bring their total credits earned to 30 (Professional Politics or International Relations) or 44 (International Relations/Caribbean Politics). Electives can include any graduate course offered by the Government Department, or:

	Credits
CJN 740 Political Communication	3
EC 710 Macroeconomics	3
EC 730 International Trade and Theory	3
EC 733 Public Choice	3
EC 740 International Monetary Economics	3
PAD 815 Nonprofit Organizations in the Community	3
PAD 830 Public Liaison Strategies	3
PAD 832 Disability Issues	3

Other Suffolk University graduate courses may be taken as options with the approval of the Director of Graduate Studies.

Professional Politics Electives

Electives will be chosen to support your field of concentration and choice of internship area or thesis topic.

Total electives	15
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International Relations Electives

15 credits, of which 6 must be chosen from one of the following focus areas:

InterAmerican Politics Focus

GVT 686 Political Economy of Latin America	3
GVT 687 Caribbean and Central American Politics	3
GVT 691 Canadian Politics	3
GVT 693 Politics of Mexico	3
GVT 697 South America: Political Institutions and Political Change	3
GVT 795 Seminar in North American Politics	3
PAD 840 Comparative Public Policy (when offered in Puerto Rico or Canada)	3

European Politics Focus

GVT 682 Politics of European Integration	3
GVT 683 Politics of Europe	3
GVT 695 Politics of East European Transition	3
PAD 840 Comparative Public Policy (when offered in Dublin or Prague)	3

College of Arts and Sciences

International Political Economy Focus

GVT 686	Political Economy of Latin America.....	3
EC 730	International Trade Theory and Policy	3
EC 733	Public Choice.....	3
EC 770	Economic Integration	3
BLIB 830	Managing in the International Legal Environment	3
FNEC 810	The Manager in the Global Economy – Trade Issues and Policy	3
MGIB 810	International Business	3

International Organizations Focus

GVT 663	International Law and Organization.....	3
GVT 665	Non-Governmental Organizations in World Politics	3
GVT 669	Human Rights	3
CJN 750	Organizational Communication and Development	3
PAD 844	Management of Nonprofits	3
Total electives		15

International Development Focus

<i>Group A:*</i>		
GVT 616	Community-Based Organizations	3
GVT 621	Indigenous and Traditional Economic Systems	3
GVT 622	Governance, Equity, and Development.....	3
GVT 625	Indigenous and Traditional Economic Systems II.....	3
<i>Group B:</i>		
GVT 605	Women in African Politics.....	3
GVT 632	Introduction to E-Governance	3
GVT 665	Non-Governmental Organizations in World Politics	3
GVT 684	African Politics	3
GVT 686	Political Economy of Latin America.....	3
GVT 687	Caribbean and Central American Politics	3
GVT 693	Politics of Mexico	3
GVT 697	South America	3

*NOTE: At least one course must be taken from Group A.

Middle East Focus

GVT 685	Politics of the Middle East	3
GVT 690	International Relations of the Middle East	3
GVT 692	Women and Politics in Islam.....	3
GVT 694	The U.S. and the Middle East.....	3
GVT 698	Islam and Politics	3
Total electives		15

Individually Designed Focus

Students, with approval of their advisor and the director of graduate studies, may design their own focus area from graduate courses offered at Suffolk University.

Thesis Option

Master's students should normally choose the internship option. Students wishing to write a thesis instead must submit a proposal for approval by a faculty committee. Such applications will be considered only from students who have completed 14 credits, including two of their core courses, with a cumulative GPA of at least 3.5. For students in the International Relations track, the topic of the thesis must be related to the student's focus area.

The research, writing, and defense of a Master's thesis will normally require an additional year of study. Students approved for the thesis must enroll in GVT 907, followed by GVT 957. Completed theses must be defended before a committee of the faculty.

		Credits
GVT 907	Graduate Directed Study in Political Science	6
GVT 957	Thesis Research and Writing	6
Total requirements		39

Internship Option

The internship option is recommended for students seeking careers in professional politics or international relations. Typically, an internship will involve supervised work at a professional level in a political campaign, on a legislative staff, or in legislative relations, an international organization, or issue advocacy for a government agency, interest group, or non-governmental organization. Internships are available in Massachusetts, or in other countries, with suitable offices in New York or Washington. Internship placement must be approved by the student's advisor, and will typically require at least 20 hours of work per week for the duration of a semester and the completion of a research paper based on the internship experience. The research paper must be approved by a departmental committee.

		Credits
GVT 723	Graduate Internship	3
Total requirements		30

Language Requirement

In addition to their coursework, all students concentrating in International Relations or International Relations and Caribbean Politics must demonstrate written and oral proficiency in a language other than English. Proficiency will be evaluated by an examination administered by the Department of Humanities and Modern Languages. Students may enroll in language courses for the purpose of mastering the chosen language, but credits in those courses will not be applied toward the degree.

Master of Public Administration/ Master of Science in Political Science (MPA/MS)

The Public Management Department in conjunction with the Government Department in the College of Arts and Sciences offers a joint degree program in public administration and political science.

The MPA/MS degree program consists of 18 courses. Students complete 10 courses from public administration and 8 courses from government. Some political science electives can be public administration electives. Upon completion of degree requirements, students receive an MPA degree and an MS in Political Science.

Additional Concentration Requirements for International Relations and Caribbean Politics

In addition to the Core Requirements, International Relations Concentration Requirements and Thesis/Internship Option, candidates for the MSPS with a concentration in International Relations and Caribbean Politics must complete the following six courses at the University of the West Indies (UWI) – St. Augustine in Trinidad. The courses at UWI are offered only during the summer.

	Credits
Literature and Society in the Caribbean	3
Sociology of the Caribbean	3
The Government and Politics of the Caribbean.....	3
Caribbean Economy.....	3
International Relations of the Caribbean	3
Business and Society in the Caribbean.....	3
Total additional concentration requirements	18

In this program, you will spend the fall and spring semesters at Suffolk, pursuing all core and track requirements for the MSPS in International Relations, earning 28 credits, with the exception of the thesis/internship option. You will then spend the summer at the UWI St. Augustine, in Trinidad, where you will take the six required courses (18 credits) for UWI's post-graduate Diploma in Caribbean Studies. You will then write a research paper fulfilling both Suffolk's requirements for the thesis, and UWI's requirement for a final research paper. Normally, the thesis must be submitted by December of the year in which you attended UWI. The thesis must be approved by both institutions, including the usual oral examination at Suffolk. Students in this track who wish to write a thesis need not take GVT 907 but must have their thesis proposal approved by a faculty committee. Successful candidates then receive both the MSPS with a concentration in International Relations and Caribbean Politics (Suffolk) and the Diploma in Caribbean Studies (UWI). You may also choose to complete an internship in Caribbean Politics, in accordance

with the usual procedures for the MSPS internship option, but will still be required to submit the required final research paper to UWI.

The University of the West Indies

The University college, established in 1948 at Mona, Jamaica, was the first campus of the University of the West Indies. Subsequently campuses were established at St. Augustine, Trinidad (1960) and Cave Hill, Barbados (1962). Today, the University of the West Indies is comprised of its three main campuses, the Center of Hotel and Tourism Management in the Bahamas, the Institute of Business at St. Augustine and at Mona, and 11 non-campus centers situated in other Caribbean countries.

Fall Semester (Suffolk University)		Credits
GVT 761	Seminar in International Relations Theory	3
GVT 778	Advanced Research Methods in International Relations	3
	Elective Courses	6
Total		12

Spring Semester (Suffolk University)		Credits
GVT 763	International Political Economy	3
GVT 774	Ethical Issues in International Relations	3
	Elective Courses	6
Total		12

Summer Term (UWI)		Credits
	Literature and Society in the Caribbean	3
	Sociology of the Caribbean	3
	The Government and Politics of the Caribbean.....	3
	Caribbean Economy.....	3
	International Relations of the Caribbean.....	3
	Business and Society in the Caribbean.....	3
Total		18

Fall Term (UWI or Suffolk)		Credits
Completion of thesis GVT 957 or internship GVT 723		
Total		3-6

Note: Each UWI course meets for four hours per week from May through August. Students are required to take and pass examinations in each of the six subjects at the end of the term.

Costs/Tuition

Students will pay their part-time or full-time tuition costs (depending on how you are enrolled) for the MSPS for the fall and spring semesters at Suffolk; UWI's tuition for the summer; and Suffolk's tuition for the thesis course the following fall. These fees do not include books or accommodations. Housing is available through UWI (dormitory and townhouse rooms with shared kitchens and either private or shared bath and toilet facilities), off-campus housing is available. Students will be responsible for their own transportation to and from Trinidad.

Certificate of Advanced Graduate Study in Professional Politics (CAGS)

18 credits

The CAGS program is appropriate for you if you already have a post-graduate degree, and either wish to prepare yourself for a career in professional politics, or want to supplement your current career with specialized knowledge of professional politics. The CAGS in Professional Politics is ideal for lawyers, accountants, public relations professionals, and others who wish to improve their skills in politics, government relations, and issues management. The CAGS in Professional Politics is open for full-time or part-time study. All core courses are offered on weekday evenings.

Certificate Requirements 12 Credits

GVT 755	Graduate Seminar in Campaigns and Elections	3
GVT 776	Advanced Research Methods in Political Science	3
GVT 747	Seminar in Legislation and Lobbying	3
GVT 772	Ethical Issues in Professional Politics	3

Suggested Electives 6 Credits

Choose two from the following:

GVT 606	Women and Public Policy
GVT 623	Political Survey Research
GVT 635	Healthcare Policy
GVT 636	Race and Public Policy
GVT 637	Public Policy and Business
GVT 638	Environmental Policy and Politics
GVT 639	Community Advocacy
GVT 645	New Directions in Advocacy and Lobbying
GVT 653	Voting Behavior in the United States
GVT 654	New Directions in Electoral Politics
GVT 655	American Parties and Politics
GVT 658	Politics and the Media
GVT 659	Race and Gender in U.S. Electoral Politics
GVT 691	Canadian Politics
GVT 693	Politics of Mexico
GVT 785	Fundamentals of Political Fundraising
CJN 740	Political Communication
PAD 815	Nonprofit Organizations in the Community
PAD 830	Public Liaison Strategies
PAD 832	Disability Issues

Courses

Courses with 600 or 800 numbers are open to graduate students and advanced undergraduates. Graduate students should expect to do additional reading and research in these courses; consult the course instructor for specifics. Graduate students who have taken a similar course in the undergraduate level may not enroll in the equivalent 600-level course. **Courses with 700 numbers are open only to graduate students; graduate students may take any such courses for which they have the prerequisites.**

Master of Political Science Course Descriptions

GVT 600 – Legislature and Legislators

A brief history of the development of the legislative process; various forms thereof, and the rationale therefore; the purpose, problems, opportunities, and limitations of legislations; influence of the past in shaping the processes in our federal and state legislatures; pressures and influences affecting legislation; case histories of specific legislation in Massachusetts illustrative of the preceding material.
3 graduate credits.

GVT 601 – All Politics Is Local

Taught by Boston City Councilor Mike Ross, the course is structured around former Speaker of the House Tip O’Neill’s book *All Politics Is Local*. Students will study “local” politics through lectures, visiting speakers, video and other materials. Not unlike a real election, student’s performance will be determined in part by their classmates. Students will be graded on their successful completion of in-class assignments such as writing and delivering their own “stump” speech as well as their participation in in-class debates. Classes are highly interactive and will cultivate student’s interest in the field of politics.
3 graduate credits.

GVT 602 – Public Relations and Lobbying

Methods and practices of interest groups trying to influence legislative and administrative decision making; methods and practices of public agencies trying to influence governmental policies; the military industrial complex and other cases on federal and state levels.
3 graduate credits.
Normally offered every third year.

GVT 605 – Women in African Politics

This course examines women’s issues in Africa and policies taken in several African countries to address these issues. It also explores the role of women as activists, decision-makers, and officials in African countries. When this course is taught on the Dakar, Senegal campus, the course will include visits with women involved in politics in Senegal on many levels. It will be interactive and will allow for face to face interactions with Senegalese women leaders. For graduate credit, a research paper is required.
3 graduate credits.

GVT 606 – Women and Public Policy

This course examines women's issues and roles in the public policy process. Topics will include policies that affect women, such as child care, sex discrimination, sexual harassment, women's healthcare and reproductive issues. Emphasis will also be placed on women's roles in the policy process, as citizens, voters and public officials.

3 graduate credits.

GVT 607 – Gender and Globalization

This course examines the interaction between gender and globalization. It discusses the centrality of gender in international development by focusing on gender as one of the most critical factors that affect the success or the failure of globalization. Critically reviewing general theories of globalization, the course presents a historical overview of gender and development. It then explores selected topics: global restructuring and feminization of the labor force, gender in multinational corporations, gender and international migration, sex-tourism, AIDS, and the impact of the state, religion, and culture in creating social dislocations and inequalities. Finally, we will consider strategies of change and diverse forms of resistance by women.

3 graduate credits.

GVT 608 – International Security

This course examines the dynamic evolution of the debates on International Security as well as the transformations in the main global and regional security institutions such as UN and NATO. Based upon International Relations perspectives, it analyzes the traditional definitions of security at the national, regional and international levels of analysis since 1945. Likewise, it studies how states and international institutions have revisited the concepts, policies and strategies of security since the end of the Cold War and after the September 11 events, from realist perspectives to the Copenhagen School of security studies.

3 graduate credits.

GVT 610 – Politics of Korea

Study of the government and politics of North and South Korea, including the political systems of the two countries and relations between them, including issues of reunification, nuclear weapons, and democratization.

3 graduate credits.

GVT 612 – Government and Politics of Puerto Rico

Study of the system of government, history, and political parties of Puerto Rico; Commonwealth status in U.S. and international law; the role of Puerto Ricans in mainland U.S. politics.

3 graduate credits.

GVT 613 – The Atlantic Triangle: European Union, U.S., and Latin America

This course examines the main political, economic and social trends in the European Union, Latin America and the United States as well as the multiple interactions among them since the end of the Cold War. The readings are structured in two main sections. After briefly reviewing the historical development of these three partners on both sides of the Atlantic in the past five decades, the first section identifies the key processes that are defining the main characteristics of Europe (deepening vs. widening), United States (isolationism vs. internationalism) and Latin America (democracy vs. social equality). The second part of the course explains the tendencies and contradictions in the construction of the external relations of the European Union towards the United States and Latin America, from the cooperation and competition in development of a safe and free Europe in the 1990s to the acrimonious debate about the 2003 Iraq invasion and the prospects of the 2006 EU-Latin America Vienna Summit, among other important events.

3 graduate credits.

Offered at the Madrid Campus.

GVT 614 – Politics of the 1960s

The 1960s had a dramatic impact upon U.S. politics, society and culture. This course will explore the individuals and events of that era – an era unlike any other in the U.S. political experience.

3 graduate credits.

GVT 615 – Labor in American Politics

Survey of the history and politics of the labor movement in the United States, with attention to federal and state regulation of labor, the role of organized labor in politics, and the reaction of the labor movement to globalization of the economy.

3 graduate credits.

GVT 616 – Community-Based Organizations

This is a seminar in how to strengthen Community-Based Organizations (CBOs) to participate in and benefit from economic and social development in a globalized economy. Key economic sectors or industries through which local communities could potentially leverage economic growth through business associations and other CBOs will be examined: education (e.g., parent-teacher associations), agribusiness (e.g., farmer associations), tourism (local private tourism associations, private nonprofit Chambers of Commerce), mining, energy and infrastructure (e.g., water user associations, local electrical workers associations, local traditional councils), banking/finance (e.g., rotating savings and credit associations) will be covered.

Current topics pertaining to NGO management will also be examined, such as how to analyze CBO capacity and performance, legal and institutional barriers to CBO registration and operation, and access to finance. Related issues such as security, terrorism and the role of global actors such as international development agencies in screening CBOs and other civil society organizations (CSOs) will be discussed. The course will also examine the role of international NGOs and that of multilateral organizations and in particular that of international financial institutions.

3 graduate credits.

GVT 617 – Korean Summer Institute: East Asian Governance

Team-taught course will provide a balanced understanding of the influences and roles of Asian people in molding or making Asian governance in East Asian countries such as South and North Korea, Japan, Mainland China and Taiwan. This lecture series introduces students to different viable perspectives of Asian governance in order to suggest overviews and competing interpretations on Asian Governance as it undergoes big transformations.

3 graduate credits.

Taught at Cheju National University, Korea, as part of joint summer institute.

GVT 618 – Korean Summer Institute: East Asian Peace Culture

These collaborative lectures will introduce some aspects and contents of the Asian peace culture to students. Asian professors trace or find potential, possible, and prospective Asian peace culture attributes from perspectives of sociologists, political scientists, anthropologists, geologists, and others. Some lectures will give an opportunity to think about the strengths and weaknesses of Asian peace culture from comparative insights.

Taught at Cheju National University, Korea, as part of joint summer institute.

3 graduate credits.

GVT 619 – Politics and Gender through Iranian Cinema

Since the 1979 Revolution, Iranians are portrayed as “terrorists,” “fundamentalists,” and “Islamofascists” in the West. Exploring the diversity of Iran, its peoples and their philosophical and intellectual underpinnings, this course links politics and gender with the production of culture. It draws on exciting interdisciplinary scholarly materials and the Iranian cinema, with its profound international presence and widespread influence. Themes include: politics and sexuality, class and gender, culture and religion, war and violence, immigration and globalization, marriage and modernity, and mobilization and resistance. Ultimately, the Iranian cinema can open a new vista for understanding of fact and fiction, rhetoric and reality, and most importantly, politics and gender in Iran.

3 graduate credits.

GVT 620 – German Greens and Environmentalism

The rise of the Green Party, from its grass-roots beginnings to participation in the federal government. Background on the development of “green” consciousness in Germany and Europe since the early 20th century. Present governmental policies and programs (e.g., alternative energy sources, organic farming, recycling, dismantling of nuclear power).

3 graduate credits.

GVT 621 – Indigenous and Traditional Economic Systems and Rights I

Methods for understanding, framing and analyzing environmental and social questions related to indigenous economic systems and rights, as those rights are defined by individuals and communities from non-western societies that are experiencing detrimental impacts. How to explore alternative processes and preferred outcomes for environmental justice with these communities and strengthen their institutional capability to take constructive action and find solutions with other stakeholders. Examples will be drawn from the United States (Native Americans), Africa, and Asia.

3 graduate credits.

GVT 622 – Governance, Equity, and Development

This seminar will focus on local governance. It will assess the strengths and weaknesses of local governance institutions, the institutional incentives including innovations needed to strengthen governance in the state and non-state sectors at the local level. It will investigate the various ways in which the poor are empowering themselves to participate in shared growth and development. Issues pertaining to the institutional reforms to undergird equitable development including judicial and legal reform will be covered. The political processes and development strategies that pertain to the “social inclusion” agenda, and other institutional mechanisms for participatory governance being introduced by donors in Latin America, Africa and Asia such as e-governance and participatory budgeting will also be examined. Leading experts in the field of international development and governance will be invited to participate and share their insights.

3 graduate credits.

GVT 623 – Political Survey Research

Everything needed to design, carry out, and interpret a political survey. Topics covered include questionnaire design, sampling, interviewing, coding data, and univariate and bivariate analysis of the results. Multivariate analysis will be discussed but not studied in depth. An actual survey will be conducted as a class project.

Prerequisites: Open to graduate students, seniors, and juniors; previous course in political science research methods, or comparable course in another discipline and consent of instructor.

3 graduate credits.

GVT 624 – Fundamentals of Political Speech Writing

This course examines how political leaders use the communicative power of speeches to persuade and affect change. Students review a wide selection of historic and contemporary examples while learning how to craft messages appropriate to an array of political environments.

3 graduate credits.

GVT 625 – Indigenous and Traditional Economic Systems and Rights II

Design of investments that enable indigenous and traditional peoples to participate and benefit from development projects. Covers the basics of how investments are justified, analyzed, and developed; micro-, small, and medium enterprise development; natural resources management; and infrastructure projects. Draws on the instructor’s experience in South Asia, East Asia, and elsewhere for examples of how to design and implement social assessments in different institutional and policy environments in order to ensure that projects work from the perspective of the beneficiaries as well as that of donors and clients.

3 graduate credits.

GVT 626 – Governance, Equity, and Development II

This seminar continues the focus of GVT 322/622 on local governance in international development. Particular attention will be given to the policies of international development agencies, including examples of current programs and projects, with regard to their deliberate and involuntary effects on the strength, effectiveness, and inclusiveness of local governance in the developing world.

3 graduate credits.

GVT 629 – Coastal Zone Management

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state, and local government, environmental groups, and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective.

No prerequisites, but permission of the instructor is required.

This course is available through the Marine Studies Consortium and will be taught on the campus of one of the Consortium's member institutions.

GVT 630 – Comparative Democratization

This course is designed to explore why some countries are democratic while others are not, and why some democracies survive while others return to authoritarian rule or hover in an ambiguous state of neither true democracy nor outright authoritarianism. We will focus on how and why transitions from authoritarian rule toward democracy occurred in many countries in southern Europe, the ex-communist world, and the "Third World" in the late 20th century. We will also explore the prospects for the consolidation and stability of the new democratic regimes. The course is organized theoretically and cases are discussed to illustrate and evaluate the theoretical literature on democratization. Students will have the opportunity to enhance their learning by preparing a research paper (topic to be approved) on the why a transition toward democracy occurred in a particular "third wave" country – that is, a country that made the transition to democracy after 1974.

3 graduate credits.

GVT 632 – Introduction to E-Governance

"E-governance may be understood as the performance via the electronic medium to better facilitate an efficient, speedy, and transparent process of disseminating information to the public, and other agencies, and for performing administrative activities." (UNESCO)

This course will examine how the ICTs (Information and Communication Technologies) such as the Internet have brought forth new concepts of governance, participation and citizenships. We will examine examples of how governments (around the globe) have used ICTs to better reach out to their constituents and deliver services. This course will review the technologies, the concepts and the possibilities of e-governance leads to better government.

3 graduate credits.

GVT 633 – Politics in Film

A country's popular culture offers significant and accurate insights into the political values, attitudes and beliefs of its people at a given time. One form of popular culture, films, can be a powerful disseminator of political messages. This course will examine a number of different eras and political themes as they have been reflected through films in the U.S.

3 graduate credits.

GVT 634 – Social Welfare Policy

This course examines the policy and politics of welfare in the United States. The course will place welfare policy in its historical context, beginning with the establishment of Aid to Families with Dependent Children in 1935 and its dismantling in 1996 with passage of the Personal Responsibility and Work Reconciliation Act. Students will read various interpretations of the problem of poverty and how to alleviate it. Other issues to be addressed may include social security and child care policy. While the class will focus on policy and politics at the federal level, it will also include discussion of welfare policy at the state level.

3 graduate credits.

GVT 635 – Healthcare Policy

Policies of present United States healthcare system critically analyzed and compared with other national systems. Current reform proposals receive special attention.

3 graduate credits.

GVT 636 – Race and Public Policy

Public policy's impact on Blacks, Chicanos, Native Americans, Puerto Ricans, and other minority groups; how public policy has contributed to racial oppression; policies for attaining racial equality; political strategies of minority groups.

3 graduate credits.

GVT 637 – Public Policy and Business

Public Policy-makers interests in formulating and implementing policy in the areas of environmental protection, consumer protection, equal employment opportunity, healthcare, taxation and competition with a focus on business responsibility will be critically analyzed. Costs and benefits to the public and business will be evaluated.

3 graduate credits.

GVT 638 – Environmental Policy and Politics

From Rio to the Boston Harbor Project, this course examines the policies and politics of the environment. It examines the origins of the environmental movement in the United States focusing on the development and present function of government and non-government organizations responsible for the development and implementation of global, national, state and local environmental policies.

3 graduate credits.

GVT 639 – Community Advocacy

This course represents a unique opportunity for students to develop a general understanding of the relationship between politics and the community; a systematic and holistic way of viewing and analyzing the impact of community-based, community-wide organizations and efforts.

3 graduate credits.

GVT 640 – Law, Public Policy and Psychology

The law affects and is affected by public policy. Beyond this, the law affects, and is affected by, many other disciplines. Understanding the evolving relationship among public policy, law and psychology in the U.S. is integral to both disciplines. This course explores contemporary forensic psychology's role in the legal system – e.g., jury selection; expert witnesses; biases; crime control vs. due process, etc. through readings, class discussion, occasional audio-visual material and guest speakers if and when appropriate and available.

3 graduate credits.

GVT 642 – American Constitutional Law

The growth of Constitutional Law and the role of the Supreme Court is examined by analysis of court decisions dealing with Judicial Review, Federalism, Presidential and Congressional powers.

3 graduate credits.

GVT 643 – State Court Process and Policy

Contemporary state court processes, progress and problems including trial and appellate court practice, procedure and participants; plea bargaining, alternative dispute resolution; policy making.

3 graduate credits.

GVT 644 – Civil Liberties

Analysis of Supreme Court decisions in regard to political and civil rights including freedom of speech, press, assembly and religion, obscenity, race and sex discrimination, and criminal procedure.

3 graduate credits.

GVT 645 – New Directions in Advocacy and Lobbying

In this course we will examine the latest developments in interest group politics, including trends in grassroots organization, mobilization, and lobbying: fundraising; advocacy by nonprofit organizations; the growth of “issues management”; changing regulations; ethical considerations; and the evolving relationships between advocacy and electoral organizations. We will make extensive use of amateur and professional advocates and lobbyists as guest speakers. Students will be expected to write a research paper on some aspect of the current politics of advocacy and lobbying.

3 graduate credits.

GVT 646 – Legislating Gay Rights

Hate crimes legislation, civil unions, and gay marriage: all are or have been mired in legislative wrangling. This course moves one step past a basic survey of the legislative process and looks at the various players and ways of legislating gay rights.

3 graduate credits.

GVT 647 – Legislative Process

The structure and functioning of legislatures. Particular emphasis on the U.S. Congress, how it works and how it compares with other legislatures. The role of legislatures in a democracy.

3 graduate credits.

GVT 648 – The American Presidency

Perspectives on the role and problems of the presidency in American political life; the nature and difficulties of presidential influence and effectiveness, presidential authority within our system of government, and the impact of presidential character.

3 graduate credits.

GVT 649 – The Crisis Presidency

This course will examine the nature of the American presidency during the crisis periods. We will explore both presidential success stories and failures. An in-depth examination of three separate administrations (Lincoln's, FDR's, and LBJ's) will provide the foundation for this political/historical investigation. The lessons we learn will help us to better understand contemporary crises and their impact on the development of the presidency as an institution.

3 graduate credits.

GVT 650 – Emerging Trends in the Environmental Movement

New debates are surfacing in the environmental arena and those new debates are changing the way society and regulators look at environmental issues. Landmark laws such as the Clean Water Act and Clean Air Act are giving way to new concepts like the precautionary principle, body burden, biomonitoring and consumer product concerns, all of which are changing the way society regulates environmental risks – and challenging regulators to re-examine how they measure success. Through discussion and analysis, the student will be asked to critically examine all sides of these issues and get “behind the headlines” for an understanding of these emerging trends. This course will examine the governmental and non-governmental drivers of new these new concepts, who the national and local players are and how they establish their priorities, and how the media frames the debate. At the end of the course, the student will be required to “testify” in front of “legislative body” using actual proposed laws from Massachusetts.

3 graduate credits.

Offered as needed.

GVT 651 – Politics of Local Government Finance

This course explores the issues and politics of financial policy-making at the state and local levels. The course will focus on how state and local governments make decisions to finance public services in a period of limited resources, an economy increasingly driven by new technologies, the changing role and influence of political stakeholders on the process and the implementation of policy, and taxpayer concerns about the affordability and quality of public services. The course will analyze public finance challenges and issues state and local governments currently face.

3 graduate credits.

GVT 652 – Constitutional Reform

A critical analysis of whether our constitutional system is adequate to effectively resolve the new and complex problems of governance in this century. The strengths and weaknesses of governmental structure created by the U.S. Constitution will be examined. Past and current amendment proposals will receive special attention.

3 graduate credits.

GVT 653 – Voting Behavior in the United States

Study of the ways in which voting is considered fundamental to representative democracy, and of the ways in which voters make their wishes known. In examining the ways in which voters affect and, in turn, are affected by the political system, the course will emphasize the structural specifics of U.S. political institutions and the electoral system. Traditional theories as to the influences upon voting behavior, such as party cues and issues, will also be discussed. This will lead to an assessment of whether the U.S. system is “caused” by the voters, or whether their behavior is “caused” by the system.

3 graduate credits.

GVT 654 – New Directions in Electoral Politics

In this course we will examine the latest developments in American electoral politics, including the organization of new parties and the restructuring of old ones; the development of new campaign techniques; the continuing evolution of campaign finance and of proposals to reform it; and the impact of easier voter registration. We will use the current year’s campaigns as a laboratory, and make extensive use of campaign professionals as guest speakers. Students will be expected to write a research paper on some aspect of current electoral politics.

3 graduate credits.

GVT 655 – American Parties and Politics

Historical overview of party development in the U.S. and of ideological and political trends as reflected in voting behavior. Recent developments in party structure, electoral strategies and political style. The party “crisis” vs. the “art” of political campaigning.

3 graduate credits.

GVT 656 – Urban Economic Development and Planning

This course is designed to provide a solid foundation in the creative use of modern economic development programs in urban areas. Contemporary strategies in business development initiatives, urban incentive aid programs, strategic planning, economic target areas, local property tax stabilization plans, economic development loan funds and job training programs will be explored. The innovative use of these municipal programs to spur private investment, expand the commercial and industrial business base and create permanent jobs will be the main focus of the course.

3 graduate credits.

GVT 657 – Urban Politics and Government

This course examines the political process and problems characteristic of big cities in the United States today. Students are encouraged to do individual and group research on specific urban political topics.

3 graduate credits.

GVT 658 – Politics and the Media

This course will explore the influence of media on contemporary political issues and public opinion; and the use of media in political campaigns, advertising, etc. Topics may include the impact of “talk radio,” the issue of media bias, the role of television, the “Hollywood connection.”

3 graduate credits.

GVT 659 – Race and Gender in U.S. Electoral Politics

An assessment of the relative influence of racial and gender groups upon U.S. politics in the twentieth century. This includes the periodic mobilization and demobilization of these social groups by the political parties; the contrasts in voting patterns of racial and gender groups; candidacies for office; the groups’ movement beyond party politics into the social movement and interest group arena; and a discussion of the nature of representation and how racial and gender groups are said to be represented in Congress and the state legislatures.

3 graduate credits.

GVT 660 – United Nations Seminar

Intensive study of the U.N., its subsidiary bodies, and their role in international relations. Research on a particular African member-state, acquisition of knowledge of U.N. processes and procedures, and seminar paper required of each student. Students may attend a simulation of the Organization of African Unity or similar model U.N. conference during the semester.

Prerequisite: Instructor’s consent required, background in international relations.

3 graduate credits.

GVT 661 – Issues in International Relations

An in-depth examination of global political and political economy issues such as; the changing world order, environmental politics, human rights, peace-keeping alternatives, weapons proliferation and disarmament, and the role of non-state actors. Content will reflect the interests of both the instructor and students and will draw upon a variety of resources.

3 graduate credits.

GVT 662 – Approaches to Foreign Policy and Diplomacy

The objective of this course is to analyze the mechanisms and processes of diplomacy. It provides a sense of the evolution of statecraft, and it seeks to assess the utility of different approaches to the development and implementation of foreign policy and to examine the successes and failures of these approaches in different circumstances.

3 graduate credits.

GVT 663 – International Law and Organization

Examination of the development, principles and role of international law in the last two centuries; a study of the Charter, activities and politics of the United Nations Organization and its specialized agencies; NATO and other regional organizations.

3 graduate credits.

GVT 665 – Non-Governmental Organizations in World Politics

This course will explore the nature and varied roles in theory and practice of non-governmental organizations and the networks they form in contemporary world politics. Particular attention will be given to NGOs and NGO networks that operate in North America.

3 graduate credits.

GVT 666 – Free Trade Policy

This course, open to both undergraduate and graduate students, examines the period from the implementation of the North American Free Trade Agreement (1994) until the present, and the future possibly under the FTAA (Free Trade Agreement of the Americas). This course especially examines the pieces that free trade critics have alleged governments ignore; the social side effects of increased industrialization under the free trade model. This includes the adoption of “just in time” manufacturing strategies in Canada and the U.S., which force workers to speed up production. In Mexico, side effects have included polluted boundary waters and sexual harassment of women in maquiladora factories. Overall, the course assesses the arguments as to whether older sectoral free trade or the newer, “freer” trade is more responsible for the current problems. It also includes an examination of the anti-globalization movements and to correspondence between their rhetoric and the current reality of free trade.

3 graduate credits.

GVT 669 – Human Rights

An examination of human rights at the end of the 20th Century. Attention will be given to the origin and expansion of the concept of human rights, the place of human rights in different political systems, the links between culture and human rights, and the means and mechanisms for safeguarding rights with particular reference to the United Nations system.

3 graduate credits.

GVT 670 – The European Union: Up Close and Personal

This course examines the dynamic evolution of the European integration process and its effects on the national, regional and international spheres in the context of the contemporary globalization. The course is structured in three parts. Based on the historical development of Europe in the past five decades, the first section identifies the relationship between the development of the “European idea” (deepening vs. widening) and the diversity of national positions with regard to the integration process. The second section explains the theory and practice of European integration through the analysis of the main policies of the European Union. The third part of the course provides an overview of both the emerging role of the European Union as an actor in world affairs and the development of European foreign and security policies. In addition to lectures, readings and class activities, the students will have the opportunity to enhance their understanding of the EU by preparing a research paper and visiting the European Commission, the Council of the EU and the European Parliament in Brussels. Officials of these institutions will provide briefings about the current challenges of the European integration.

3 graduate credits.

GVT 671 – Topics in Democracy

In this course, students will have an opportunity to examine the basic foundations of the democratic theory and practice. Specifically, the course will focus on building blocks of a democratic relationship between people and government, including transparency, accountability, accessibility, and opportunities for effective advocacy and participation. Both classical and modern authors who have weighed in on these issues will be discussed.

3 graduate credits.

GVT 672 – American Foreign Policy

A decision-making approach to understanding the domestic and institutional context of U.S. foreign policy. Includes analysis of continuity and change since WWII using case studies of critical decisions, e.g., Korea, Cuba, Vietnam, etc.

3 graduate credits.

GVT 673 – American Political Thought

Reading and discussion of original works by significant American political thinkers. Readings vary, but might include *The Federalist* and works by Paine, Jefferson, Calhoun, Thoreau, Sumner, Reed, Dewey, Lippman, Goodman, King, Malcolm X, Carmichael, Hamilton, Friedan, and Dellinger.

3 credits.

GVT 675 – Radical and Revolutionary Political Thought

This course focuses on those political thinkers, such as socialists, feminists, anarchists, pacifists, and ecologists, who have opposed the established order and sought to change it. Topics covered include utopian visions (e.g., Owen, Morris, Bellamy, Gilman), criticism of existing (Wollstoncraft, Marx, Fanon, Beauvoir), and strategies for change (Goldman, Malcolm, Lenin, Cabral). The emphasis is on reading original theoretical works, with several writing assignments.

3 graduate credits.

GVT 676 – The Break-Up of Yugoslavia

This course will briefly examine the political history of what would become Yugoslavia, beginning in the interwar period and following the process of unification of the South Slav state. After analyzing Yugoslavian politics during the Tito era, attention will turn to what happened to this state after Tito's death in 1980. Students will be expected to understand the controversies over what caused the break-up of Yugoslavia and will read many opposing interpretations of the events that began in the 1990s and continue today.

3 graduate credits.

GVT 680 – Japan: Politics and Policy

Examining Japanese political culture, structures, processes and public policies. Historical background; the relationship between government and business; Japan as an advanced industrial society; problems of interdependence for Japan and the West.

3 graduate credits.

GVT 681 – Topics in Comparative Politics

Designed for students with a particular interest in political structures, behaviors or issues that are most properly studied in a comparative context, for example, revolution, ideology, bureaucracy, etc. Content will reflect the particular research interests of both the instructor and the students, drawing upon a large body of comparative political literature.

3 graduate credits.

GVT 682 – Politics of European Integration

The object of this course is to provide students with an overview of the process of European integration. We will assess the status and meaning of “European Union” in its domestic and economic dimensions. A central focus of the course will be to analyze the historical forces that fostered political and economic integration in the continent and to find out why there is a push for deeper integration.

3 graduate credits.

GVT 683 – Politics of Europe

Comparative study of political development in Europe; politics in Europe’s post-industrial societies and in selected countries of southern and eastern Europe; challenges of European integration.

3 graduate credits.

GVT 684 – African Politics

The political development of Africa in colonial and post colonial periods. Analysis of the evolution of governmental institutions includes economic, social, and personal factors; political forces at work in present day Africa.

3 credits.

GVT 685 – Politics of the Middle East

Interlocking themes making the contemporary Middle East an area of chronic conflict: Big Power rivalries; social and political change within individual countries; unity and rivalry involved in Arab nationalism; the Palestinian-Israeli-Arab dispute.

3 graduate credits.

GVT 686 – Political Economy of Latin America

This course will examine the principal issues in the study of 20th Century Latin American Political Economy. It will center in the interaction between politics and economics in Latin America’s quest for economic development. We will analyze the main actors, the issues, and the analytical framework used to explain Latin American Political Economy. We will compare paths of industrialization in Latin America and East Asia/Europe to understand why some countries develop while others stagnate. We will also analyze specific LA political economy issues and processes; the debt crisis, structural adjustment, the integration of LA countries in the global economy, economic integration in the Americas including NAFTA, economic inequality and the new neo-liberal policies currently implemented throughout the continent.

3 graduate credits.

GVT 687 – Caribbean and Central American Politics

Examines social and economic conditions and current political trends in the Caribbean and in selected Central American nations. Emphasis will be placed on comparative analysis of public policies in the region, as well as on external factors which impact on politics in the Caribbean and Central America. Students will use academic sources in their analysis, as well as novels and other literary sources for the background of their analysis.

3 graduate credits.

GVT 689 – Politics of China

Emphasis on a particular approach to the problems of economic modernization and political development. Historical background; the revolutionary movement; present political structures and current issues.

Prerequisite: Consent of the instructor.

3 graduate credits.

GVT 690 – International Relationships of the Middle East

The purpose of this course is to provide students with an understanding of how the contemporary Middle East evolved. Thus, in addition to an examination of power, class, and statecraft, the central theme of this course is an analysis of the development of the political, economic, and social nature of the Middle East by considering such issues as its geopolitical significance in international relations, the political economy of the region, imperialism, nationalism, wars, and Islamic resurgence.

3 graduate credits.

GVT 691 – Canada: Multicultural Politics

This course examines the Canadian model of incorporating diverse communities into its constitutional and political framework, including the founding British North American Act of 1867, the 1982 Constitution Act, and two later attempts at constitutional reform. Canada’s role in balancing two official languages, English and French, is discussed, as is its recognition of a “First Nations” native-governed territory in the Arctic. This course introduces students to the Canadian polity and compares its parliamentary system with the U.S. separation of powers system.

3 graduate credits.

GVT 692 – Women and Politics in Islam

The purpose of this course is to familiarize students with some of the issues facing women in predominantly Muslim countries while simultaneously introducing students to the academic debates related to such issues. The course will attempt to acquaint students with only a few countries with an extensive look at Iran, in light of Dr. Shirin Ebadi’s visit to Suffolk University (2006). However, we will visit other places with the ultimate scope of evaluating different “Islams” and the impact these various understandings have had on women. Thus, while the course aims to address women and their stories, we will also touch upon other related subjects, such as Islam and democracy, colonialism and post-colonialism, modernity and globalization.

3 graduate credits.

GVT 693 – Politics of Mexico

Introduction to the government and politics of contemporary Mexico, with special attention to social and economic institutions, parties and social movements, and the influence of Mexico’s revolutionary heritage. There will be some analysis of the interaction of U.S./Mexico relations and the impact of NAFTA on Mexican workers and the economy.

3 graduate credits.

GVT 694 – The U.S. and the Middle East

This course will explore the role played by the United States in the Middle East in the twentieth century, with emphasis on the period since World War II. Our study will begin with a decision-making approach to understanding the domestic and institutional context of America's policy toward the region, followed by an examination of that policy as it confronted radical nationalist, socialist, and Islamic movements, Soviet influence, and specific contemporary problems – the Arab-Israeli conflict, the Lebanese civil war, the Iranian revolution, the Iran-Iraq War, and the Gulf War.

3 graduate credits.

Normally offered alternate years.

GVT 695 – Politics of Eastern European Transition

This course focuses on political developments in all countries formerly called "Eastern Europe" since the break with communism in 1990-91. There will be readings and discussion on matters of economic policy, construction of democratic institutions, foreign policy, and the challenges of dealing with internal ethnic conflicts and differences. At the instructor's discretion, more time will be spent on some countries than others, but every effort will be given to taking a regional perspective as well as delving into some countries with depth.

3 graduate credits.

GVT 696 – Former Soviet Republics in Transition

This course will examine political and economic institutions of newly independent entities from Kazakhstan to the Baltics. It will include historical roots of the Soviet Union from the Russian Revolution through the Gorbachev years. Attention will be paid to Marxist theory and non-Marxist challenges for the economy of the area as well as the state. While some attention will be paid to foreign relations of the former Soviet Union and the current regimes with Western Europe and the U.S. and elsewhere, the major emphasis will be on domestic policy issues and analysis of the impact of domestic policy on citizens of the former Soviet Union.

3 credits.

GVT 697 – South America: Political Institutions and Political Change

This course will examine the principal issues in the study of 20th Century South American Politics. It will center in the interaction between history and politics in Latin America's quest for democratization. We will analyze the main actors and political institution, the issues and the analytical framework to explain political developments in the Continent. We will compare paths of democratization in several South American countries to understand why democracy has flourished and is more consolidated in some countries than in others. We will also analyze specific policy issues and processes; civilian control over the Army, the emerging role of left-ist-oriented parties, structural adjustment policies, the integration of these countries into the world economy, the role of the U.S. in the region and economic and political integration in the Americas.

3 graduate credits.

GVT 698 – Islam and Politics

This course explores the political and cultural history of Islam, with emphasis on the contemporary Islamic resurgence in Muslim countries. The origins and causes of this resurgence, its aims, and its effects on domestic, regional, and world politics will be examined.

Prerequisite: GVT 685 or consent of the instructor.

3 graduate credits.

GVT 699 – The Politics of Ethical Conflict

The course will survey various theories of nationalism and ethnic conflict and test their applicability to a number of contemporary cases. After a look at the sources of ethnic conflict within a particular country we will examine the way in which the international system reacted. Special attention will be paid to conflicts that have or have had a U.S. diplomatic dimension, namely Northern Ireland and Israel/Palestinian Territories.

3 graduate credits.

GVT 723 – Graduate Internship

The internship option is recommended for students seeking careers in professional politics or international relations. Typically, an internship will involve supervised work at a professional level in a political campaign, on a legislative staff, in an international non-governmental organization, or in legislative relations for a government agency or private organization. Internship placement must be approved by the student's advisor, and will typically require at least 20 hours of work per week for the duration of a semester and the completion of a research paper based on the internship experience. The research paper must be approved by a departmental committee.

Prerequisite: GVT 703.

3 graduate credits.

GVT 747 – Seminar in Legislation and Lobbying

Core course for the Professional Politics Concentration. Students will read and discuss current research on legislative politics and organization, including committees, interest groups and lobbying, legislative voting and decision making, and other topics. Students will conduct their own research and present it to the seminar.

Prerequisites: Open to graduate students only; at least one previous course in legislatures or interest groups, or consent of the instructor.

3 graduate credits.

Offered in the spring semester.

GVT 755 – Seminar in Campaigns and Elections

Core course for the Professional Politics Concentration. Students will read and discuss current research on campaigns and elections, voting behavior, and political parties, and will conduct their own research and present it to the seminar.

Prerequisites: Open to graduate students only; at least one previous course in elections, voting behavior, or political parties, or consent of the instructor.

3 graduate credits.

Offered in the fall semester.

GVT 761 – Seminar in International Relations Theory

Core course for the concentration in North American Politics. This course will examine the key concepts of and approaches to world politics. Special attention will be given to the application of these concepts and approaches to the relations among the nation-states of North America.

Prerequisite: Open to graduate students only.

3 graduate credits.

Offered in the fall semester.

GVT 763 – International Political Economy

This course introduces students to the study of international political economy (IPE). It addresses the interactive relationship between politics and economics in the historical and contemporary international system by exploring the effect of political factors on international economic relations as well as the impact of economic factors on domestic and international politics.

Prerequisites: Open to graduate students only. Completion of introductory course in Macroeconomics at the undergraduate level.

3 graduate credits.

Offered in the spring semester.

GVT 771 – Theories of Comparative Politics

This course will examine major theoretical approaches to the study of comparative politics, including studies of state building, institutionalization, political systems analysis, and comparative political cultures and behavior. Students will examine and compare ways that scholars look at politics, identifying characteristics of political systems that can be and have been usefully analyzed for their similarities and differences. Students will focus on issues in this field such as democratization, development, globalization, transformation of states, and the connection between economic change and political change. Emphasis will be placed on applying theories to actual national governments in different parts of the world.

Prerequisite: Open to graduate students only.

3 credits.

GVT 772 – Ethical Issues in Professional Politics

Core course for the Professional Politics Concentration. The purpose of campaigns is to win, while the purpose of elections is to maintain democracy. This course will focus on the tension between these two goals, on the assumption that a healthy democracy needs a well-developed ethical sense among political professionals. The course will combine consideration of fundamental ethical principles with class discussion of hard cases. Each student will be asked to study a case and present it to the class.

3 graduate credits.

Offered in the spring semester.

GVT 774 – Ethical Issues in International Relations

Core course for the International Relations Concentration. This course will focus on ethical issues that arise in the international system in the absence of clean laws and practical sanctions. The course will combine consideration of fundamental ethical principles with class discussion of hard cases. Each student will also be asked to research a case in depth and to present that case in class.

Prerequisites: Open to graduate students only.

3 graduate credits.

Offered in the spring semester.

GVT 776 – Advanced Research Methods in Professional Politics

Core course for the MS in Political Science, Professional Politics track. The aim of the course is to give students the ability to conduct their own research and to understand and use the research of others, with a emphasis on relevant topics such as voting behavior, elections, polling, legislatures and public policy. Both qualitative and quantitative methods will be covered, including archival research, legislative documents, election data, and multivariate analysis.

3 graduate credits.

Offered in the fall semester.

GVT 778 – Advanced Research Methods in International Relations

Core course for the MS in Political Science, International Relations track. The aim of the course is to give students the ability to conduct their own research and to understand and use the research of others, with a emphasis on topics relevant to the field of international relations. Both qualitative and quantitative methods will be covered, including archival research and the use of documents and data from a variety of sources.

3 graduate credits.

Offered in the fall semester.

GVT 785 – Fundamentals of Political Fundraising

Political campaigns aim for votes, but they run on money. This course will introduce students to the basic elements of political fundraising: how to identify potential donors, how to approach them, and how to persuade them to contribute. All varieties of fundraising will be considered, from large to small donors, from personal appeals through events to direct mail, along with the basic legal rules about fundraising, such as contribution limits, record keeping, and reporting requirements. Students in this course will also examine the influence of money and PACs on politics and public policy, and will consider the relative advantages and disadvantages of other possible systems of campaign finance, both as practiced today in other countries and as proposed by reformers in the United States.

Prerequisite: Open to graduate students only.

3 graduate credits.

Offered in the fall semester.

GVT 795 – Seminar in North American Politics

Core course for the concentration in North American Politics. Students will read and discuss current research on the politics of Canada, Mexico, and the United States, and on the relations among these states. Students will conduct their own research and present it to the seminar.

Prerequisites: Open to graduate students only; at least one previous course in the politics of Canada, Mexico, or the United States, or consent of the instructor.

3 graduate credits.

GVT 900 – Graduate Independent Study

Individual program of reading, research and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student.

Prerequisite: Consent of the instructor.

3 graduate credits.

GVT 906 – Political Convention Program

An opportunity to do an internship through the Washington Center at either the Republican National Convention or the Democratic National Convention. Graduate students will learn what goes on behind the scenes and interact with important public figures that are influential in setting public policy at various levels of government. They will spend a week prior to the convention studying the electoral process, familiarizing themselves with convention operations and preparing for their convention fieldwork assignments. In addition they will hear from a wide variety of speakers, including members of the media, party officials, and other political personalities. Students are then assigned as volunteers to assist with the work of the convention the second week.

Prerequisite: Completed Washington Center application, available in the Government Department.
3 graduate credits.

GVT 907 – Graduate Directed Study in Political Science for Thesis

Intensive reading, under the guidance of a faculty member, of advanced scholarly literature in the subfield of the student's intended master's thesis.

Prerequisite: approval of a thesis proposal.
6 graduate credits.

GVT 908 – Graduate Study Trip

Specially arranged study trip to a foreign country for the purpose of obtaining knowledge through direct experience and observation. Includes prearranged site visits, meetings, required reading and written assignments.
3 graduate credits.

GVT 909 – Study Trip Capstone Seminar

As a follow-up to a Government sponsored Study Trip (see GVT 908), this course would offer a chance for students exposed to a country or a region of the world by their study, to return to the University and do extensive research and writing on a chosen topic related to the area just visited. For example, if students participated in a study trip to Russia, this "Capstone Seminar" would encourage students to reflect on their trip and choose one topic related to Russia and write a deep and serious analytical research paper on it and also have a chance to share their research and writing with other students with similar interests and experiences from the same trip.

3 graduate credits.

GVT 957 – Thesis Research and Writing

All candidates for the MS in Political Science must complete either a thesis or an internship. The thesis option is recommended for students wishing to enter a Ph.D. program in political science after completion of the MS. The research and writing of the thesis will be conducted under the individual supervision of a faculty member. The completed thesis must be accepted by a departmental committee.

Prerequisite: GVT 907.
6 graduate credits.

GRADUATE DEPARTMENT OF PSYCHOLOGY

Core Faculty: Basseches, Bursik, Coyne, Fireman, Gansler, Harkins, Jerram, Kaplan, Katz, Kenney, Marks, Moes, Orsillo, Ray, Sandberg, Wells, Webb

Ph.D Program in Clinical Psychology

The department of psychology offers a highly regarded Ph.D program in Clinical Psychology. This APA accredited program combines the scientist practitioner orientation with focused training in various clinical specialty areas. Students graduate from our doctoral program well-prepared to begin professional careers as clinicians, researchers, and educators.

Overview of the Program

Suffolk University's Ph.D program in Clinical Psychology is based on a balance and integration of the scientist and practitioner components of clinical training. The general orientation provides an understanding of the processes underlying adaptation and maladaptation across the life span and within a cultural frame. This approach also addresses methods for the prevention and intervention of pathology.

Implications of this orientation include the recognition that: (a) knowledge of a breadth of psychology subdisciplines such as neuropsychology, developmental psychology, and cultural psychology, is required to be effective; (b) professional psychologists can complement the roles of natural contexts such as families, relationships, schools, and workplaces in fostering healthy development; and (c) psychological pain and conflict can be understood as indicative of a continuum of ongoing life span transformational process, which include what is typically labeled "normal development" as well as "the development or manifestation of psychopathology." The program strives to develop student competencies necessary for successfully working in a range of clinical, educational, research, organizational, and public policy settings. Throughout content and applied areas of training, the program encourages awareness of and respect for diversity of culture, language, national origin, race, gender, age, disability, religious beliefs, sexual orientation, lifestyle, and other individual differences. The program combines a strong theoretical and research background (in both quantitative and qualitative methodologies) with preparation to deliver high-quality psychological services to children, adolescents, and adults.

Accreditation

The program in Clinical Psychology is fully accredited by the American Psychological Association (APA). This accreditation became effective as of April 2000. Further, the program has been designed to comply with all regulations of the Massachusetts Board of Registration of Psychologists so that, with completion of an additional one-year, full-time post-doctoral fellowship (or its equivalent in clinical experiences), students may sit for the state licensing examination in clinical psychology. For further information concerning accreditation, please visit the APA's web site at <http://www.apa.org/ed/accred.html> or contact the APA Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242.

This program meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology "Guidelines for Defining 'Doctoral Degree in Psychology.'" Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there are/may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for listing in the National Register. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology®. For further information, consult the National Register's web site: <http://www.nationalregister.com>.

General Requirements

The Program in Clinical Psychology consists of a minimum four years of full-time activity. The requirements are as follows:

1. *Completion of 72 academic credits (24 courses)* within the first three years of the program. A full-time course load is 12 credit hours per term. Students in the doctoral program in Psychology will be expected to maintain a 3.0 ("B") average on all coursework in any given academic year. Failure to maintain a minimum grade point average of 3.0 in either semester of the first year of study will result in faculty review of the student's record. The faculty may recommend

remediation, probation, or dismissal. In the second and subsequent years of study, receiving more than two grades below B, even if they are offset by appropriate honor grades, will result in faculty review of the student's record. The faculty may recommend remediation, probation, or dismissal. The Department reserves the right to require the withdrawal of a student from the program if, in its estimation, the probability of his or her success is doubtful. Such factors as academic performance, interest, academic/professional conduct, and timely progress enter into the judgment.

2. *Completion of practicum experiences.* One of the core components of the Clinical Psychology Program is systematic training in the application of basic knowledge to the solution of human problems. Such training is received through the required practica, which students must successfully complete during the first four years of the program. Specific practicum sites have been established for the first four semesters of the practicum experience. Students may tailor their practicum experience to their interests during the last two optional semesters of the practicum sequence.
3. *Completion of teaching assistantships.* Another core component of the program is systematic training in teaching. Toward this end, students are expected to serve as teaching assistants for an undergraduate psychology course during the first three years.
4. *Early Research Project.* Students are not admitted into the Clinical Psychology Program for a terminal master's degree. A master's degree is granted, usually after the second year, once the student has completed 48 credits of coursework and the Early Research Project. Expected research competencies will be acquired and demonstrated through a carefully developed research plan that extends through the first and second years. The Research Training Project will be developed through close collaboration with the Research Advisor. Students will present their work, both orally and in written form, at the end of their second year in the program.
5. *Comprehensive Examinations.* All students, once finished with their Early Research Project, must satisfactorily complete the department's comprehensive examinations prior to admission to doctoral candidacy. All of the comprehensive examinations must be satisfactorily completed for the students to participate in the APPIC pre-doctoral internship match, or before a student can accept a pre-doctoral internship place-

ment outside of the match. The Director of Clinical Training will not approve any internship placement nor will complete any forms related to internship application of placement until all comprehensive examinations have been passed. The examinations will consist of a set of questions on research design and methodology (approximately four hours), a written and an oral clinical component comprised of a clinical case, a psychological assessment case or a neurological case (approximately one hour), each component to be administered separately. In addition to demonstrating the student's mastery of the material, the examinations are designed to reveal a student's ability for critical thinking, which is defined as active, high-level, reflective, and analytical thinking. Students are not admitted into doctoral candidacy until all portions of comprehensive examinations have been passed.

6. *A doctoral dissertation.* The dissertation is conceptualized as an original empirical project that makes a substantive contribution to the knowledge base of clinical and/or developmental psychology. The dissertation is supervised by a major advisor and a doctoral committee that consists of at least two other faculty members (approved by the department). The committee is responsible for approving the proposal, overseeing data collection and analysis, and reviewing the final written draft. The formal dissertation must be approved by the doctoral committee, and a departmental oral defense must also be completed.
7. *An internship.* The internship consists of a one year full-time (or two years half-time) clinical internship in an extramural mental health facility. The internship builds upon prior practicum experiences and is designed to complete the student's preparation for functioning as an independent clinician. In many cases, the internship is begun in the fifth year of study. Students are required to have an accepted dissertation proposal before applying for internship. It is recommended that they complete their dissertation before beginning a full-time internship.

Admission Requirements

Students are admitted to the Clinical Psychology Program to work toward the Ph.D. degree only; the program does not offer a terminal master's degree. Applications are due in the Office of Graduate Admission of the university by December 15 for enrollment the following September. There are no spring semester admissions in this program.

Students wishing to apply for admission must complete the Suffolk University Graduate Admission Application Form and the department's Summary and Experience Form. Special attention should be paid to the personal statement, which should include all relevant background experience (in both research and clinical settings), academic interests, and professional goals.

Students must also meet the following requirements: (a) scores on the general aptitude (verbal, quantitative, and analytical writing) of the Graduate Record Examination (GRE, required); and (b) a minimum of five courses in psychology, preferably including courses in both statistics and research methods (recommended). The program expects to admit thirteen to fourteen students each year. On acceptance, each student will be matched with an academic advisor based on his or her clinical and/or research interests. This advisor will follow the student over the course of his or her graduate education, helping to plan coursework as well as research clinical opportunities.

Summary of Required Courses

PSYCH 716	Adult Psychopathology
PSYCH 717	Adult Assessment
PSYCH 718	Research Methods and Ethics
PSYCH 719	History and Systems of Psychology and Psychotherapy
PSYCH 721	Evidence-Based Principles in Psychotherapy
PSYCH 722	Univariate Statistics
PSYCH 723	Multivariate Statistics (Prerequisite: 722)
PSYCH 738	Clinical Practicum and Ethics IA
PSYCH 739	Clinical Practicum and Ethics IB (Prerequisite: 738)
PSYCH 740	Clinical Consultation and Supervision IIA (Prerequisite: 739)
PSYCH 741	Clinical Consultation and Supervision IIB (Prerequisite: 740)
PSYCH 748	Developmental Psychopathology
PSYCH 792	Intro to Neuropsychology

Choose one from the following to fulfill the Assessment requirement:

PSYCH 746	Child Assessment (Prerequisite: 748)
PSYCH 747	Adult Neuropsychological Assessment
PSYCH 753	Child Neuropsychological Assessment

Choose one from the following to fulfill the Intervention requirement:

PSYCH 736	Couples and Family Therapy
PSYCH 737	Dialogue and Psychological Inquiry in Psychotherapy
PSYCH 774	Child Therapy

Choose one from the following to fulfill the Diversity requirement:

PSYCH 733	Racial and Ethnic Bases of Behavior and Experience
PSYCH 756	Counseling Across Cultures

Choose one from the following to fulfill the Social Bases requirement:

PSYCH 732	Social Bases of Behavior
PSYCH 757	The Social Psychology of Gender
PSYCH 768	Social Psychology and the Family

Choose one from the following to fulfill the Cognitive Bases requirement:

PSYCH 731	Cognitive Affective Bases of Behavior and Experience
PSYCH 765	Cognitive Development

Five elective courses must also be taken.

One elective or basis requirement must be a developmental course.

Full-time students must complete 72 credits by the end of the third year of study.

PSYCH 772 Teaching of Psychology is a prerequisite to teaching as an adjunct in the department.

Psychology Graduate Course Descriptions

Clinical Psychology (Ph.D.)

PSYCH 710 – Positive Community and Organizational Interventions

The purpose of this course is to provide a theoretical and practical understanding of intervention processes and models when working with schools, communities, and business organizations. Emphasis is placed on positive psychology and system-level consultation theories, research, and change practices. The course prepares professionals to function as consultants in school, communities, and organizational settings. Activities include skill building in needs assessment, MBTI, 360 feedback, theory and practice of in-service training, and evaluation of interventions.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 716 – Adult Psychology

The course provides an introduction to DSM-IV-TR and issues involving diagnostic interviewing and differential diagnosis. Examines etiology and current therapeutic approaches as well as diagnosis of major disorders of adulthood. Covers antisocial, borderline, histrionic and narcissistic personality disorders. Paranoia and schizophrenia are covered, as are psychotic, mood, and anxiety disorders.

PSYCH 717 – Adult Assessment

The topic of this course is adult clinical assessment within the context of the current Diagnostic and Statistical Manual (APA). A major focus of the course is on principles and theories of psychological diagnosis. The methods covered in the course include intelligence testing, objective personality assessment methods, and projective personality/emotional assessment methods. Professional presentation of psychological test results, report writing and case presentation, will also be covered. Emphasis will also be placed on integration of interview and historical data with the results of objective/projective psychological test results.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 718 – Research Methods and Ethics

This course is an introduction to research methods, design issues, and research ethics. Topics covered include advantages of longitudinal versus cross-sectional methods and within versus across subjects designs, measurement issues, means of avoiding collection and analysis errors, and basic elements of APA style. Ethical issues in the conduct of research are emphasized.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 719 – History and Systems of Psychology and Psychotherapy

This course examines, from a historical perspective, the evolution of the field of psychology from its beginnings to its present perspectives. Focus will emphasize first on the systems of psychology which have evolved basically in the 20th century, including: structuralism, functionalism, psychoanalysis, Gestaltism, behaviorism, cognitivism, humanism, and existentialism. Then, where appropriate, the systems will be studied in relation to approaches to psychotherapy which have emerged from them. Treatment goals and basic techniques will be explored from a systems point of view.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 720 – Clinical Developmental Psychology: Theory and Practice

This seminar will present and critique different developmental approaches to behavior and experience. The approaches considered may include: Piagetian theory, organismic-developmental theory, cultural/historical theories, Freudian and neo-Freudian theories, and information processing theory. The implications of these developmental theories for clinical psychology will also be discussed.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 721 – Evidence-Based Principles in Psychotherapy

This course will study widely selected theories and therapies representative of the field of clinical psychology. Theories/therapies will include: psychoanalytic, cognitive-behavioral, dialectical behavioral therapy, rational emotive therapy, person-centered, existential, narrative, family/systems therapy, and child therapy.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 722 – Univariate Statistics

Students will perform and learn basic information about t tests, ANOVA, correlation, regression, Chi Square, and power analysis. Students will also be required to demonstrate proficiency in computer usage.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 723 – Multivariate Statistics

This course will focus on multivariate statistics and the interaction of research design and statistical analysis. The four types of analyses given primary attention are MANOVA, multiple regression, principle components analysis/factor analysis, and logistic regression. Issues involving experimental and statistical control, multicollinearity, specification error, and nesting will be covered. Students are required to learn basic principles of multivariate analysis, read journal articles using multivariate techniques, analyze data using each main type of analysis covered in the course, and write results and tables using APA style.

Prerequisite: PSYCH 722.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 724 – Group Dynamics

This course is designed to enrich students' sensitivity to and appreciation of the courses and processes involved in group dynamics and the issues at stake whenever human beings gather, work, or play. The course will expose students to empirical, theoretical, and practical perspectives on the structure and function of groups. This course will be taught as a laboratory in which interaction among class participants will be the central focus. In addition, they will examine the developmental dynamics of the group over time. Implications for working with groups in both organizational and clinical settings will also be explored.

1 term – 3 semester hours.

Normally offered every year.

PSYCH 725 – Advanced Methodology: Critical Analysis of Empirical Literature

This course will be an intensive critical reading seminar. Students will read and analyze published journal articles in a variety of topic areas. Written assignments and discussions will focus on the identification of research questions and hypothesis, design and methodology choices, and the interpretation of results.

Prerequisites: PSYCH 718, PSYCH 722, and PSYCH 723.

1 term – 3 semester hours.

PSYCH 730 – Biological Bases of Behavior and Experience

This seminar will expose students to the biological bases of behavior and experience through examination of such areas as nerve cells and impulses, hierarchical function in the nervous system, brain structure and function, biological bases of motivation; and biological bases of social behavior. Relevant research from the contemporary subfields of neuropsychology, ethology, and/or developmental psychobiology may also be presented.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 731 – Cognitive-Affective Bases of Behavior and Experience

This seminar will introduce students to the cognitive-affective bases of behavior and experience through examination of such topics as: relations among sensation, perception, and cognition; relations between thought and language; relations between cognition and affect; and relations among language, emotions, thought, and culture. Implications for the field of clinical psychology are also discussed.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 732 – Social Bases of Behavior and Experience

This seminar will introduce students to the social bases of behavior and experience through examination of some traditional topics from the field of social psychology. These include: social cognition; self-knowledge; self-presentation; attitude formation and change; attraction and close relationships; altruism; aggression; prejudice and stereotypes; and group dynamics. In addition, the course may include discussion of cross-cultural approaches to healing and the relationship between culture and mental health.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 733 – Racial and Ethnic Bases of Behavior

This course examines the history of all forms of racism and ethnocentrism in American society including the historical amplifications of natural human tendencies into the political polarization of Blacks versus Whites. The racial troubles of today will be viewed in the context of the prevalence of mental disorders, and the common forms these disorders take according to the minority or non-minority racial status of individuals in American society. Philosophical, social-behavioral, and clinical aspects of racial issues will be covered as required by invited faculty from various related fields.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 736 – Couples and Family Therapy

This course will cover structural, functional and contextual theories and intervention techniques of couples and family therapy. Students will be exposed to didactic learning with case presentation and analysis of effectiveness couples and family therapy using outcome research materials. This course will address couples and family therapy intervention strategies with clients of diverse backgrounds.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 737 – Dialogue and Psychological Inquiry in Psychotherapy

Laboratory inquiry into the nature of effective dialogue in therapeutic contexts. The course will involve self-examination and interpersonal skill building through role playing, video and audio taping.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 738 – Clinical Practicum and Ethics IA

Doctoral students shall complete an academic year of placement service (9–10 months) at one of the selected practica sites during their second year of academic training. Students shall complete between 12 and 20 hours per week of placement service to include training in assessment, diagnostic interviewing and intakes, interventions, and applied research with diverse populations. Students will receive on-site supervision by licensed psychologists and other approved professionals. Students will participate in a weekly practicum seminar at Suffolk University. This didactic supplement to the practicum provides an overview of the legal, ethical, and professional issues currently facing psychologists in practice with diverse populations. Particular attention is paid to training in cultural and individual diversity, along with the ethical concerns related to confidentiality/mandated reporting, informed consent, conflicts of interest, boundary issues, and limits of professional competence.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 739 – Clinical Practicum and Ethics IB

Continuation of *Clinical Practicum and Ethics IA*

Prerequisite: PSYCH 738.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 740 – Clinical Supervision and Consultation IIA

Doctoral students shall complete an academic year of placement service (9–10 months) at one of the selected practica sites during their third year of academic training. Students shall complete approximately 20 hours per week of placement service to include assessment, intervention, and consultation with diverse populations. Students will receive on-site supervision by licensed psychologist and other approved professionals. All students will concurrently participate in practicum seminars taught by Suffolk University faculty. The didactic supplement provides a foundation in developing students' knowledge in the areas of consultation and supervision along with continued training in cultural and individual diversity.

Prerequisite: PSYCH 739.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 741 – Clinical Supervision and Consultation IIB

Continuation of *Clinical Supervision and Consultation IIA*

Prerequisite: PSYCH 740.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 743 – Personality Development

This seminar examines current theory and research on the development of individual differences in personality. Measurement issues in personality are examined for each of the major theoretical approaches (Dispositional, Biological, Psychoanalytic, Cognitive, Behavioral, and Humanistic). Topics will include: research on individual differences in traits and motives; the development of defenses, coping styles, and the self-concept; and ego development across the lifespan.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 744 – Practicum IIIA

Application of skills in a self-selected approved field setting (school, clinic, hospital, agency, industry). Students will spend 16 hours a week in fieldwork and participate in a weekly group seminar. Doctoral students may choose to complete one year of placement service following the completion of Practicum I and II. Those who do are expected to take the Practicum III seminar, which begins the first week of September and ends the last week of April. Students shall complete 16 to 20 hours per week of placement service and training activities with concurrent participation in practicum seminars. Students shall receive individual and group supervision for a total of four hours of weekly supervision. This practicum will include more advanced clinical training in selected areas of psychotherapy, evaluation, testing, research, crisis intervention, and consultation with a population of particular interest to the student (e.g., children, adolescents, young adults, older adults).

Prerequisite: PSYCH 741.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 745 – Practicum IIIB

Continuation of *Practicum 3A*.

Prerequisite: PSYCH 744.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 746 – Child Assessment

Reviews principles and techniques of a standard psychological battery for children, including cognitive screening, intelligence, personality, and projective tests. May also include an introduction to specialized cognitive, educational, and vocational testing.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 747 – Advanced Psychological Testing, Adult Neuropsychological Assessment

Reviews principles and techniques of a standard neuropsychological test battery for adults. Examination of neuropsychological assessment instruments for children as well as discussion of varying neuropsychological approaches (e.g., process vs. achievement) will also be included.

Prerequisite: PSYCH 717.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 748 – Developmental Psychopathology

Examines psychopathology from a life span perspective. Examines etiology and diagnosis using DSM-IV-TR as well as current therapeutic approaches. Developmental changes in the incidence rate of externalizing disorders such as conduct disorder and attention deficit disorder, and internalizing disorders such as depression and eating disorders are addressed. Disorders that affect both behavioral and mental functioning such as Fetal Alcohol Syndrome and autism are included. Family, peer, and school/work issues are also covered. The role of development in the understanding and treatment of mental disorders is reviewed.

1 term – 3 semester hours.

Normally offered alternate years.

PSYCH 749 – Advanced Topics in Developmental Psychology

This seminar will focus on historical issues and current research in specific areas of psychological development including the cognitive, affective, and social arenas. To some extent, specific seminar topics will be determined on the basis of student interest.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 751 – Psychopharmacology

This course will present students with an introduction to the field of psychopharmacology. Topics covered will include: the art of prescribing medication; the psychopharmacology of anxiety and psychotic mental disorders (including pediatric and geriatric psychopharmacology); pharmacotherapy and psychotherapy; and biopsychosocial factors in drug abuse and addiction.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 752 – Independent Studies

This course will consist of the intensive study of one aspect of clinical psychology and/or human development in consultation with a faculty coordinator.

1 term – 3 semester hours.

Normally offered every semester.

PSYCH 753 – Child Neuropsychological Assessment

This course reviews principles and techniques of a standard neuropsychological test battery for children.

1 term – 3 semester hours.

Normally offered yearly.

PSYCH 756 – Counseling Across Cultures

This course will examine the role of culture in the development of human behavior. It will introduce the relevance of undertaking a biopsychosocial model of understanding various psychopathologies across diverse groups (racial, ethnic, age, gender, sexual orientation, religious, physical/cognitive handicaps, etc.). It will address psychological processes with specific emphasis on developmental issues, family dynamics, and value structures of different racial and ethnic groups in America, including African American, Hispanic, Asian, Native American, migrant, and international groups. This course provides both theoretical and empirical frameworks to explain the psychological adjustment and mental health issues of these groups. Moreover, different counseling approaches will be discussed to highlight the complexity and challenges involved in providing culturally sensitive intervention and consultation services.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 757 – The Social Psychology of Gender

Examines current research methods and theoretical positions in gender studies from a developmental social psychological perspective. Essentialist, social constructionist, and dialectical models of gender are compared and critiqued. These frameworks are used to understand the current empirical literature on gendered social interactions, including sexuality, friendship, love, and violence. Gendered social institutions are also examined, including families, classrooms, and work environments. Specific topics include the development of gender stereotypes and prejudice; gendered relational styles and relational satisfaction; and gender-related styles of violence and victimization.

1 term – 3 semester hours.

Normally offered every other year.

PSYCH 760 – Social and Emotional Development of the Child

This course examines social and emotional development in infancy and childhood. Temperament and the development of attachment, friendships, and self-image will be discussed. Relationships with siblings, parents, and peers will be addressed. Development of prosocial behavior, conflict resolution, and aggression will be included. The development of general emotion regulation will be covered as well as development of and coping with specific emotions such as anger, guilt, shame, sadness, empathy, and others. Students will be involved in the selection of readings from primary sources and are expected to participate actively in the discussion of assigned readings.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 762 – Adolescent Development

This course will examine the theoretical and empirical research of adolescent biological, psychological, and social development. Understood as socially constructed relations between generations, adolescence raises issues of health, education, care empowerment and employment in the contexts of race, ethnicity, gender, sexual orientation, and social class. Encourages formulation of research questions and advocacy positions. Implications for teaching, research, and therapy will be discussed.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 763 – Adult Development and Aging

This course will examine the biological, psychological, and socio-cultural aspects development in the span of life from young adulthood through late adulthood. Contemporary theories and empirical research on old age, death and bereavement issues across cultures will also be reviewed. Students will evaluate the current healthcare resources available for older adults and the challenges of caregiving as experienced by family members, community workers, and professionals today. Implications for teaching, research and therapy will be discussed.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 765 – Cognitive Development

This course will focus on the development of a variety of cognitive skills: attention, memory, language, problem solving, conceptual development, etc. The cognitive achievements of childhood and adolescence, underlying mechanisms driving cognitive development and major development theories will be examined. A secondary focus will be placed on exploring the implications of cognitive development for clinical practice with children.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 767 – Narrative Development

This course examines theoretical principles, empirical research, and philosophies that underline narrative development. Readings will include: Vygotsky, Bakhtin, Bruner, Lakoff, Chomsky, and Searle. Students will construct a framework to critically examine the implications of the theories and research for educational and clinical practice. This course will explore what narrative development means in both a culturally and linguistically diverse society and in a society where people represent a broad range of ability levels.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 768 – Social Psychology and the Family

The course is an applied course that focuses on applications of basic social psychological principles, especially in relation to the family. Topics include social cognition and attribution, social influence, altruism, aggression, interpersonal attraction and intimacy, and conflict resolution. Group processes and dynamics, organizational and systems theory and issues of social/cultural diversity are also covered. Finally, communication and persuasion, cognitive dissonance, and attribution are addressed. Applications to the family are stressed.

1 term – 3 semester hours.

Normally offered alternate years.

PSYCH 769 – Crisis and Disaster Mental Health

Crises may be incidents or processes that tax a person's ability to cope effectively. Patterns and variations of reactions to crises will be discussed, as well as ways of assisting those individuals and groups experiencing crises. A range of helpful interventions, ranging from compassionate presence to active interventions, will be considered. The importance of remaining vulnerable to emotions, and the consequent necessity of attention to self-care for the clinician, will be a special focus of the course.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 770 – Health Psychology

This seminar explores the mind-body connection and examines such topics as Type A personality, stress reduction, hypnosis/imagery/biofeedback, sexual disorders and dysfunctions; eating disorders, and chronic pain.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 772 – Teaching of Psychology

Providing support for the teaching fellow role, this seminar examines current theory and research on effective teaching of psychology. The course surveys a variety of teaching techniques, tools, and methods for leading discussions, lecturing assessment, and grading. Additional topics include: learning styles in the classroom, student diversity, development of critical thinking, and ethics in college teaching.

1 term – 3 semester hours.
Normally offered every year.

PSYCH 774 – Child Therapy

This course examines the principles and practice of psychotherapy with children. Attempts are made to delineate the similarities and differences between child and adult approaches as well as to expose the student to the various theoretical perspectives on child therapy with an emphasis on one orientation.

1 term – 3 semester hours.
Normally offered every 2–3 years.

PSYCH 775 – Advanced Personality Assessment: Rorschach Comprehensive System

This course examines in-depth the administration and scoring of the Rorschach using the Exner Comprehensive System. In addition, students will be taught the research and clinical basis for the Exner Comprehensive System. Interpretation of results within the context of case examples will also be explored.

1 term – 3 semester hours.
Normally offered every 2–3 years.

PSYCH 776 – Psychology of Trauma

This course is designed to provide students with a solid foundation in the clinical and empirical literature on psychological trauma. This course will consider alternative ways of conceptualizing, assessing, and treating psychological consequences resulting from exposure to traumatic stress. Classic and current reading materials will introduce students to leading theoretical models. Special topics will be explored, including child abuse, rape, homicide, witnessed violence, and genocide. The psychology of victims' reactions to these events will be explored in detail with a focus on factors contributing to post-traumatic stress and cultural, societal, and historical influences on views of trauma.

1 term – 3 semester hours.
Normally offered every 2–3 years.

PSYCH 777 – Advanced Practicum

Doctoral students may choose to complete one year of placement service following the completion of Practicum III. Those who do are expected to take the Advanced Practicum seminar or have the equivalent organized through their placement site. Advanced practicum typically begins the first week of September and ends the last week of April. Students shall complete 16 to 24 hours per week of placement service and training activities with concurrent participation in practicum seminars. Students shall receive individual and group supervision commensurate with the requirement for direct contact support. This practicum will include more advanced clinical training in selected areas of psychotherapy, evaluation, testing, research, supervision and consultation. Must be taken with PSYCH 000.

Prerequisites: PSYCH 744 and 745.
1 term – 1 semester hour.
Normally offered each semester.

PSYCH 778 – Advanced Neuropsychology Practicum

Doctoral students may choose to complete one year of placement service following the completion of Practicum III. Those who do are expected to take the Advanced Practicum seminar or have the equivalent organized through their placement site. Advanced practicum typically begins the first week of September and ends the last week of April. Students shall complete 16 to 24 hours per week of placement service and training activities with concurrent participation in practicum seminars. Students shall receive individual and group supervision commensurate with the requirement for direct contact support. This practicum will include more advanced clinical training in selected areas of psychotherapy, evaluation, testing, research, supervision and consultation. Must be taken with PSYCH 000.

Prerequisites: PSYCH 744 and 745.
1 term – 1 semester hour.
Normally offered each semester.

PSYCH 779 – Acceptance and Mindfulness in Psychotherapy

Mindfulness, a process that originated from Eastern meditation practices, involves the cultivation of intentional and non-judgmental awareness to the present moment. Recently, clinicians and scientists have demonstrated that aspects of mindfulness practice may be adopted and incorporated into health and mental health treatment programs independent of the religious and cultural traditions of their origins. Acceptance, a similar concept, which involves a willingness to experience thoughts, emotions, physiological sensations, and images, has traditionally been recognized across theoretical perspectives as a process associated with health and well-being. This seminar examines some of the issues related to the contemporary movement (e.g., the “third wave of behavioral therapy”) integrating acceptance and mindfulness into traditional cognitive and behavioral approaches to case formulation and treatment.

1 term – 3 semester hours.
Normally offered every 2–3 years.

PSYCH 784 – Therapies for Substance Use Disorders

This course is aimed at providing students with the knowledge and skills in treating substance use disorders from Cognitive Behavioral and Skills Building frameworks. The main goals of the course are threefold: to become familiar with the current theoretical and clinical literature on substance use disorders, to expand upon knowledge of a number of empirically supported psychotherapeutic treatments for substance abuse and dependence, and to develop ideas for integration of these skills into clinical practice.

1 term – 3 semester hours.
Normally offered every 2–3 years.

PSYCH 789 – Special Topics in Neuropsychology

This course will feature rotating content in an advanced and more specialized area of neuropsychology. Specific topics are announced when the course is scheduled.

1 term – 3 semester hours.

PSYCH 790 – Child Neuropsychology I

In this course, we examine major disorders of cognitive development in children. The disorders are characterized in terms of their distinctive profiles of neuropsychological deficits and brain abnormalities. Topics to be covered include: genetic, metabolic, and toxic disorders, as well as underlying entities such as dyslexia, attention deficit hyperactivity disorder, nonverbal learning ability, and autistic spectrum disorder. The course is taught by esteemed professionals who are actively engaged in clinical practice and/or research. Held at the Boston University School of Medicine.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 791 – Child Neuropsychology II

This course is a continuation of PSYCH 790. Held at the Boston University School of Medicine.

Prerequisite: PSYCH 790.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 792 – Introduction to Neuropsychology

Basic introduction to the specialty of neuropsychology. The scope of neuropsychology, the difference between neuropsychology and related difference and subspecialties, different historical and theoretical approaches to neuropsychology, as well as credentialing requirements for the practice of neuropsychology. Introduction to research techniques used to investigate brain-behavior relationships, ethical issues, and the role of the neuropsychologist in clinical and rehabilitation settings. By the end of the course, students will demonstrate a basic knowledge of the nervous system, the role of neurotransmitters, brain structures and associated functions, an understanding of how different instruments are used to assess those functions, and how neuropsychological interventions are formulated and implemented.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 793 – Adult Neuropsychological Syndromes

This course is designed to provide an introduction to adult neuropsychological syndromes in terms of their prevalence, etiology, hypothesized mechanisms, and neuropsychological manifestations.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 794 – Developmental Neuropsychology

Study of the neural mechanisms underlying behavioral development. Topics include the plasticity of the developing brain in response to deprivation or damage and mechanisms underlying specific syndromes (e.g., aphasia, dyslexia, learning disabilities, hyperactivity, autism, and Tourette's syndrome). Held at the Boston University School of Medicine.

1 term – 3 semester hours.

Normally offered every year.

PSYCH 795 – Human Neuropsychology I

Researchers from the Boston Veterans Administration Hospital lecture on various topics including: neuropsychological assessment; plasticity in development; aphasia; apraxia; attention deficit disorder; aging; memory; dementia; bilingualism; epilepsy; and pain. Held at the Boston Veterans Administration Hospital in Jamaica Plain.

1 term – 3 semester hours.

Normally offered fall semester.

PSYCH 796 – Human Neuropsychology II

Continuation of PSYCH 795 at the Boston Veterans Administration Hospital in Jamaica Plain.

1 term – 3 semester hours.

Normally offered spring semester.

PSYCH 797 – Functional Neuroanatomy

This course will provide students with a comprehensive overview of functional neuroanatomy, as well as an introduction to neuropathology, neuroepidemiology, and the neurobehavioral consequences of congenital and acquired neurological diseases/disorders. Teaching strategies will include lectures, human brain lab, directed readings, and neurosciences software programs. Held at Boston University School of Medicine.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 798 – Developmental Neuropsychology II

This course examines the central neuron processes underlying emotions, learning, and consciousness in humans and animals. Theory, methods, and experimental findings; laboratory demonstrations. Effect of brain pathology in human subjects.

Prerequisite: PSYCH 794.

1 term – 3 semester hours.

Normally offered every year.

PSYCH 799 – Forensic Practice in Behavioral Neuroscience

This course will be taught by both neuroscience and legal professionals and will provide students with an introduction to the emerging role in the courtroom and judicial proceedings of research and clinical findings from the behavioral neurosciences.

1 term – 3 semester hours.

Normally offered every 2–3 years.

PSYCH 801 – Internship

Full-time predoctoral clinical internship.

1 term – 1 semester hour

Normally offered each semester.

MASTER OF ARTS IN WOMEN'S HEALTH

The Master of Arts in Women's Health degree aims to educate a new generation of educators, leaders, and advocates who can contribute to women's health and foster awareness of women's health issues in a variety of clinical, civic, educational, and community contexts. Combining academic training with a required, hands-on community internship, the Program provides students with intellectual and practical tools for working with women of diverse ages and backgrounds. The Program is housed within the Sociology Department.

Students learn important skills in coalition building, community organizing, legislative advocacy, fundraising, marketing, media relations, and public presentation skills. Students study health issues that particularly affect women such as reproductive health, HIV/AIDS, eating and body image problems, and the health concerns of our aging population.

The Women's Health Program is designed for career changers, recent college graduates and for people already working in fields related to women's health and well being. Graduates of this Program will be prepared to meet the growing demand for non-clinical professionals in areas such as cross-cultural women's health training, domestic violence intervention, AIDS/HIV education and prevention, reproductive health policy, women's health promotion, geriatrics, and patient advocacy.

While this Program only enrolls for the fall semester, you may choose either a full- or part-time course program. The full-time option includes two full semesters of coursework plus one semester of an internship in women's health. The part-time option allows for coursework and internships to be completed over three or more calendar years (six or more semesters). In either case, courses mainly are taught in the evening, enabling you to hold a daytime job while completing your degree.

Graduate Faculty

Associate Professors: Amy Agigian (Program Director), James Ptacek, Felicia Wiltz (Sociology Department Chairperson)

Assistant Professor: Susan Sered (Program Associate Director)

Degree Requirements

12 courses (36 semester hours), as indicated below. All courses are three semester hours. A full-time course load is 12 credit hours per term. Full-time students can complete the Program in three semesters. Pre-medical and other special students may apply to complete the Program in a single year.

Seven required classes, plus a non-credit speaker series every two weeks, provide a comprehensive introduction to contemporary women's health issues. Each student focuses her or his program in a particular area of interest by choosing approved electives in the departments of government, public administration, crime and justice, communications and journalism, and education and human services.

Professional Practicum

All students complete a one-semester practicum that is arranged with the help of the Program staff and faculty. While we will have standard internship sites where students often intern, we anticipate that many students will have contacts already, and we will arrange the practicum based on student needs. Anticipated locations include local hospitals, research institutes, community organizations, policy institutions and women's groups. The Program Director arranges and oversees all student internships.

Academic Standing

To receive the degree, candidates must have a cumulative grade point average of "B" (3.0). Upon completion of a semester, should a student's cumulative grade point average fall below 3.0, the student is subject to an academic warning. If a student's cumulative grade point average falls below 3.0 for two consecutive semesters and/or if the student receives two "C" grades, the student may be subject to dismissal from the Program. No student may carry more than two grades of incomplete at any one time unless the student has approval from the Program Director.

Transfer Credits

In some cases, transfer credits from other graduate degree programs in related fields may be accepted. Students interested in transferring graduate credits should speak with the director of the Program and Graduate Admissions.

Requests for acceptance of graduate transfer credits must be made at the time of matriculation into the Master of Arts in Women's Health Program. Only courses in which students have received a grade of "B" or better will be considered for acceptance.

Financial Aid

Graduate fellowships and assistantships may be available for full-time and part-time students who meet various criteria for receiving financial aid. In order to be considered for these and other forms of assistance such as grants and loans, candidates should submit their application for Fall Semester admission to the Office of Graduate Admission by March 15 and their financial aid application to the Financial Aid Office by April 1.

Annual Scholarship in the Field of African-American Women's Health

The Master of Arts in Women's Health (MAWH) program is pleased to be able to offer a competitive, annual, full tuition scholarship to a student developing leadership in the field of African-American women's health. The College of Arts and Sciences is funding this full tuition scholarship for the entire three semesters of the program, beginning with a new student each fall. This student will commit to carrying out an internship in the field of Black women's health and to working toward a leadership role in the field.

Required Courses (24 Semester Hours)	Credits
WH 701 Sociology of Women's Health.....	3
WH 702 Female Physiology and Gynecology	3
WH 703 Women and the U.S. Healthcare System	3
WH 704 Research Methods in Women's Health and Illness	3
WH 705 Diversity in Women's Health and Illness	3
WH 706 Advocacy for Women's Health	3
WH 707 Professional Practicum (Internship)	6
WH 710 Interdisciplinary Perspectives on Women's Health.....	0
(to be taken 3 times)	

Program Electives (9 Semester Hours)

Students choose 4 courses with the help of their advisor.
Note: Not all courses will be offered every semester.

Master of Arts in Women's Health Course Descriptions

Required Courses

WH 701 – Sociology of Women's Health

This course offers an overview of sociological issues relating to women's health and illness. The topics include: how social forces construct women's corporeal experiences, medicalization of women's bodies, the politics of reproductive agency, economic and racial disparities in health status and access to healthcare, the valuation of caring work/caregivers, women as patients, and women as healthcare providers. Attention to diversity among women, in the U.S. and abroad, will be integrated throughout.
 3 credits.

WH 702 – Female Physiology and Gynecology

This course provides students with a solid introductory understanding of female physiology and gynecology. It familiarizes students with basic anatomy and with standard medical terminology. In addition, students receive more substantial information regarding important women's health issues including heart disease, obesity, breast cancer, the female reproductive system, childbirth, menopause, contraception and reproductive technologies, common gynecological pathologies and common gynecological procedures.
 3 credits.

WH 703 – Women and the U.S. Healthcare System

Women use and work in the healthcare system at higher rates than men, yet men predominate as its leaders and decision-makers. This course introduces students to the U.S. health system, emphasizing components that are most significant for women. Topics include the (gendered) role of professions, institutions, consumers, and government; landmark legislation; and Medicaid and Medicare. Students also learn how to use a gender perspective to analyze healthcare policies and legislation.
 3 credits.

WH 704 – Research Methods in Women's Health and Illness

This course trains students in practical strategies for women's health research. Topics to be covered include community mapping, needs assessment, and program evaluation. In addition to becoming acquainted with the key literature in these areas, students will learn the rudiments of how epidemiologists work, what commonly used statistical terms and tests mean, and how to read and interpret statistical tables and charts. Students also will be introduced to a range of qualitative research methods.
 3 credits.

WH 705 – Diversity in Women's Health and Illness

This course delves more deeply into the sociology of women's health through careful attention to diversity and difference both nationally and internationally. We address health differences among women by race, ethnicity, class, disability, and sexual orientation, as well as by national and immigrant status. In addition, the course explores the health and healthcare realities of women in developing countries and introduces students to ethnographic approaches to studying women's health.
 3 credits.

WH 706 – Advocacy for Women’s Health

This course is structured as a practical introduction to advocacy skills. The skill set students receive includes lobbying, communications, media relations, and community organizing. Students practice writing press releases, contacting media outlets, presenting in public, and leading focus groups. In addition, students learn how to develop outreach strategies, and they will be exposed to a variety of assessment tools that are used to map and measure community needs and evaluate programmatic success.

3 credits.

WH 707 – Professional Practicum

The Professional Practicum is the six-credit internship that students carry out during their final semester. Each student will work 16 hours/week with a local organization or agency, under the dual supervision of a Suffolk faculty member and a staff member at the host institution. At the start of the internship, students prepare a document, together with faculty and staff members, detailing goals for the internship period. These goals include specific skills to be acquired or practiced, as well as programmatic contributions. Class meetings encourage students to apply relevant frameworks and skills, as well as providing group support, strategizing, and problem solving. At the end of the internship period, students write a report assessing both their own experience and the work of the host institution. **Students must meet with the Program Director in the semester prior to the practicum, and permission of the Program Director must be obtained prior to arranging a practicum.**

6 credits.

WH 710 – Interdisciplinary Perspectives on Women’s Health

All MAWH students attend this seminar held every two weeks, which exposes them to a wide range of topics and approaches to women’s health, and to develop professional networks and community. The core MAWH faculty lead the seminar, together with guest lecturers drawn both from academia and from a variety of organizations and agencies that provide healthcare to women or engage in women’s health research or advocacy in local, national, or international arenas. This ongoing seminar is open to the greater Suffolk University community.

0 credits.

WH 723 – Thesis Research and Writing I

Students initiate research on a topic area of women’s health under the supervision of a thesis advisor and committee. Research design, organization, and literature survey are completed as part of the student moves into and through the first stages of the research project.

WH 724 – Thesis Research and Writing II

Students continue their research with a focus on refining their concepts, analysis, and interpretation of findings. Writing is supervised, with special attention to the connections between the established literature in the field and the student’s research. Students present findings and the final written product to their thesis committee.

3 credits.

Electives

WH 725 – Alternative and Complementary Medicines: Gender Perspective

Complementary and alternative medicine (CAM) practices and products have become multi-billion dollar industries in the United States and other wealthy countries; women are the largest consumers. This course uses a sociological perspective to explore the dimensions and impact of CAM today. We cover the identities of CAM users and practitioners, the cultural and social forces that contribute to the prevalence of CAM in differing cultural contexts, efforts to license and regulate CAM practitioners, integration of CAM into conventional hospitals, and the belief systems that various CAM modalities build upon. We place this exploration in the context of women’s use of, and access to, various modes of healthcare internationally.

WH 728 – Gender and HIV/AIDS

This course follows the spread of the AIDS pandemic, investigating how women internationally have become infected, affected, and vulnerable to HIV infection. Through readings and films we explore relevant issues including violence against women, prostitution, substance abuse, stigma, access to education and treatment, women’s negotiating power in sexual relationships, and the impact of poverty. We also investigate the successes and failures of a range of prevention and treatment approaches.

WH 731 – Reproductive Health and Rights

This course explores relationships between women’s reproductive health and women’s rights both nationally and internationally. We address contraception and abortion, access to pre-natal care and trained childbirth professionals, the sociology of breast feeding, and the politics of women’s sexual and reproductive autonomy. Students study the medical and epidemiological significance of reproductive rights in enabling women to maintain reproductive health.

WH 734 – Sexuality, Medicine, and Social Control

Throughout much of history powerful institutions have sought to control women’s autonomy through the control of their sexuality. Over the course of the past one hundred and fifty years, biomedical science has become increasingly influential in the lives of women around the world. This course looks at the role of medicine in women’s private and public sexual lives. We explore questions including: How has medical authority helped to define and control acceptable sexual behavior? What do medical interventions reveal about social and cultural ideas of sex, sexuality, and gender? How do campaigns against sexual disease and sexual “deviance” illuminate issues of power and of social status? And how have women, lesbians, HIV-positive people, and/or others challenged medical social control?

WH 737 – Women, Population, and the Environment

Who sets the international agendas, policies and goals regarding population and the environment? What are the health concerns for women? How are women's status and reproductive rights limited or enhanced by various policies? In recent decades, feminist activists have challenged the "overpopulation" paradigm as sexist and harmful to the global poor, instead championing women's rights and environmental sustainability. Issues that exist at these intersections and that may be addressed in this course include: family planning versus population control, environmental racism, nuclear proliferation, global warming, militarism and war, and agribusiness. Case studies are drawn from Africa, Asia, and the Americas.

WH 740 – Women, Substance Abuse, and the Crime and Justice System

The majority of incarcerated women are substance abusers. Many of these women have also been diagnosed with major mental illness. Many have also been victims of violence and continue to experience symptoms of PTSD. This course explores the life and legal trajectories, as well as the policies that result in the incarceration of women suffering from addiction or mental illness. We also explore alternatives to both authoritarian "treatment" and incarceration.

WH 743 – Women's Health and Human Rights

How do violations of women's human rights affect their health? What are the physical and psychological consequences of human rights abuses? Global human rights standards assert that not only is health a human right, but that healthcare must be available, accessible, and acceptable. This course explores cases that demonstrate the inseparability of health and rights for women, whether regarding HIV/AIDS, violence against women, maternal healthcare, or health insurance. Among topics to be covered are the ethical obligations of health professionals to respect, protect, and fulfill human rights, and the centrality of health and human rights education for women and girls.

WH 746 – Women's Health, Wealth, and Poverty

The global feminization of poverty has profoundly disturbing impacts on women's health. Around the world, poverty is associated with higher rates of illness and with lower life expectancies. How does poverty create ill health, and how can its alleviation improve health? This course looks at how global, national and local economic institutions and policies affect the health status of women and their families. Students also learn the gendered effects of how economic policies affect the organization, financing and delivery of healthcare services.

WH 800 – Independent Study in Women's Health

Students pursue an independent academic project under the supervision of a qualified member of the graduate faculty.

Courses in other departments that may be taken to fulfill MAWH elective requirements:

CJ 688	Restorative Justice
CJ 691	Intimate Violence and Sexual Assault
CJN 703	Presentation Skills
CJN 769	Introduction to Marketing Communication
EHS 391	Domestic Violence, Abuse, and Neglect
EHS 729	Human Sexuality Seminar
GVT 335	Healthcare Policy
GVT 339	Community Advocacy
GVT 634	Social Welfare Policy
HLTH 702	Healthcare Systems II
HLTH 832	Health Policy

For more information please contact:

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Suffolk University
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Boston, MA 02108
(617) 994-4222, mawh@suffolk.edu
www.suffolk.edu/mawh



Suffolk University

**Sawyer Business School
Graduate Programs**

SAWYER BUSINESS SCHOOL

History

Founded in 1906, Suffolk University's original mission was to provide individuals access to a high-quality legal education regardless of socio-economic status or ethnicity. Suffolk University now offers graduate and undergraduate degrees, and professional certificates to over 7,000 students in its Law School, Sawyer Business School, and College of Arts and Sciences. Its main campus is located in the heart of Boston's financial and government districts. Off-site locations include Franklin, North Andover, and West Barnstable, Massachusetts; Senegal and Spain. Its student population represents in excess of one hundred countries and all 50 U.S. states. Suffolk's alumni population totals over 44,000 worldwide.

The Sawyer Business School, founded in 1937, has added yet another layer of accolades to Suffolk University. In 1995, the family of Frank Sawyer made a substantial donation to the School and the Sawyer Business School was formally dedicated.

The Business School's graduate programs prepare individuals for careers across the corporate and not-for-profit sectors. Graduate degree programs include the MBA, Global MBA, Master of Public Administration and specialized master's degrees in accounting, finance, health administration, and taxation. The Suffolk MBA is offered in four flexible MBA formats. Students can enroll in full-time or part-time MBA programs in traditional classroom settings at Suffolk's campuses in Boston or North Andover, Massachusetts or an online format that meets in cyberspace. Students may also choose an Executive MBA format that meets Saturdays.

The Bachelor of Science in Business Administration (BSBA) degree is offered in a full-time or part-time format. Students may select from nine majors in accounting, information systems, entrepreneurship, finance, global business, interdisciplinary studies, management, marketing and public administration. The Business School also offers the following joint degrees: BSBA/JD, BSBA/MS in Accounting and BSBA/MS in Taxation.

The first two years of the BSBA degree are also offered at Suffolk's Campus in Dakar, Senegal. Undergraduate students are offered the opportunity to take courses at Suffolk's Campus in Madrid, Spain. Information about Suffolk's Senegal and Madrid Campuses can be found in the International Programs section at the front of this catalog.

Mission

We create a learning environment that enables our students to emerge as successful leaders in the practice of global business and public service. We value excellence in education and research, and work with our students, alumni and business partners to achieve it.

The Business School emphasizes the critical link between theory and practice for students working in private and public sectors. Over 4,000 students from across the globe are enrolled in the School. Graduate and undergraduate students benefit from a diverse faculty with powerful links to business and government – a faculty committed to excellence in teaching and research. The School's eight Advisory Councils reinforce its ties to the public and private sectors.

The Business School remains committed to ensuring professional opportunities for its graduates by strengthening its capacity for teaching and research. Each student is exposed to contemporary management practices through a continually refined and updated curriculum. The Sawyer Business School welcomes corporate and government partners in all its endeavors.

Accreditation

The Business School is the only school of management in New England accredited by both AACSB International – The Association to Advance Collegiate Schools of Business and by The New England Association of Schools of Public Administration (NASPAA). The Business School is also the only school of management in Boston that is accredited by AACSB International for its Accounting and Taxation programs. The Business School offers the only AACSB International accredited MST program in Massachusetts.

GRADUATE PROGRAMS

Graduate Program Objectives

In our interdependent global economy, the not-for-profit, public and private sectors require managers who have the skills, knowledge, values and sensitivities to be leaders and effective decision makers in their organization. The Business School, through the MBA, MPA and specialized graduate programs, offers opportunities for personal growth, professional development and advancement by providing students with the interpersonal and functional managerial and administrative skills they need to succeed in our increasingly complex, diverse, and changing environment.

The Sawyer Business School offers the following graduate degree programs:

- MBA
- MBA/Corporate Financial Executive Track
- MBA/Health
- MBA/Nonprofit
- Global MBA
- MBA Online
- Executive MBA
- Accelerated MBA for Attorneys
- Accelerated MBA for Music Management Majors at Berklee College
- Accelerated MSF for Attorneys
- Accelerated MBA for CPAs
- MBA and GDPA
- MHA (Master of Health Administration)
- MPA (Master of Public Administration)
- MSF (Master of Science in Finance)
- MSFSB (Master of Science in Financial Services and Banking)
- MSA (Master of Science in Accounting)
- MST (Master of Science in Taxation)

Locations

The Suffolk MPA degree is offered on Suffolk's main Boston campus and at Cape Cod Community College, West Barnstable, Massachusetts. The Suffolk MBA is offered in Boston and at Merrimack College, North Andover, Massachusetts.

The Business School offers several joint degrees:

- MBA/MSA
- MBA/MSF
- MBA/MST
- MPA/MS in Mental Health Counseling
- MPA/MS in Crime and Justice Studies
- MPA/MS in Political Science

The Business School also offers the following joint degree programs with Suffolk University Law School:

- JD/MBA
- JD/MPA
- JD/MSF

Certificate/Diploma Programs:

- Advanced Certificate in Taxation
- Advanced Professional Certificate
- Certificate of Advanced Study in Public Administration
- Certificate Program of Advanced Study in Finance
- Advanced Program in Entrepreneurship
- Graduate Diploma in Professional Accounting

Advising

The specific program directors and the academic departments provide academic advising to both full-time and part-time students. Business School academic administrators, department chairs, and faculty all schedule some office hours during the day and evening to assist students with their program of study and course registration.

Sawyer Business School

Office Location

73 Tremont Street, 12th Floor

Office Hours

Graduate Programs Office

Fall and Spring Semesters	Monday through Thursday 8:45 am – 7:15 pm Friday 8:45 am – 4:45 pm
Summer Sessions	Monday and Tuesday 8:15 am – 7:15 pm Wednesday, Thursday and Friday 8:15 am – 4:45 pm

Office hours for **Business School faculty** are posted on individual faculty office doors, or by contacting the departments listed below:

Accounting	617-573-8040
Business Law	617-573-8652
Information Systems	617-573-8331
Finance	617-573-8641
Management	617-573-8336
Marketing	617-573-8651
Public Management	617-573-8330

Graduate Programs Contacts

MBA Programs	617-573-8306
Global MBA	617-305-1707
Executive MBA	617-573-8660
Healthcare Administration	617-305-1709
MBA Online	617-573-8334
MS in Accounting Programs	617-573-8339
MS in Finance Programs	617-573-8641
MS in Taxation Programs	617-573-8361
Public Management Graduate Programs	617-573-8024
Suffolk Graduate Programs at Cape Cod Community College	508-375-4083
Suffolk Graduate Programs at Merrimack College	978-837-5143
Suffolk Graduate Programs at Dean College	508-541-1972

Admission Requirements*

Required credentials for admission include:

- a completed application form;
- the appropriate non-refundable application fee (\$50);
- a current resume;
- two recommendation letters;
- official transcripts of all prior academic work (the Sawyer Business School requires proof of completion of the undergraduate degree);
- professional goals statement;
- official score reports:

GMAT (Graduate Management Admissions Test) for all Sawyer Business School Programs except MPA and the Accelerated MBA for Attorneys; The GMAT may not be required for those who have passed the CPA exam, demonstrated professional competence and have an undergraduate GPA of at least 2.7. The MSF/JD requires the GMAT and the LSAT. The MBA/JD requires the LSAT.

The **LSAT** (Law School Admission Test) is required for all joint degree programs with Suffolk University Law School.

Courses in business administration or public management are not required for admission to the Business School. For both full-time and part-time master's programs, candidates must demonstrate evidence of academic and management potential. In addition to the GMAT, prior academic performance and work experience are evaluated in the admission process.

**See the Global MBA section of this catalog for admissions requirements.*

International Applicants

Suffolk University welcomes qualified international students to its full-time graduate programs. In addition to the requirements outlined above, the candidate must submit:

- an explanation of the grading system if the candidate's undergraduate education was not received in an American institution,
- official TOEFL test score; if English is not the candidate's native language, this requirement is waived for permanent residents of the United States and those candidates possessing a baccalaureate degree from a U.S. college or university;
- a statement of Financial Resources certifying that sufficient funds exist to cover the candidate's academic and living expenses.

Waiver/Transfer Policy

Students admitted to the Business School may waive core courses and transfer up to two electives based on specific program criteria and residency requirements, as detailed in each of the following programs. In the MBA Program up to two electives may be transferred from an AACSB International MBA Program with a grade of B or better. (Not applicable to Global MBA.)

Deadlines and Notification

Excluding the Executive MBA, Global MBA, MSF, and MSFSB programs, all graduate programs admit students to the Fall, Spring, and Summer semesters of the academic calendar. The Executive MBA, MSF, and MSFSB degree programs admit students in the Fall and the Spring only. The Global MBA admits students in the Fall only.

Deadlines for full-time and part-time admission:

Fall Semester **March 15**
(if applying for financial aid)

Pending funding, fellowship applicants reviewed through May 1

June 15
August 15
(Executive Programs only)

Spring Semester **November 15**
February 15
(Executive Programs only)

Summer Sessions **April 15**

Applications submitted after these dates will be considered on a space-available basis only.

The Graduate Admissions Committee relies on a variety of factors to determine a candidate's potential for success in graduate school. Entry-level, mid-career, and career-change applicants are regarded as viable candidates.

The Graduate Admission Committee evaluates each application as they become complete and makes an effort to notify candidates of their admission decision within four weeks.

Admitted students, wishing to enroll in a graduate program at Suffolk University, remit a \$100 (\$200 for Ph.D. and Executive Programs and \$150 for Global MBA) non-refundable deposit, to reserve a place in the entering class. The non-refundable deposit is credited to the tuition bill at the time of registration.

Non-Degree Graduate Student Status

Available only to prospective MBA candidates, the Business School offers the **Management Advancement Professional Studies** option (MAPS) that allows experienced, academically qualified individuals to take two MBA core courses through a personal interview with the Dean of Graduate Programs prior to formal admission to the MBA Program. MAPS does not apply to the Global MBA.

Tuition and Costs

For information regarding tuition and costs for graduate studies, please refer to the section in this catalog entitled Tuition and Fees.

Financial Aid

A variety of financial aid options are available to graduate students. For more information please contact the Financial Aid Office, (617) 573-8470. Merit-based fellowships are available for full-time students and academic scholarships for qualified part-time students. All admitted candidates are considered for merit-based fellowships/scholarships.

Academic Standing

Students are expected to earn a 3.0 "B" or better in all courses attempted. Failure to maintain this average can lead to academic dismissal. Refer to the Sawyer Business School Graduate section of this catalog for specific academic standing information.

Grading System

Letter Grade		Grade Point Average
A		4.0
A-	Satisfactory	3.7
B+	Performance	3.3
B		3.0
<hr/>		
B-		2.7
C+	Unsatisfactory	2.3
C	Performance	2.0
F		0.0
<hr/>		
I	Incomplete	
L	Non-Evaluative Grades	
W	Withdrawal	

Graduate Warning

A graduate warning is issued:

- if the student's grade point average falls below a 3.0 ("B") for the first time or
- a student receives a cumulative total of two "C" grades with a grade point average above 3.0

Subject to Dismissal

- A graduate warning has previously been issued and the student's cumulative grade point average falls below 3.0 (B),
- An F grade with a GPA of above 3.0

Dismissed

- An F grade with a GPA of below 3.0
- Two F grades
- A student may retake one graduate course where an F grade has been received. The new grade will be included in his/her GPA. The original F will remain on the transcript, but will not be included in the GPA. Only **one** course with an F grade may be retaken during the student's graduate program. If a second F is received, the grade will remain on the transcript and be included in the GPA.

"I" (incomplete) indicates failure to complete the course requirements. The "I" grade is given, at the instructor's discretion, only if the student has completed at least half of the course requirements successfully at the end of the semester and there is a reasonable expectation that all course requirements can be completed in one academic year.

The "I" grade in the Business School converts automatically to an "F" after one calendar year, unless the instructor submits a grade or officially extends the incomplete.

The Sawyer Business School requires an Incomplete Form to be completed by the student and the instructor of the course. Upon completion, the form is returned to the Registrar's Office.

Normally, degree requirements should be completed within five years.

Course Numbering System

Graduate Level

600-899	Graduate Courses
900-999	Graduate Directed Study Course (faculty permission required)

Re-Admission to Suffolk University

Students re-entering after an absence of one semester or more should request a special re-entry form from the Graduate Admissions Office. Re-entry is on a space available basis.

For further information on any graduate programs offered at Suffolk University, please contact the Graduate Admissions Office, 73 Tremont Street, 5th Floor, Boston, MA 02108-2770, (617) 573-8302. Fax Number (617) 523-0116.

E-Mail: grad.admission@suffolk.edu

Special Programs

The MBA Internship

The MBA Internship program allows you to earn three academic credits by spending eight or more hours per week helping to solve actual business problems or issues facing public and not-for-profit organizations. The objective of the internship experience is to simulate an initial assignment for a newly hired MBA and to give participants the opportunity to apply classroom knowledge in a “real-world” business environment. Recent internship assignments have ranged from a competitive analysis of the market for a cardiac ultrasound machine for Hewlett Packard to a strategic analysis and plan for mergers and acquisitions in the telecommunications industry.

Co-Ops

Co-ops are paid, short-term positions for graduate students. They are available through the Office of Career Services, 20 Beacon Street.

Global Travel Seminars

The MBA and MPA programs offer both full-time and part-time students short overseas seminars (one to two weeks) as three credit electives. These seminars require pre- and post-travel meetings in Boston, are hosted by one of our foreign university partners, and involve extensive visits to companies, government agencies, and other organizations in the host country. Among past seminars are programs offered in Europe, Asia, and Latin America, hosted by universities in Ireland, France, the Czech Republic, Argentina, England, China, and Turkey, among others. Suffolk Global MBA students are required to participate in a one-week international orientation, a one-to-two week overseas seminar, and a three-month professional internship in a country outside their home country.

Academic Honors

Each year the University recognizes students for outstanding scholarship, leadership and service to the Suffolk community. The following awards are granted at the end of each academic year.

Beta Gamma Sigma

The Beta Gamma Sigma National Honor Society honors the top business and management undergraduate and graduate students. The purpose of Beta Gamma Sigma is to encourage and reward scholarship, to promote the advancement of high quality education in business and, to foster integrity in the conduct of business operations. These objectives are achieved through awards, recognition of outstanding institutions, seminars and publications. To be eligible for membership, a student must rank in the upper 20 percent of the master’s class. Students are elected to membership and publicly recognized during the spring semester.

Financial Management Association National Honor Society

The Financial Management Association National Honor Society rewards scholarship and achievement by undergraduate and graduate students majoring in Finance. To be eligible for membership a graduate student must have completed one half of their program and hold a 3.6 or better overall cumulative average, and specialize in the financial area. Selection is made during the first month of the fall and spring semesters.

Pi Alpha Alpha

Pi Alpha Alpha is a national honor society formed to recognize and promote excellence in the study and practice of public affairs and administration. PAA membership identifies those with the highest performance levels in educational programs preparing them for public service careers. To be inducted, students must:

1. Be enrolled in MPA, MHA, or any other joint MPA program;
2. Complete at least 27 credit hours (18 credit hours in the 10-course MHA);
3. Remove all incompletes (except internship or practicum);
4. Have a cumulative GPA in the top 20% of those students meeting requirements one and two.

GRADUATE PROGRAMS IN BUSINESS ADMINISTRATION

MBA

The Suffolk MBA program is internationally accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The MBA Program is offered in a full-time or part-time format; in a “Saturday-only” executive format; an online format; as a joint degree (JD/MBA) with the Suffolk University Law School, as well as the MBA/MST, MBA/MSA, and MBA/MSF joint degrees. The Suffolk MBA is also offered at Merrimack College in North Andover and fully online.

Based upon a strong integrative core, the MBA program provides a pragmatic and theoretical framework within its curriculum. Additional breadth and depth is provided through 10 concentrations and over 100 advanced elective courses in selected functional areas of management. Students explore areas of special interest by selecting from a broad range of elective course offerings, through co-ops, internships, and directed individual study opportunities.

The MBA Degree consists of 10 to 18 courses (31 to 55 credits). A student with strong prior academic preparation in business or management typically completes the MBA program in 10 to 14 courses, depending on waiver review. A student without prior academic preparation in business or management enrolls in all MBA core courses and completes the degree with a maximum of 18 courses.

Admissions

Requirements for admissions into the MBA are specified on the preceding pages.

Enrollment Option Prior to GMAT

On a limited, selective basis, individuals with strong undergraduate academic performance (GPA of 2.8 or higher) and at least three years full-time work experience have the opportunity to enroll in two MBA core courses before formally applying for admission. The Management Advancement Professional Studies (MAPS) Program application requires submission of a letter of recommendation, resumé, and undergraduate transcript(s). These two courses are then applied toward the MBA degree if the applicant meets all admission requirements for the Suffolk MBA Program.

Advising

The Graduate Programs Office and the Academic Departments provide academic advising to both full-time and part-time students. All students are encouraged to discuss their academic interests, goals and concerns with the Assistant Dean of Graduate Programs; the Assistant Director of MBA Programs, who serves as the primary MBA Advisor; or Sawyer Business School department chairs and faculty.

The Assistant Director of MBA Programs assists all prospective, current, and returning MBA students with their programs of study. The Office of the Dean and the Graduate Studies Office maintain day and evening hours during the semester to handle immediate student concerns.

Degree Requirements

The faculty will recommend to the President and Trustees of Suffolk University the degree of Master of Business Administration upon satisfactory completion of the following conditions:

- all graduate courses are satisfactorily completed, and
- an overall average of 3.0 (“B”) or better is achieved for the entire graduate program.
- all Incompletes have been removed from the transcript.

Degree requirements must be completed within five years after the start of graduate work.

MBA Requirement (31 credits)

Students are normally required to complete a minimum of 31 semester hours at the Sawyer Business School for the 55 credit hour curriculum effective fall 2003. For those students on the prior 52 credit hour MBA Program, a minimum of 34 credits must be completed in the Sawyer Business School.

MBA EDGE Program

Suffolk's MBA EDGE program is a series of professional development workshops led by executive coaches and corporate consultants, designed to provide you with a competitive advantage in today's business environment. Whether seeking a new job or promotion or transitioning into a different functional area or industry, you will need certain critical skills to move ahead. Develop these skills at MBA EDGE events working with corporate coaches in sessions including the Art of Networking, a Power Lunch with Business Etiquette, the Art of Positive Interviewing, Corporate Communications Day, a VIP Executive Search Firm Round Table, and the Dean's MBA Networking Reception. MBA EDGE events take place throughout the year and are open to all MBA students, across all campuses.

MBA Curriculum

Full-time: 10 to 16 months

Part-time: 16 to 28 months

Total Credits: 31 to 55

Total 3-Credit Equivalent Courses: 10 to 18

Required Introductory Business Simulation 1 Credit

MBA 600 Effective Career Planning

MBA Core Courses* 24 Credits

MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management (prerequisites: MBA 620, MBA 630, and MBA 640)
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment

* May be waived.

Global Requirement 3 Credits

MBA 780 Managing in the Global Environment

MBA Electives 24 Credits/8 Courses

Must be chosen from courses numbered 800 and above. One must be in the international business area. Electives may not be waived.

Concentration Option

Four electives in one functional area comprise a concentration. You may choose to concentrate in one of the following: accounting, business law, entrepreneurship, finance, health administration, international business, marketing, nonprofit, organizational behavior, strategic management, taxation; or the corporate financial executive track. Only one concentration is allowed. To ensure breadth in management skills, a maximum of two electives in any area outside the concentration are permitted. Within an international business concentration, a maximum of 6 credits in MKIB are allowed and a maximum of 6 credits in FNIB are allowed.

Required MBA Capstone 3 Credits

MBA 800 Strategic Management

Waiver Policy

Core courses may be waived. Required MBA Courses (MBA 600, MBA 780 and MBA 800) cannot be waived.

To waive a **Core Course** a student must:

- successfully complete equivalent academic coursework at the undergraduate/graduate level in the past five years ("B" or better).

All waiver requests are evaluated upon a student's acceptance into the MBA Program and are waived during the student's first semester. A student receives credit for each course waived, thereby reducing the total number of courses for the MBA degree. You may also elect to take a proficiency exam to gain a waiver. Proficiency exams must be taken in the first semester. All students must, however, complete a minimum of 31 credits (10 courses and MBA 600) in the Sawyer Business School.

Transfer Credit

Transfer credit is granted for elective courses if:

- the graduate level course(s) is (are) completed at an AACSB International accredited college or university and
- the course(s) was (were) taken within the last five years; with a grade of "B" or better; and if
- the course(s) is (are) not used towards another degree.

Two electives (6 credits) can be transferred if completed at an AACSB International accredited college or university with the prior approval of the Assistant Dean of Graduate Programs.

Academic Standing

A grade point average of 3.0 (“B”) or better is required to complete a graduate degree. Students are expected to earn a 3.0 in all courses attempted. It is the student’s responsibility to monitor his/her academic progress. Formal guidelines for academic performance in graduate courses are as follows:

Graduate Warning

A graduate warning is issued:

- if the student’s grade point average falls below a 3.0 (“B”) for the first time or
- a student receives a cumulative total of two “C” grades with a grade point average above 3.0

Subject to Dismissal

- A graduate warning has previously been issued and the student’s cumulative grade point average falls below 3.0 (“B”),
- An “F” grade with a GPA of above 3.0

Dismissed

- An “F” grade with a GPA of below 3.0
- Two “F” grades

Students can appeal to the Dean of Academic Affairs for readmission based on special considerations following the procedures outlined in the Academic Standing section of this catalog.

Course Retake Option

A student may retake one graduate course where an “F” grade has been received. The new grade will be included in his/her GPA. The original “F” will remain on the transcript, but will not be included in the GPA. Only **one** course with an “F” grade may be retaken during the student’s graduate program. If a second “F” is received, the grade will remain on the transcript and be included in the GPA.

Incompletes can be given with permission of the instructor and automatically convert to an “F” grade after one year, unless the instructor submits a grade.

The Sawyer Business School requires an Incomplete Form to be completed by the student and the instructor of the course. Upon completion, the Form is returned to the Registrar’s Office.

Reentry to the MBA Program

Students who left the program in good academic standing and choose to return to the MBA program after an absence of a year or more, do not require a new application for admission. Individuals absent for five or more years do and must meet with the Assistant Dean of Graduate Programs.

Previous MBA coursework and waivers are reviewed for currency and content to determine if credits earned previously are retained upon reentry. To reenter the MBA Program contact the Office of Graduate Admission.

Waivers Accelerate the MBA

Assuming strong undergraduate preparation in business, the waiver policy allows a student to complete the MBA Program in as few as 10 courses (31 credits) in 10 months full-time or 16 months part-time study. Excluding the MBA Required Courses (MBA 800, Strategic Management and MBA 780, Managing in the Global Environment and MBA 600, Effective Career Planning) a student can waive Core Courses under the criteria discussed under Waiver Policy.

Accelerated MBA Program for Attorneys

The Accelerated MBA Program for Attorneys is open to graduates of ABA-approved law schools and offered at all MBA sites and fully online. Students in their final year of law school (third year day students/fourth year evening students) can apply for provisional acceptance into this program, however, acceptance is conditional upon satisfactory completion of the Juris Doctor (JD) or equivalent degree. The GMAT exam is waived with documentation of the LSAT. The Accelerated MBA for Attorneys consists of 10 to 13 courses (31 to 40 credits), depending upon waiver eligibility.

Attorneys, based on previous law school coursework, shorten the 18-course MBA program by five courses. Sawyer Business School coursework is completed on either a full- or part-time basis, on campus or online. Students who have completed prior undergraduate or graduate level business school coursework may also be eligible to substitute additional MBA electives for required core courses.

A student in the Accelerated MBA Program for Attorneys is presumed to have a concentration in Business Law; therefore, no more than six credits may be taken in any one functional area.

Ten (10) MBA courses and MBA 600 (or 31 credits) must be completed at the Sawyer Business School.

Accelerated MBA Program for Music Management Majors

The Sawyer Business School at Suffolk University offers an Accelerated MBA Program for Music Management graduates of the Berklee College of Music. Students who have appropriate credentials could feasibly waive required core courses, shortening their MBA program by one semester.

Accelerated MBA for CPAs

The Sawyer Business School has created a strategic alliance with the Massachusetts Society of Certified Public Accountants by establishing the Accelerated MBA for CPAs. Accelerated and tailored to MSCPA members, you can complete this 10- to 15-course MBA in 10 to 16 months full-time and 16 to 24 months part-time. The program includes seven or eight electives, depending on CPEs. The GMAT entry exam is waived (for those with a 2.7 undergraduate GPA **OR** 10 years experience in the field) based on passing the CPA exam and demonstrated professional competence.

MSCPA members may receive credit for one three-credit MBA elective through documentation of 70 hours of appropriate CPEs. The program is offered at the Boston campus, at Merrimack College in North Andover, and in the MBA Online. CPAs will enhance their management skills with an MBA, and also through classroom interactions with fellow students from diverse business sectors and organizations.

Joint Degree Programs

MBA/MSA Joint Degree Program

The MBA/MSA consists of 13 to 23 courses, depending upon course waivers. The MBA/MSA can be completed with five additional courses beyond the MBA. Two master's degrees will be awarded when all degree requirements for both programs are fulfilled.

The MBA/MSA is for those students seeking to develop a general management perspective and a deep expertise in the preparation, presentation and interpretation of accounting information and applying methods of accounting and financial analysis to management problems. Beyond technical knowledge, the joint program establishes a framework for career-long development. The curriculum stresses strategic thinking, including knowledge of strategic analysis and the assessment and management of risk, and the application of accounting and financial analysis in strategy and organizational process. Graduates of the joint program are expected to become professionally qualified with either the CPA or the CMA.

Interested students should contact the Associate Director of Graduate Accounting Programs.

Waivers and Transfer Credits

MBA Core Courses may be waived according to the existing rules of the MBA Program. MSA Core Courses may be waived, and transfer credit granted, according to the existing rules of the MSA Program.

Admission

Admission requirements are listed in the Graduate Programs section of this catalog.

Advising

Students will see the Associate Director of Graduate Programs in Accounting.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MBA/MSA degree.

MBA/MSA Curriculum

The MBA/MSA consists of 40–70 credits.

MBA Required Introductory Course		1 Credit
MBA 600	Effective Career Planning	

MBA Core Courses*		24 Credits
MBA 610	Organizational Behavior	
MBA 620	Statistical Methods (1.5 credits)	
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)	
MBA 630	Economic Analysis for Managers	
MBA 640	Corporate Financial Reporting and Control	
MBA 650	Value-Based Financial Management	
MBA 660	Marketing: The Challenge of Managing Value	
MBA 670	Information Systems for Competitive Advantage	
MBA 680	Managing in the Ethical & Legal Environment	

* May be waived.

Global Requirement		3 Credits
MBA 780	Managing in the Global Environment (prerequisites: all MBA core courses)	

MSA Prep Courses*		6 Credits
ACCT 801	Graduate Financial Accounting I	
ACCT 804	Cost Information, Decision and Control	

* May be waived.

MSA Required Courses**		18 Credits
ACCT 802	Graduate Financial Accounting II	
ACCT 824	Corporate Financial Reporting and Analysis	
ACCT 825	Corporate Financial Planning and Control	
ACCT 861	Leadership in the Financial Professions	
ACCT 865	Technology and Financial Information Systems	
ACIB 872	Multinational Financial Analysis and Control	

**These courses may be waived and another elective substituted.

Electives		15 Credits
Elective courses must be chosen at the 800-level or higher. Choices of electives are recommended. See MSA section for details. Nine of the 15 credits cannot be ACCT.		

Required MBA Capstone		3 Credits
MBA 800	Strategic Management	

MBA/MST Joint Degree Program

The MBA/MST joint program requires 14 to 25 courses, depending on course waivers. The MBA/MST can be completed with seven additional courses beyond the MBA. Two master's degrees will be awarded when all degree requirements for both programs are fulfilled.

The MBA/MST allows students to develop a deep expertise in taxation and a sound grasp of general management. The joint program prepares students for high level careers in tax consulting and advising, most particularly in a corporate or trust context. Students who possess a CPA, or who are preparing to become professionally qualified, are likely to find this an especially attractive option.

Interested students should contact Professor James Angelini about the MBA/MST.

Waivers and Transfer Credits

MBA Core Courses may be waived according to the existing rules of the MBA Program. MST Core Courses may be waived, and transfer credit granted for required courses, according to the existing rules of the MST Program.

Admission

Admission requirements are listed in the Graduate Programs section of this catalog.

Advising

Students will see the Director of Graduate Programs in Taxation.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MBA/MST degree.

MBA/MST Curriculum

The MBA/MST consists of 43–76 credits.

MBA Required Introductory Course		1 Credit
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MBA 600	Effective Career Planning
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MBA Core Courses*		24 Credits
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MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment

* May be waived.

Global Requirement		3 Credits
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MBA 780	Managing in the Global Environment (prerequisites: all MBA core courses)
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Accounting Core Courses*		9 Credits
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ACCT 801	Graduate Financial Accounting I
ACCT 802	Graduate Financial Accounting II
ACCT 803	Graduate Financial Accounting III

* May be waived.

MST Required Courses**		21 Credits
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TAX 801	Issues in Federal Taxation I
TAX 861	Tax Research
TAX 862	Taxation of Corporations
TAX 863	Taxation of Pass-Through Entities
TAX 864	Tax Practice and Procedure
TAX 871	Taxation of Estates, Trusts and Gifts
TAX 876	Tax Policy

**These courses may be waived and another elective substituted.

MBA Electives		15 Credits
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Elective courses must be chosen at the 800-level or higher. Maximum 1 additional tax course. One course must be international. Maximum 2 electives in an area other than tax. Choices of electives are recommended. See MST section for details.

Required MBA Capstone		3 Credits
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MBA 800	Strategic Management
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MBA/MSF Joint Degree Program

The MBA/MSF program provides students with a broad-based managerial education and specialized expertise in the field of finance. The MBA/MSF degree can be completed with seven additional courses beyond the MBA degree. Because of current INS regulations, this program is available only to U.S. citizens and permanent residents. Two master's degrees will be awarded when all degree requirements for both programs are fulfilled.

Interested students should contact the Assistant Dean and Director of MBA Programs about the MBA degree and the Associate Director of the MS in Finance Programs about the MSF degree.

Waivers and Transfer Credits

MBA Core Courses may be waived according to the existing rules of the MBA Program. MSF Core Courses may be waived, and transfer credit granted for required courses, according to the existing rules of the MSF Program.

Admission

Admission requirements are listed in the Graduate Programs section of this catalog.

Advising

Students will see the Assistant Director of MBA Programs for MBA advising and the Associate Director, MS in Finance Programs, for MSF advising.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MBA/MSF degree.

MBA/MSF Curriculum

The MBA/MSF consists of 52–76 credits (17–25 courses).

MBA Required Introductory Course **1 Credit**

MBA 600 Effective Career Planning

MBA Core Courses* **24 Credits**

MBA 610 Organizational Behavior
 MBA 620 Statistical Methods (1.5 credits)
 MBA 625 Operations Management (corequisite: MBA 620;
 1.5 credits)
 MBA 630 Economic Analysis for Managers
 MBA 640 Corporate Financial Reporting and Control
 MBA 650 Value-Based Financial Management
 MBA 660 Marketing: The Challenge of Managing Value
 MBA 670 Information Systems for Competitive Advantage
 MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement **3 Credits**

MBA 780 Managing in the Global Environment

MSF Required Courses **21 Credits/7 Courses**

MSF 800 Financial Statement Analysis
 MSF 808 General Theory in Corporate Finance
 MSF 810 Investment Analysis
 MSF 812 Capital Budgeting
 MSF 814 Options and Futures
 MSF 818 Econometrics
 MSF 820 Financial Policy

Electives **24 Credits**

6 MBA electives (1 must be in the international business area)
 2 MSF electives

Required MBA Capstone **3 Credits**

MBA 800 Strategic Management

Combined MBA and GDPA Program

The Combined MBA and GDPA Program allows students to develop a foundation in accounting, preparing themselves for positions of leadership in public accounting, or financial management positions in industry, commerce, not-for-profit and governmental organizations.

An MBA student may choose at any time before graduating to enter the Combined MBA and GDPA Program. However, it is best to add the GDPA to the MBA **before** the student begins his/her electives. Students will be awarded the GDPA when degree requirements have been met for both the MBA and GDPA.

Students choosing this combined program complete the MBA, and an additional two courses to earn the GDPA, if the prescribed electives are taken. The program is designed especially for students considering the CPA or the CMA professional qualification.

Waivers and Transfer Credits

MBA Core Courses may be waived according to the existing rules of the MBA Program.

Admission

Admission requirements are listed in the Graduate Programs section of this Catalog.

Advising

Students on joining the joint program will see the Director of Graduate Programs in Accounting.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MBA/GDPA degree.

Combined MBA and GDPA Curriculum

The MBA/GDPA consists of 37–61 credits.

MBA Required Introductory Course **1 Credit**

MBA 600 Effective Career Planning

MBA Core Courses* **24 Credits**

MBA 610 Organizational Behavior
 MBA 620 Statistical Methods (1.5 credits)
 MBA 625 Operations Management (corequisite: MBA 620;
 1.5 credits)
 MBA 630 Economic Analysis for Managers
 MBA 640 Corporate Financial Reporting and Control
 MBA 650 Value-Based Financial Management
 MBA 660 Marketing: The Challenge of Managing Value
 MBA 670 Information Systems for Competitive Advantage
 MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement **3 Credits**

MBA 780 Managing in the Global Environment
 (prerequisites: all MBA core courses)

GDPA Related Courses **21 Credits**

ACCT 801 Graduate Financial Accounting I
 ACCT 802 Graduate Financial Accounting II
 ACCT 804 Cost Information, Decision and Control
 ACCT 865 Technology and Financial Information Systems
 ACIB 872 Multinational Financial Analysis and Control
 BLLS 800 Business Law
 TAX 801 Issues in Federal Taxation I

These courses may be waived and another elective substituted.

MBA Elective **3 Credits**

Elective courses must be chosen at the 800-level or higher. Can be TAX, but not ACCT.

GDPA Electives **6 Credits**

Two accounting courses numbered 800 or above.

* *One elective must be in Business area (i.e., ACIB 872 fulfills this requirement).*

JD/MBA

For information on the joint JD/MBA degree turn to the Joint Degrees section at the end of the catalog.

MBA/Health Degree

The healthcare industry is vast, with expansion in such areas as healthcare delivery, pharmaceuticals, biotechnology and medical devices. The MBA/Health degree prepares leaders and managers on the business aspects of healthcare, such as finance, accounting, marketing, information systems, and strategic management, for roles in the healthcare industry.

MBA/Health Curriculum

31–55 credits (10–18 courses)

MBA Required Introductory Course **1 Credit**

MBA 600 Effective Career Planning

MBA Core Courses* **24 Credits**

MBA 610 Organizational Behavior
 MBA 620 Statistical Methods (1.5 credits)
 MBA 625 Operations Management (corequisite: MBA 620; 1.5 credits)
 MBA 630 Economic Analysis for Managers
 MBA 640 Corporate Financial Reporting and Control
 MBA 650 Value-Based Financial Management
 MBA 660 Marketing: The Challenge of Managing Value
 MBA 670 Information Systems for Competitive Advantage
 MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement **3 Credits**

MBA 780 Managing in the Global Environment
 (prerequisites: all MBA core courses)

Health Core Courses **15 Credits/7 Courses**

HLTH 701 Health Systems I
 HLTH 702 Health Systems II
 HLTH 826 Healthcare Financial Management (1.5 credits)
 HLTH 831 Performance Improvement and Patient Safety (1.5 credits)
 HLTH 840 Global Health Needs and Organizations (1.5 credits)
 HLTH 841 Global Health Policy (1.5 credits)
 PAD 716 Public Service Human Resource Management

Health Electives **6 Credits/2 Courses**

MBA Elective **3 Credits/1 Course**

Required Capstone **3 Credits**

HLTH 890 Healthcare Strategic Management **OR**
 MBA 800 Strategic Management

One elective (3 credits) must be in the International Business area. HLTH 840 and HLTH 841 fulfill this requirement.

MBA/Corporate Financial Executive Track

31-55 credits (10-18 courses)

MBA Required Introductory Course **1 Credit**

MBA 600 Effective Career Planning

MBA Core Courses* **24 Credits**

MBA 610 Organizational Behavior
 MBA 620 Statistical Methods (1.5 credits)
 MBA 625 Operations Management (corequisite: MBA 620; 1.5 credits)
 MBA 630 Economic Analysis for Managers
 MBA 640 Corporate Financial Reporting and Control
 MBA 650 Value-Based Financial Management
 MBA 660 Marketing: The Challenge of Managing Value
 MBA 670 Information Systems for Competitive Advantage
 MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement **3 Credits**

MBA 780 Managing in the Global Environment
 (prerequisites: all MBA core courses)

Accounting Emphasis Required Courses **6 Credits**

FNIB 825 Multinational Financial Management
 ISOM 815 Database Management

OR

Finance Emphasis Required Courses **6 Credits**

ACIB 872 Multinational Financial Analysis and Control
 ISOM 815 Database Management

Electives **18 Credits**

For Accounting emphasis, choose four:
 For Finance emphasis, choose two:

ACCT 804 Cost, Information, Decision and Control
 ACCT 810 Tax Aspects of Business Decisions
 ACCT 824 Corporate Financial Reporting and Analysis
 ACCT 825 Corporate Financial Planning and Control
 ACCT 865 Technology and Financial Information Systems
 ACIB 872 Multinational Financial Analysis and Control

For Accounting emphasis, choose two:
 For Finance emphasis, choose four:

FIN 805 Capital Management
 FIN 812 Capital Budgeting
 FIN 814 Options and Futures
 FIN 820 Financial Policy
 FIN 880 Investment Banking
 FNIB 825 Multinational Financial Management

Required MBA Capstone **3 Credits**

MBA 800 Strategic Management

MBA/Nonprofit

31–55 credits (10–18 courses)

MBA Required Introductory Course 1 Credit

MBA 600 Effective Career Planning

MBA Core Courses* 24 Credits

MBA 610 Organizational Behavior
 MBA 620 Statistical Methods (1.5 credits)
 MBA 625 Operations Management (corequisite: MBA 620;
 1.5 credits)
 MBA 630 Economic Analysis for Managers
 MBA 640 Corporate Financial Reporting and Control
 MBA 650 Value-Based Financial Management
 MBA 660 Marketing: The Challenge of Managing Value
 MBA 670 Information Systems for Competitive Advantage
 MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement 3 Credits

MBA 780 Managing in the Global Environment

Nonprofit Required Courses 12 Credits

Choose four of the following:

ACCT 871 Not-for-Profit Accounting & Control
 PAD 815 Nonprofit Organizations in the Community
 PAD 835 Nonprofit Marketing
 PAD 839 Leadership and Decision-Making
 PAD 845 The Entrepreneurial Nonprofit
 PAD 847 Nonprofit Financial Management **OR**
 PAD 849 Revenue Strategies for Nonprofits

Electives* 9 Credits

Choose three of the following courses:

FIN 810 Investment Analysis
 FIN 831 Portfolio Management
 HLTH 701 Health Systems I
 HLTH 826 Healthcare Financial Management (1.5 credits)
 ISOM 810 Management of Information Technologies
 ISOM 824 E-Commerce Web Design
 MGOB 825 Human Resource Management
 MGOB 860 Leadership and Team Building
 MGSM 833 Corporate Innovation
 MKT 814 Strategic Marketing
 PAD 716 Public Service Human Resource Management **OR**
 PAD 818 Public Sector Labor/Management Relations
 PAD 819 Grants-in-Aid and Grants Management
 PAD 821 Human Services Integration
 PAD 822 Management Information Systems (MIS)
 PAD 830 Public Liaison Strategies
 PAD 839 Leadership and Decision Making
 PAD 840 Comparative Public Policy
 PAD 848 Nonprofit Law and Ethics
 PAD 850/
 BLLS 870 Alternative Dispute Resolution

International Elective* 3 Credits

One elective must be in the international business area. Contact the MBA Programs Office for a list of acceptable courses.

* *One course (3 credits) of the total four courses (12 credits) of electives must be non-PAD and non-HLTH.*

Required MBA Capstone 3 Credits

MBA 800 Strategic Management **OR**
 PAD 890 Strategic Management

Advanced Program in Entrepreneurship Certificate Requirements

The Advanced Program in Entrepreneurship is a non-degree program for advanced practitioners who already possess a master's degree in a business related specialty. Students are required to take MGES 826, MGES 910 and three other entrepreneurship electives. MGES 910 requires students to prepare and implement an entrepreneurial project under faculty supervision.

Advanced Professional Certificate in Business Administration (APC) Program

The Advanced Professional Certificate (APC) in business administration is a pragmatic non-degree program designed for those professionals possessing an MBA who wish to contemporize or broaden their knowledge of modern business practices, and to assist them in developing a competitive edge in the rapidly changing economic, social and political environment.

The Advanced Professional Certificate program consists of five (5) 3-credit hour MBA elective courses. Students design their program specifically to satisfy their needs and objectives, with faculty approval and consultation if needed. The APC program may focus on a particular functional area, or may draw from several areas.

Courses for the APC program are offered mainly during the evening from 4:30–7:10 p.m. and 7:15–9:55 p.m., Monday through Thursday, and on Saturday afternoons from 1:15–5:00 p.m.

All courses will not be offered each semester. For the most up-to-date listing of courses being offered during any given semester, please refer to the course schedules available in the Sawyer Business School, Dean's Office, 73 Tremont Street, Boston, or at www.suffolk.edu/mba under Program Calendar, or at www.suffolk.edu/mbaonline under Program Calendar.

For information regarding application of admission to the APC Program, you should contact the Office of Graduate Admission, 73 Tremont Street, 12th Floor, Boston, MA 02108-2770, (617) 573-8302.

MBA Online

The Suffolk MBA Online is specifically designed for people who find it difficult to attend classes on campus. The MBA Online is an interactive, rigorous and challenging program which prepares students for the rapidly changing global marketplace and the highly specialized challenges the global manager will face in the 21st century. The Suffolk MBA Online also opens the doors to international students who are interested in earning a graduate business degree from an accredited American educational institution.

The MBA Online consists of 10-18 courses, including 8 electives. Our integrated core curriculum ensures that students develop the skills of an effective business leader.

Other schools may offer online MBA's, but few provide such a high degree of choice, flexibility, quality, and personal attention as the Sawyer Business School.

MBA Online courses are available to all Suffolk University MBA students when necessary to accelerate their program and avoid disruption due to life or career change. Campus international students on an F-1 Visa must seek permission for an online course from the Center for International Education.

Method of Instruction

The MBA Online instruction consists of the latest multimedia and Internet technologies such as: slide shows, video clips, and audio technology. Faculty and students interact via email, chat rooms, threaded (on-going) discussions, and audio media. Students require access to the Internet and a moderate level of experience in working on the World Wide Web to participate in online courses. A moderate level of experience working with Microsoft Word, Excel, and PowerPoint programs is necessary to participate in this program. As a minimum configuration, we recommend a Pentium computer, 56K PC modem, Microsoft Windows '98 and Office '97 Professional.

Admission

In addition to the MBA admission requirements indicated on the previous pages, the MBA Online Program may ask for an online interview with the program director. New students are admitted in the fall, spring, and summer semesters.

Technology Fees

The MBA Online Program has additional technical fees per course. The fees are \$85/one and a half credits; \$125/three credits.

For additional information, contact Lillian Hallberg, Assistant Dean, Graduate Programs (617) 573-8306, or visit our web site at: www.suffolk.edu/mbaonline.

MBA Online Curriculum

31-55 credits (10-18 courses)

Required Introductory Business Simulation 1 Credit

MBA 600 Effective Career Planning

MBA Core Courses* 24 Credits

MBA 610 Organizational Behavior
MBA 620/ Statistical Methods (1.5 credits)
MBA 625 Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630 Economic Analysis for Managers
MBA 640 Corporate Financial Reporting and Control
MBA 650 Value-Based Financial Management
MBA 660 Marketing: The Challenge of Managing Value
MBA 670 Information Systems for Competitive Advantage
MBA 680 Managing in the Ethical and Legal Environment

* *May be waived.*

Global Requirement 3 Credits

MBA 780 Managing in the Global Environment

MBA Electives 24 Credits/8 Courses

Must be chosen from courses numbered 800 and above. One must be in the international business area. Electives may not be waived.

Required MBA Capstone 3 Credits

MBA 800 Strategic Management

Concentration Option

Four electives in one functional area comprise a concentration.

Concentration areas include:

- Accounting
- Entrepreneurship
- Finance
- Marketing
- Information Systems

Executive MBA

The Executive MBA program resides in the Institute for Executive Education, which facilitates the delivery of a full range of executive-level education and career development initiatives. The Institute draws its superb faculty from the Suffolk University community and the global business arena, providing a balanced perspective of theoretical and applied knowledge on diverse issues of business and leadership. The flagship of the Institute is the Executive MBA, an intensive and accelerated **18-month Saturday-only degree program**.

The Executive MBA features a cohort-driven approach that emphasizes integrative thinking and is designed specifically for mid-career executives and professionals aspiring to leadership roles. Our distinct curriculum allows students to build a reservoir of knowledge based on sound business practice and real-world experience. The Suffolk Executive MBA was the first Executive MBA program established in New England and is the only **Saturday-only** program in the region. The **Saturday-only** schedule provides an exciting, fast-track format that allows you to pursue your educational objectives without interrupting your career responsibilities.

*All books and reading materials, as well as breakfast, lunch, and breaks, airfare, hotel costs, and lecture fees for all residential seminars are included in tuition.

Innovation and Design Management Concentration

Successful managers recognize innovation and design's impact on an organization's ability to sustain a competitive advantage in the business world. Professionals in fields as diverse as mechanical engineering, textiles, brand management, supply chain management, graphic design, and product development all benefit from developing the business acumen to utilize innovation and design.

EMBA Curriculum*

51 credits

Cluster I

UNDERSTANDING THE MARKETPLACE

14 Credits

EMBA 600	Management Seminar (2 credits)
EMBA 620	Marketing Analytics/Statistical Methods (1.5 credits)
EMBA 630	Economic Analysis for Managers I (1.5 credits)
EMBA 660	Marketing: The Challenge of Managing Value (3 credits)
EMKT 900	Consumer Behavior and Research OR Marketing course (3 credits)

Global Travel Seminar

EMBA 625	Operations Management (1.5 credits)
EMBA 780	Managing in the Global Environment I (1.5 credits)

Cluster II

BUILDING ORGANIZATIONAL SKILLS

12 Credits

EMBA 640	Corporate Financial Reporting and Control (3 credits)
EMBA 650	Value-Based Financial Management I (1.5 credits)
EMBA 670	Information Systems for Competitive Advantage (1.5 credits)
EMBA 680	Managing in the Ethical and Legal Environment I (1.5 credits)

Leadership Seminar

EMGOB 860	Leadership and Teambuilding Seminar (3 credits)
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Cluster III

MANAGING THROUGH PEOPLE

13.5 Credits

EMBA 610	Organizational Behavior (3 credits)
EMGIB 900	Global Product Innovation and Development (3 credits)
EMGOB 855	Conflict and Negotiation (3 credits)

Washington Seminar

EMBA 630	Economic Analysis for Managers II (1.5 credits)
EMBA 770	Washington Seminar (3 credits)

Cluster IV

THE FIRM AND ITS ENVIRONMENT

11.5 Credits

EMBA 650	Value-Based Financial Management II (1.5 credits)
EMBA 680	Managing in the Ethical and Legal Environment II (1.5 credits)
EMBA 780	Managing in the Global Environment II (1.5 credits)
EMBA 800	Strategic Management (3 credits)

Field Research Project

EMBA 900	Program Experiential (4 credits)
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Residential Seminar

The Executive MBA features four required residential seminars designed to promote an educational experience focused on integrated thinking and global leadership. Each seminar builds upon previous classroom work and sets the stage for the next cluster of courses.

Management Seminar

This three-day seminar is your introduction to the Executive MBA experience. The Management Seminar focuses on self-awareness, emotional intelligence, ethics, and social responsibility and utilizes both business simulations and case-study methods.

Global Seminar

This one-week seminar is an exceptional opportunity for you to experience the global business environment first-hand in Europe, Asia, or South America. The seminar includes a comprehensive examination of the economic, political, and cultural perspectives of doing business in the global community and exposes you to strategic issues through an experiential learning process.

Leadership Seminar

Designed to develop and refine your organizational leadership skills at multiple levels, this four-day seminar combines classroom activities with a physical challenge, resulting in an intensive educational experience based on the synergy of concept and application.

Washington Seminar

Conducted in Washington, D.C., this five-day seminar provides you with firsthand exposure to the linkages between public and economic policy development and its impact on business strategy and execution. It includes meetings with key members of Congress, the administration, lobbyists, the media, and other organizations that may influence policy development.

Program Experiential

The Executive MBA incorporates a Field Research Project that is designed as a synergistic activity combining your work experience, classroom experience, and your career goals and objectives. From the beginning to the end of this project, you will work with an individual faculty member, who will guide you through the process and facilitate its successful completion.

Admission

In addition to the MBA admission requirements indicated on the previous pages, the Executive MBA program requires an interview with the Executive MBA Selection Committee and a minimum of seven years managerial or professional experience. New students are admitted to the Executive MBA Program in September and January.

For additional information, contact Kristin S. Polito, Director, Executive MBA Program by telephone (617) 573-8660, or send email to: execmba@suffolk.edu.

Global MBA

The Suffolk Global MBA is a specialized MBA degree program offered both full- and part-time. The curriculum combines the MBA core and required courses with upper level electives in either international finance or international marketing and practical international study and work experiences.

With the Global MBA, students gain a broad, fundamental knowledge of international business and a functional expertise in either international finance or international marketing.

Admissions

Requirements for admission into the Global MBA are specified on the preceding pages. Please note: the Global MBA prefers three years full-time work experience and requires a personal interview with the Assistant Dean of Graduate Programs. Applications are screened and promising applicants are interviewed (special arrangements can be made for international applicants and for those not living in the Boston area).

Enrollment Option Prior to GMAT

On a limited, selective basis, individuals with strong undergraduate academic performance (GPA of 2.8 or higher) and at least three years full-time work experience have the opportunity to enroll in two MBA core courses before formally applying for admission. The MAPS Program application requires submission of a letter of recommendation, resumé, and undergraduate transcript(s). These two courses (6 credits) earned in MAPS are applied toward the Global MBA degree if the applicant meets all admission requirements for the Suffolk Global MBA Program.

Advising

Full- and part-time Global MBAs receive advising from the Assistant Dean of Graduate Programs.

Global MBA Curriculum

The Suffolk Global MBA program begins with GMBA 601. This one-credit course introduces students to global business education, focusing on such areas as leadership, ethics, and cross-cultural challenges. Students also focus immediately on their career development in MBA 600. Students progress through the MBA core courses, providing a strong background in business basics. All courses beyond the core are focused on global business. Students choose either the International Finance concentration or the International Marketing concentration.

Full-time students test their newly acquired global business knowledge with GMBA 800, *Global Internship*, a three-month full-time summer internship in a global business environment outside their home country. Following their internship, students return to campus in Boston for a *Capstone Seminar*, during which they complete a pre-approved comprehensive research project that builds on shared learning from their global experiences and revisits their original personal academic and professional goals.

Part-time students have the option of completing a global research project in their place of business or a company designated by Suffolk; or the three-month full-time global internship.

Global MBA Program of Study

33-57 credits

Full-time: 12 to 16 months

Part-time: 16 to 28 months

Required Introductory Courses 2 Credits

GMBA 601	Introduction to Global Business
MBA 600	Effective Career Planning

MBA Core Courses* 24 Credits

MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management (prerequisites: MBA 620, MBA 630, and MBA 640)
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment (substitute BLLS 830 if not waived)

* *May be waived.*

Global Requirements 10 Credits

GMBA 850	Capstone Seminar (1 credit)
MBA 780	Managing in the Global Environment
MBA 800	Strategic Management
MGIB 850	Global Travel Seminar (1 week travel course)

SELECT EITHER

International Finance Concentration Electives 15 Credits

ACIB 872	International Financial Analysis and Control
FNIB 825	Multinational Financial Management
FNIB 901	Global Investment Analysis and Derivatives
FNIB 902	Global Capital Markets, Financial Institutions and Risk Management
FNIB 903	Valuation and Capital Budgeting in a Global Environment

OR

International Marketing Concentration Electives 15 Credits

MKIB 817	International Marketing
MKIB 901	Global Consumer Cultures
MKIB 902	Global Supply Chain Management
MKIB 903	Managing and Communicating Brands in Global Markets
MKT 810	Marketing Research for Managers

Experiential Requirement 6 Credits

Full-Time Students:

GMBA 800 Global Internship (3 months in summer)

Part-Time Students:

SELECT EITHER

GMBA 800 Global Internship (3 months in summer)

OR

GMBA 902 Global Experiential Research Project (company based) and a 3-credit MBA elective

Required Global MBA Capstone (all students) 1 Credit

GMBA 850 Capstone Seminar

Waiver Policy

Core courses may be waived. Required MBA Courses (MBA 600, MBA 780 and MBA 800) cannot be waived.

To waive a **Core Course** a student must:

- successfully complete equivalent academic coursework at the undergraduate/graduate level in the past five years ("B" or better).

All waiver requests are evaluated upon a student's acceptance into the Global MBA Program and are waived during the student's first semester. A student receives credit for each course waived, thereby reducing the total number of courses for the Global MBA degree. You may also elect to take a proficiency exam to gain a waiver. Proficiency exams must be completed in the first semester. All students must, however, complete a minimum of 33 credits (10 courses, GMBA 601, and MBA 600) in the Sawyer Business School.

Transfer Credit

Transfer credit is granted for elective courses if:

- the graduate level course(s) is (are) completed at an AACSB International accredited college or university and
- the course(s) was (were) taken within the last five years; with a grade of "B" or better; and if
- the course(s) is (are) not used towards another degree.

Two appropriate electives (6 credits) can be transferred if completed at an AACSB International accredited college or university with the prior approval of the Assistant Dean of Graduate Programs.

Academic Standing

A grade point average of 3.0 (“B”) or better is required to complete a graduate degree. Students are expected to earn a 3.0 in all courses attempted. It is the student’s responsibility to monitor his/her academic progress. Formal guidelines for academic performance in graduate courses are as follows:

Graduate Warning

A graduate warning is issued:

- if the student’s grade point average falls below a 3.0 (“B”) for the first time or
- a student receives a cumulative total of two “C” grades with a grade point average above 3.0

Subject to Dismissal

- A graduate warning has previously been issued and the student’s cumulative grade point average falls below 3.0 (“B”),
- An “F” grade with a GPA of above 3.0

Dismissed

- An “F” grade with a GPA of below 3.0
- Two “F” grades

Students can appeal to the Office of the Graduate Dean and the faculty Graduate Programs Committee for readmission based on special considerations following the procedures outlined in the Academic Standing section of this catalog.

Course Retake Option

A student may retake one graduate course where an “F” grade has been received. The new grade will be included in his/her GPA. The original “F” will remain on the transcript, but will not be included in the GPA. Only **one** course with an “F” grade may be retaken during the student’s graduate program. If a second “F” is received, the grade will remain on the transcript and be included in the GPA.

Incompletes can be given with permission of the instructor and automatically convert to an “F” grade after one year, unless the instructor submits a grade.

The Sawyer Business School requires an Incomplete Form to be completed by the student and the instructor of the course. Upon completion, the Form is returned to the Registrar’s Office.

Reentry to the Global MBA Program

Students who left the program in good academic standing and choose to return to the Global MBA program after an absence of a year or more, do not require a new application for admission. Individuals absent for five or more years do and must meet with the Assistant Dean of Graduate Programs.

Previous Global MBA coursework and waivers are reviewed for currency and content to determine if credits earned previously are retained upon reentry. To reenter the Global MBA Program contact the Office of Graduate Admission.

GRADUATE PROGRAMS IN HEALTHCARE ADMINISTRATION

There are three healthcare programs: the Master of Health Administration (MHA), Master of Public Administration/Health (MPA/Health), and Master of Business Administration/Health (MBA/Health). The MHA is linked with the two other programs through its curriculum and activities for students interested in healthcare.

Richard H. Gregg, Operating Director of Healthcare Programs, 617-994-4246, rgregg@suffolk.edu.

Mission

The Healthcare Programs provide a powerful, innovative, and enduring learning experience for students aspiring to lead and manage healthcare organizations of compassion, quality, and value in the 21st century.

Objectives

The Healthcare Programs are designed to nurture each student's potential as a healthcare leader and/or manager by engaging her or him in the key issues, challenges, opportunities, and requirements for success in healthcare. Through cutting-edge academic and hands-on learning, students develop the analytic and strategic skills needed to transform organizations, build relationships, and strengthen organizational performance.

The Healthcare Programs curriculum is designed to meet the unique needs of students who:

- Work in healthcare and seek to strengthen their knowledge and skills and advance their careers.
- Have no training or experience in healthcare administration and seek education and opportunities that will enable them to enter the healthcare field.

Master of Health Administration (MHA)

The Master of Health Administration (MHA) is offered by the Healthcare Department. This degree prepares leaders and managers to guide healthcare organizations, such as hospitals, academic medical centers, integrated delivery systems, long-term care facilities, managed care providers, community health centers, and other health-related organizations. These may be nonprofit, for-profit, or voluntary organizations. The MHA is a broad-based degree that prepares students for a wide range of professional opportunities in healthcare.

Master of Public Administration/Health (MPA/Health)

The Master of Public Administration/Health (MPA/Health) is offered by the Public Management Department. This degree prepares government and nonprofit leaders and

managers for roles in health-related public policy development, community-based program and project management and advocacy, and social change, within the context of the dynamic healthcare environment. (Please see the MPA section of this catalog for more information.)

Master of Business Administration/Health (MBA/Health)

The Master of Business Administration/Health (MBA/Health) is offered by the Sawyer Business School in collaboration with the Healthcare Department. The degree prepares leaders and managers who want to focus on core aspects of business, such as finance, accounting, marketing, information systems, and strategic management, for roles in the healthcare industry, including healthcare delivery, pharmaceutical, biotechnology, and medical devices companies. MBA/Health students enhance their business skills, while gaining specific insight into the requirements for success in the healthcare industry nationally and internationally. (Please see the MBA section of this catalog for more information.)

Admission Requirements for the MHA Program

Decisions about admission to the MHA Program are based on each applicant's overall profile. The criteria include:

- Prior academic performance.
- Related work, professional and/or volunteer experience.
- Personal statement about short-term and long-term professional goals and how the Program will help the applicant to achieve them.
- Recommendations (two professional and/or academic).
- Standardized test scores, which are helpful in the assessment process, but are not required for all applicants. Standardized test scores (GMAT or GRE), taken within the previous five years, are required of applicants with less than three (3) years of relevant work, professional or volunteer experience OR less than a 2.75 cumulative grade point average (GPA) in their undergraduate degree program.
- Results of a personal interview, if requested.

Suffolk University's Office of Graduate Admission has complete information regarding admission requirements, application deadlines, and the online application process.

Program Completion

It is expected that full-time students will complete the MHA Program in 18–24 months, while part-time students will finish in 30–42 months, depending on the pace at which courses are completed.

Scheduling of Classes

The MHA Program is designed for full-time and part-time students. Most courses are offered in the late afternoon and evening from 4:30 to 7:10 p.m. and 7:15 to 9:55 p.m., Mondays through Thursdays. Some courses are offered on Saturdays and during the summer sessions, thus enabling students to complete the Program on an accelerated schedule.

Course Waiver, Transfer, and Substitution Policy

Students with undergraduate, graduate or certificate courses that are comparable to those offered in the MHA Program may be eligible to waive, transfer, and/or substitute courses in the MHA Program. All applications for waiver, transfer, and substitution must be submitted to the Director of the Healthcare Programs during the first year in which a student is enrolled in the MHA Program, and all applications must be reviewed and approved by the Director.

The policy governing waivers, transfers, and substitutions is available through the Director of Healthcare Programs.

Advising and Mentoring

Students in the MHA Program are assigned a healthcare faculty member as an academic advisor. All students are encouraged to discuss their interests, goals and concerns with their faculty advisor in person and by telephone and email. Every student must have first-semester courses approved by their faculty advisor.

First-year students are invited to participate in the Mentor Program, which matches them with Suffolk University alumni and friends who are professionals in the healthcare field. The Mentor Program links mentors and students according to areas of shared interest and expertise, so that, for example, a student who is particularly interested in hospital administration is matched with an alumnus who is a hospital administrator. Each student may use her or his mentor as a sounding board and source of information and guidance.

MHA Curriculum

The MHA curriculum focuses on the key issues, opportunities, challenges and requirements for success in healthcare.

Required Introductory Course 1 Credit

HLTH 700 Graduate Communication and Information Technology: Health

Core Courses 36 Credits/16 Courses (all courses are 3 credits unless otherwise noted)

HLTH 701 Health Systems I
 HLTH 702 Health Systems II
 PAD 712 Policy Analysis and Program Evaluation

PAD 715 Quantitative Analysis
 PAD 716 Public Service Human Resource Management
 HLTH 824 Healthcare Accounting (1.5 credits)
 HLTH 825 Legal Environment of Healthcare
 HLTH 826 Healthcare Financial Management (1.5 credits)
 HLTH 828 Managerial Epidemiology (1.5 credits)
 HLTH 830 Healthcare Operations Management (1.5 credits)
 HLTH 831 Performance Improvement and Patient Safety (1.5 credits)
 HLTH 832 U.S. Health Policy
 HLTH 835 Health Marketing and Communication (1.5 credits)
 HLTH 840 Global Health Needs and Organizations (1.5 credits)
 HLTH 850 Health Information Systems (1.5 credits)
 HLTH 860 Leadership and Ethics in the Health Organization

Required for Students without Professional Experience in the U.S. Healthcare System 0 Credits/1 Course

HLTH 900 Internship

Required Capstone Course (to be taken at end of program) 3 Credits

HLTH 890 Healthcare Strategic Management

Electives 9 Credits

Students take a total of nine credits from among the Healthcare (MHA Program) and Public Management (MPA Program) elective courses. Students may take up to two electives (six credits) in other departments of the Sawyer Business School or the College of Arts and Sciences with permission from the Director of Healthcare Programs.

Healthcare Electives

HLTH 834 Disability and Public Policy
 HLTH 841 Global Health Policy (1.5 credits, recommended to be taken directly after HLTH 840)
 HLTH 900 Special Topics:
 HLTH 901 Organizational Change in Healthcare (1.5 credits)
 HLTH 902 Advanced Healthcare Financial Management (3 credits)
 HLTH 903 Advanced Health Marketing and Communication (3 credits)
 HLTH 904 Rebuilding Public Trust (3 credits)
 HLTH 905 Advanced Healthcare Information Systems (3 credits)
 HLTH 906 Best Practices in Clinical Management (3 credits)
 HLTH 907 Innovation: The Future of Healthcare (3 credits)
 HLTH 908 Organizational Behavior in Healthcare (3 credits)
 HLTH 909 Physician Practice Management (3 credits)

Requirements to Earn the MHA Degree

Students must complete 49 total credits in 21 or 22 courses as well as maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MHA degree.

MPA/Health

Required Capstone Course (to be taken at end of program) 3 Credits

HLTH 890 Healthcare Strategic Management

The success of any healthcare organization depends on the ability of its leaders and managers to continuously identify, evaluate and address the key issues and challenges facing the organization. This capstone course for healthcare explores the essential elements of strategic management: the foundation (including Systems Thinking), strategic analysis, and strategy development and implementation. Using provocative case studies from healthcare and other fields, students conduct sophisticated internal assessments of organizational strengths and weaknesses as well as external assessments of opportunities and threats/challenges, identify strategic and operational issues, and develop strategies and action steps to address the issues. For the final project, each student develops a strategic plan for a healthcare organization or conducts a research project on a healthcare organization or strategic issue of particular interest (e.g., the nursing shortage). Fundamentally, this course focuses on applying strategic and systemic thinking in diagnosing organizational circumstances and developing strategies for “what to do next.”

Public Management Electives

PAD 809	Economic/Financial/Admin Strategies of Public Service
PAD 811	Politics of the Federal Bureaucracy
PAD 812	Managing State Government
PAD 813	Administrative Strategies of Local Government
PAD 814	Intergovernmental Relations
PAD 815	Nonprofit Organizations in the Community
PAD 816	Analysis of Public Policy
PAD 818	Public Sector Labor/Management Relations
PAD 819	Grants-in-Aid and Grants Management
PAD 820	Governmental Decision Making
PAD 821	Human Services Integration
PAD 822	Management Information Systems
PAD 827	Financing State and Local Government
PAD 829	Environmental Policy and Administration
PAD 830	Public Liaison Strategies
PAD 835	Nonprofit Marketing and Communication
PAD 838	Ethics in Management
PAD 839	Leadership and Decision Making
PAD 840	Comparative Public Policy: Dublin, Ireland/ Puerto Rico
PAD 842	Workplace and Labor Law
PAD 845	The Entrepreneurial Nonprofit
PAD 846	Community and Citizen Empowerment
PAD 847	Nonprofit Financial Management
PAD 848	Nonprofit Law and Ethics
PAD 849	Revenue Strategies for Nonprofits
PAD 850	Alternative Dispute Resolution
PAD 855	Civic Innovation and Effective Governance
PAD 856	Group Theory and Facilitation Practice
PAD 900	Special Topics in Public Administration
PAD 910	Directed Individual Study

GRADUATE PROGRAMS IN PUBLIC MANAGEMENT

Master of Public Administration (MPA)

Offered by the Public Management Department, the MPA Program provides a pragmatic approach to public management education and administration.

The MPA program emphasizes and allows students to develop the knowledge and expertise needed to perform managerial and administrative work at all levels of government, nonprofit and healthcare organizations.

Accreditation

Established in 1974, the MPA Program is one of only five in New England to be fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Advising

Students in the MPA program are assigned an individual full-time public management faculty member as an academic advisor. All students are encouraged to discuss their interests, goals, and concerns with faculty advisors and should make appointments or drop in during posted faculty office hours.

Objectives

The major objective is to foster each student's potential as a public service manager. The curriculum has been designed to meet the needs of students who:

- have no previous training for a career in public service;
- work in public service and are interested in further study and advancement; and
- work in not-for-profit agencies or private sector.

Scheduling

The program accommodates both full- and part-time students. Most courses are offered in the late afternoon and evening from 4:30-7:10 p.m. and 7:15-9:55 p.m., Monday through Thursday. You can complete the program on an accelerated basis by taking classes on Saturdays. The MPA Program meets on Saturdays in Boston and Cape Cod Community College in West Barnstable, Massachusetts. The Cape Cod campus also offers late afternoon and evening courses.

Course Waiver, Transfer, and Substitution Policy

Students with little or no educational background or professional experience in areas covered by our public management curriculum are expected to devote the equivalent of 16 months of full-time study to complete our MPA program.

Students with other graduate studies, certificates, or related undergraduate work may be eligible to waive and/or transfer courses in our program. All transfers and waivers must be reviewed in writing by the Department Assistant Director and must be approved in writing by the Department Chairperson. All waiver requests should be submitted for evaluation during the first year of acceptance into the MPA program.

Under no circumstances may waivers reduce any degree requirement below a 10-course minimum, and students must spend at least one year (exclusive of internship) in residence completing the MPA program.

Waiver Policy

All course waivers, transfers, and substitutions will be approved by the Public Management Department chairperson. All courses must have been completed with a grade of at least "B" and must not have been counted toward another degree.

Courses must have been taken within the past seven years to be eligible for waiver, transfer, or substitution. Under no circumstances may waivers and transfers reduce any degree requirement below a 10-course minimum.

A course may be waived for credit if:

1. The course was cross-listed with a graduate course and taken while the student was an undergraduate at Suffolk University.
2. An equivalent course was taken by the student in a certificate program sponsored or co-sponsored by the Center for Public Management. Student performance in certificate courses must be evaluated and must meet the academic standards of the MPA and MHA programs to be eligible for waiver.

Transfers

Two courses from other graduate programs may be transferred into the MPA and MHA programs with credits. Courses from other NASPAA accredited programs transfer automatically.

Course Substitutions

On a case-by-case basis, students, with Department Chairperson approval, may substitute one course for another in the Public Management curriculum. Other Suffolk University graduate courses, no more than two three-credit courses, may be taken as options with the approval of the Director of the MPA program.

The Department Chairperson shall have final authority to approve any waiver, transfer, or course substitution.

Degree Requirements

The Faculty will recommend to the President and Trustees of Suffolk University the awarding of the Master of Public Administration degree if the following conditions are satisfied:

- all graduate courses are satisfactorily completed;
- an overall average of 3.0 (“B”) or higher is achieved for the entire graduate program; and,
- all degree requirements are completed within seven years after the start of graduate work.

Graduate Warning

A graduate warning is issued:

- if the student’s grade point average falls below a 3.0 (“B”) for the first time or
- a student receives a cumulative total of two “C” grades with a grade point average above 3.0

Subject to Dismissal

- A graduate warning has previously been issued and the student’s cumulative grade point average falls below 3.0 (B),
- An “F” grade with a GPA of above 3.0

Dismissed

- An “F” grade with a GPA of below 3.0
- Two “F” grades
- A student may retake one graduate course where an “F” grade has been received. The new grade will be included in his/her GPA. The original “F” will remain on the transcript, but will not be included in the GPA. Only **one** course with an “F” grade may be retaken during the student’s graduate program. If a second “F” is received, the grade will remain on the transcript and be included in the GPA.

Joint Degrees

For information about joint degrees with the College of Arts and Sciences and Law School, refer to the Joint Degree section of this catalog.

Pi Alpha Alpha

Pi Alpha Alpha is a national honor society formed to recognize and promote excellence in the study and practice of public affairs and administration. PAA membership identifies those with the highest performance levels in educational programs preparing them for public service careers. To be inducted, students must:

1. Be enrolled in MPA, MHA, or any other joint MPA program;
2. Complete at least 27 credit hours (18 credit hours in the 10-course MHA);
3. Remove all incompletes (except internship or practicum);
4. Have a cumulative GPA in the top 20% of those students meeting requirements one and two.
5. Students are automatically reviewed by Suffolk PAA chapter officers for eligibility and are invited to join.

Presidential Management Fellowship

The Presidential Management Fellowship (PMF) was created in 1977 by executive order of President Jimmy Carter. The goal of the program is to attract a bright and diverse pool of graduate students to government service. Interns work in a federal agency for two years, with the potential for permanent federal employment. To be considered for PMF, students must apply online at pmf@opm.gov. The Department will be notified regularly regarding who has applied from Suffolk University and will vote to support or not support the application. Nominees go on to compete against students from other schools in a process managed by the U.S. Office of Personnel Management. To be considered for nomination by the Department, students must be in the last year of their studies, have at least a 3.5 cumulative GPA (B+ average) and no incompletes (with the exception of PAD 758/759 or 858/890).

For more information, visit the web site at www.pmf.opm.gov or contact Aimee Williamson in the Public Management Department.

Curriculum

The MPA curriculum is a 49-credit program (17 courses) accredited by the National Association of Schools of Public Affairs and Administration. The program offers specialized MPA degrees in health administration, non-profit, and state and local government.

The curriculum consists of ten (10) required courses and seven (7) electives in the general MPA curriculum.

Foundation courses PAD 700, PAD 711, 712, and 713 should be taken before all other required courses. PAD 858 (formerly 758), Internship in Public Management or PAD 890 (formerly 759), Strategic Management should be taken in the last year.

MPA Required Introductory Course **1 Credit**

PAD 700 Graduate Communication and Information Technology

MPA Core Courses **24 Credits**

PAD 711 Foundations of Public Organizational Administration
 PAD 712 Policy Analysis and Program Evaluation
 PAD 713 Budgeting and Financial Management
 Law Course: **EITHER** PAD 714 Legal Basis of Public Management
OR HLTH 825 Legal Environment of Healthcare
OR PAD 848 Nonprofit Law and Ethics
 PAD 715 Quantitative Analysis
 PAD 716 Public Service Human Resource Management
 PAD 717 Organizational Effectiveness in Government
 PAD 718 Leadership Strategies for an Interconnected World

MPA Electives **21 Credits**

7 electives at 3 credit hours each

Required Internship – PRE-CAREER ONLY **Non-Credit**

PAD 858 Internship in State **OR** Local Government (Non-Tuition)

Required MPA Capstone Course **3 Credits**

PAD 890 Strategic Management in Public Service

MPA Concentration Options

These MPA Concentrations can be completed in two years of full-time study and three to four years of part-time study. The MPA required core courses are the same for the MPA program and most of the specialized MPA degrees. The elective requirements for each specialized degree are listed below.

MPA/Health

The MPA/Health specialized degree program prepares government and nonprofit leaders and managers for roles in health-related public policy development, community-based program and project management and advocacy, and social change, within the context of the dynamic healthcare environment.

The curriculum integrates the disciplines of public management and healthcare administration to provide leaders and managers with the knowledge and skills needed to deal with the political, social, and economic challenges in healthcare and healthcare-related fields. The MPA/Health curriculum consists of the following:

Required Course **1 Credit**

HLTH 700 Graduate Communication and Information Technology: Health

Core Courses **36 Credits**

HLTH 701 Health Systems I
 HLTH 702 Health Systems II
 PAD 712 Policy Analysis and Program Evaluation
 Law Course: **EITHER** PAD 714 Legal Basis of Public Management
OR HLTH 825 Legal Environment of Healthcare
OR PAD 848 Nonprofit Law and Ethics
 Quantitative Analysis
 PAD 715 Public Service Human Resource Management
 PAD 716 Organizational Effectiveness in Government
 PAD 717 Leadership Strategies for an Interconnected World
 PAD 718 Community and Citizen Empowerment **OR**
 PAD 855 Civic Innovation and Effective Governance
 HLTH 824 Healthcare Accounting (1.5 credits)
 HLTH 826 Healthcare Financial Management (1.5 credits)
 HLTH 832 Health Policy
 HLTH 840 Global Health Needs and Organizations (1.5 credits)
 HLTH 841 Global Health Policy (1.5 credits)

Internship* **0 Credits**

PAD 858 Internship for Pre-Career Students

* Required internship for those students without professional experience with the U.S. health system.

Health Program Capstone **3 Credits**

HLTH 890 Healthcare Strategic Management

Electives **9 Credits**

Students select three (3) electives.

MPA/State and Local Government

The MPA/State and Local Government meets the present and expanding needs of managers in the areas of state and local government. Persons seeking advancement or preparing for a career in the field of state and/or local government as an appointed or elected official, may wish to customize the MPA Program in a way which recognizes an interest in these fields. The curriculum covers the field of public administration with tracks specific to state or local government.

MPA Required Introductory Course **1 Credit**

PAD 700 Graduate Communications and Information Technology

MPA Core Courses **24 Credits**

PAD 711	Foundations of Public Organizational Administration
PAD 712	Policy Analysis and Program Evaluation
PAD 713	Budgeting and Financial Management
Law Course:	EITHER PAD 714 Legal Basis of Public Management OR HLTH 825 Legal Environment of Healthcare OR PAD 848 Nonprofit Law and Ethics
PAD 715	Quantitative Analysis
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government
PAD 718	Leadership Strategies for an Interconnected World

Required Internship – Pre-Career Only **Non-Credit**

PAD 858	Internship in State or Local Government (Non-Tuition)
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Managing State and Local Government Elective Courses **6 Credits**

PAD 814	Intergovernmental Relations
PAD 818	Public Sector Labor/Management Relations
PAD 819	The Grantwriting Process
PAD 820	Governmental Decision Making
PAD 822	Management Information Systems (MIS)
PAD 829	Environmental Policy and Administration
PAD 830	Public Liaison Strategies
PAD 839	Leadership and Decision Making
PAD 840	Comparative Public Policy
PAD 842	Workplace and Labor Law
PAD 846	Community and Citizen Empowerment
PAD 850	Alternative Dispute Resolution
PAD 855	Civic Innovation, Community Engagement, and Effective Governance
PAD 900	Special Topics
PAD 910	Directed Individual Study

Required MPA Capstone Course **3 Credits**

PAD 890	Strategic Management in Public Service
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Track I: Managing Local Government

Required Local Government Courses **15 Credits**

PAD 813	Administrative Strategies of Local Government
PAD 814	Intergovernmental Relations OR
PAD 830	Public Liaison Strategies
PAD 818	Public Sector Labor/Management Relations
PAD 819	The Grantwriting Process
PAD 827	Financing State and Local Government
PAD 846	Community and Citizen Empowerment OR
PAD 855	Civic Innovation, Community Engagement, and Effective Governance

Track II: Managing State Government

Required State Government Courses **15 Credits**

PAD 812	Managing State Government
PAD 814	Intergovernmental Relations
PAD 830	Public Liaison Strategies
PAD 818	Public Sector Labor/Management Relations
PAD 850	Alternative Dispute Resolution
PAD 827	Financing State and Local Government
PAD 838	Ethics in Management OR
PAD 846	Community and Citizen Empowerment

MPA/Nonprofit Management

The MPA/Nonprofit Management meets the career interest for those interested in the management of nonprofit agencies. The curriculum covers the field of public administration with special attention given to the additional intricacies of nonprofit management.

49 credits

MPA Required Introductory Course **1 Credit**

PAD 700	Graduate Communication and Information Technology
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MPA Core Courses **24 Credits**

PAD 711	Foundations of Public Organizational Administration
PAD 712	Policy Analysis and Program Evaluation
PAD 713	Budgeting and Financial Management
Law Course:	EITHER PAD 714 Legal Basis of Public Management OR HLTH 825 Legal Environment of Healthcare OR PAD 848 Nonprofit Law and Ethics
PAD 715	Quantitative Analysis
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government
PAD 718	Leadership Strategies for an Interconnected World

Four (4) Required Nonprofit Management Courses **12 Credits**

PAD 815	Nonprofit Organizations in the Community
PAD 847*	Nonprofit Financial Management
PAD 845	The Entrepreneurial Nonprofit
PAD 835	EITHER Nonprofit Marketing OR
PAD 849	Revenue Strategies for Nonprofit Organizations
PAD 848**	Nonprofit Law and Ethics

* *ACCT 871 Not-for-Profit Accounting and Control may be substituted for this requirement.*

** *This course is required for this specialization. It can be used to fulfill one of the nine MPA core courses with an additional elective chosen.*

Required Internship – PRE-CAREER ONLY **Non-Credit**

PAD 858	Internship in State OR Local Government (Non-Tuition)
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Nonprofit Management Elective Courses **9 Credits**

HLTH 701	Health Systems I
HLTH 834	Disability and Public Policy
PAD 818	Public Sector Labor-Management Relations
PAD 819	Grants-in-Aid and Grants Management
PAD 821	Human Services Integration
PAD 822	Management Information Systems (MIS)
PAD 830	Public Liaison Strategies
PAD 835	Nonprofit Marketing
PAD 839	Leadership and Decision Making
PAD 840	Comparative Public Policy
PAD 846	Community and Citizen Empowerment
PAD 849	Revenue Strategies for Nonprofits
PAD 900	Special Topics (if related to Nonprofit Management)
PAD 910	Directed Individual Study

Required MPA Capstone Course **3 Credits**

PAD 890	Strategic Management in Public Service
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Comparative Public Policy Study

The Public Management Department offers six to ten days of national and international comparative public policy study. As part of the requirements for PAD 840, the student researches a topic of interest such as: urban policy, gerontology, health, human services, labor relations, women's issues, or the environment; and then meets with professionals in the host country.

Students in the past have traveled to the Czech Republic, Ireland, England and Puerto Rico.

Certificate of Advanced Study in Public Administration (CASPA)

This post-graduate MPA program is designed to increase your understanding of current concepts and tools used in public administration. It is a valuable certificate for MPA graduates entering new areas of public administration or seeking to advance in their current areas.

The program consists of five (5) courses at the 800 (elective) level, to be completed within five years with a grade point average of 3.0 ("B") or better.

In addition to the present five (5) course CASPA the Public Management Department offers a CASPA with an area of specialization in health administration, state and local government, or nonprofit management. The curriculum consists of four required concentration courses plus one elective, all in their chosen concentration area. With the approval of the Department Chairperson, another course may be substituted for a required course based on the student's knowledge, expertise, and experience.

Admission

to the CASPA program requires an MPA or its equivalent. Graduates of other programs may need to take prerequisite courses.

Students applying for admission to the CASPA program should contact the Office of Graduate Admission, 73 Tremont Street, Boston, MA, (617) 573-8302 for more information.

GRADUATE PROGRAMS IN ACCOUNTING AND TAXATION

Master of Science in Accounting (MSA)

Accounting and financial management are conducted in a dynamic competitive environment of rapidly changing technologies, complex global challenges, and ever more exacting standards of disclosure and accountability. The MSA prepares students for successful professional careers in accounting and financial management in several contexts: public accounting; forensic accounting; corporate, not-for-profit and governmental financial planning, accounting, and control; and management consulting. The program also prepares students who plan to pursue careers in teaching and research for entry to doctoral programs in accounting.

The MSA provides concepts, technical knowledge and skills for immediate effectiveness. It also establishes the basis for continual lifetime learning and development to meet future challenges as people's careers evolve. The subject matter in all the MSA courses is presented in a strategic framework, with a view to preparing graduates to function effectively as advisors to, or members of, senior management teams.

The Sawyer Business School is the only business school in Boston to achieve accreditation of its accounting and taxation programs by AACSB International.

Joint Degree Program MBA/MSA

See MBA section of this catalog.

Admission

Admission requirements for the Sawyer Business School MSA Degree Program are listed in the Graduate Programs section of this catalog.

- The 30-credit-hour MSA is designed for candidates who hold an undergraduate degree in accounting.
- Candidates with an undergraduate management degree with a concentration other than accounting must complete 6 (six) credit hours of accounting preparation as part of the degree requirements for the MSA.
- Candidates with an undergraduate degree other than in management must complete 24 (twenty-four) credit hours of management and accounting preparation as part of the degree requirements for the MSA.

Waivers and Transfer Credits

The management preparation courses are usually waived, subject to the approval of the Director of Graduate Programs in Accounting, for candidates who hold an undergraduate degree with a major in a management subject.

The accounting preparation courses are usually waived, subject to the approval of the Director of Graduate Programs in Accounting, for candidates who hold an undergraduate degree with a major in accounting.

MSA required courses may be waived and an elective substituted, subject to the approval of the Director of Graduate Programs in Accounting.

Of the thirty (30) credit hours required for the MSA, a maximum of nine (9) may be transferred from another AACSB International accredited graduate program with a grade of "B" or better, provided these credits have not been applied to another degree, certificate or diploma. A minimum of 21 credit hours must be earned at Suffolk University.

Advising

The Associate Director of Graduate Programs in Accounting advises all MSA students.

MSA Curriculum

The curriculum builds on an undergraduate degree in accounting. Courses may be taken in any sequence, depending on designated course prerequisites. However, ACCT 861 Leadership in the Financial Professions is a capstone course and should be taken later in a student's course of study. Students must have their programs of study approved by the Associate Director of Graduate Programs in Accounting.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MSA degree.

The MSA consists of 30–57 credits:

Total courses: 10–20

Management Preparation Courses*	18 Credits/7 Courses
MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630	Economic Analysis for Management
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management
MBA 660	Marketing: The Challenge of Managing Value

* *May be waived.*

Accounting Preparation Courses* **6 Credits/2 Courses**

ACCT 801	Graduate Financial Accounting I
ACCT 804	Cost Information, Decision and Control

* *May be waived.*

MSA Required Courses **21 Credits/7 Courses**

ACCT 802	Graduate Financial Accounting II
ACCT 824	Corporate Financial Reporting and Analysis
ACCT 825	Corporate Financial Planning and Control
ACCT 861	Leadership in the Financial Professions
ACCT 865	Technology & Financial Information Systems
ACIB 872	Multinational Financial Analysis and Control
MBA 780	Managing in the Global Environment

Electives **9–12 Credits/3–4 Courses**

Select 3 elective courses from any 800-level course offered in the Sawyer Business School, or any other advanced elective with the approval of the Director of Graduate Programs in Accounting. Only two may be Accounting courses. Please see the MSA Career Tracks below for suggestions.

Note: For CPA track, a student may have to take four electives depending on prior coursework.

MSA Career Tracks

The following options are suggestions based on a student's career focus:

Public Accounting

ACCT 803	Graduate Financial Accounting III
ACCT 805	Auditing and Assurance Services
BLLS 800	Business Law
TAX 801	Issues in Federal Taxation I

(These courses complete the content required for the CPA examination in Massachusetts)

Controllership (For-Profit)

ACCT 805	Auditing and Assurance Services
TAX 801	Issues in Federal Taxation I
TAX 862	Taxation of Corporations

Controllership (Not-for-Profit)

ACCT 871	Not-for-Profit Accounting and Control
TAX 801	Issues in Federal Taxation I
TAX 872	Tax-Exempt Organizations

Fraud Examination

ACCT 805	Auditing and Assurance Services
ACCT 806	Fraud Examination
CJ 638	White Collar Crime

Information Technology

ACCT 805	Auditing and Assurance Services
ISOM 810	Management of Information Technologies
ISOM 825	Business Data Communications

Graduate Diploma in Professional Accounting (GDPA)

The Graduate Diploma in Professional Accounting provides an economical and accelerated way for students to gain a sound understanding and competence in the practice of accounting.

The program allows students to concentrate in one of three options: public accounting, corporate accounting, and not-for-profit accounting. Students pursuing the public accounting option obtain the accounting educational requirements to take the CPA examination in Massachusetts.

Admission

Admission requirements for the Sawyer Business School GDPA are listed in the Graduate Programs section of this catalog. However, the GMAT is not required for admission to the GDPA Program.

Waivers

Up to three (3) of the seven (7) required GDPA courses may be waived with credit on the basis of equivalent courses taken at an accredited college or university with a grade of "B" or better.

Advising

The Associate Director of Graduate Programs in Accounting advises all GDPA students.

Curriculum

The GDPA curriculum consists of nine courses (27 credits): seven (7) required courses and two (2) elective courses. Courses can be taken in any sequence, depending only on specified course prerequisites. Students must have their programs of study approved by the Associate Director of Graduate Programs in Accounting.

Requirements to Complete Program

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the GDPA.

GDPA Required Courses **21 Credits/7 Courses**

With no background in accounting, students must also take MBA 640 before taking ACCT 801.

ACCT 801	Graduate Financial Accounting I
ACCT 802	Graduate Financial Accounting II
ACCT 804	Cost Information, Decision and Control
ACCT 865	Technology and Financial Information Systems
ACIB 872	Multinational Financial Analysis and Control
BLLS 800	Business Law**
TAX 801	Issues in Federal Taxation I**

Electives

6 Credits/2 Courses

The following options are suggested, based on a student's career focus:

Public Accounting*

ACCT 803	Graduate Financial Accounting III
ACCT 805	Auditing and Assurance Services

Corporate Accounting

ACCT 824	Corporate Financial Reporting and Analysis
ACCT 825	Corporate Financial Planning and Control

Not-for-Profit Accounting

ACCT 871	Not-for-Profit Accounting and Control
TAX 872	Tax-Exempt Organizations

Combined MBA/GDPA

See the MBA section of this catalog.

* Note that the Massachusetts Board of Public Accountancy also requires certain business courses in addition to the GDPA with the public accounting electives.

** These courses are waived for lawyers or graduates of ABA-accredited schools.

Master of Science in Taxation (MST)

The Sawyer Business School is the only business school in Boston to achieve accreditation of its accounting and taxation programs by AACSB International, the premier business accreditation organization in the world. The Suffolk MST program is the only AACSB International-accredited MST program in Boston.

The MST Program prepares students to become successful tax professionals in public accounting, the corporate sector, or government. It is intended primarily for part time study, complementing the experience students gain from the workplace.

The program is flexible in terms of the kinds of educational background and experience candidates can bring to the program. Our most important concern is that students are focused in their professional career objectives. The MST is recognized for tax advisors, either in personal practice, as members of accounting or trust firms, in corporate tax management positions, or as members of federal or state agencies. Both accountants and attorneys often take the MST to specialize their professional knowledge and skills.

Graduates of the MST Program will have competence in accounting, a sound understanding of tax issues in a global environment, and an ability to apply this knowledge effectively in tax planning and problem solving situations. They will also have strong communication and research skills, and a keen appreciation of the ethical standards of professional practice.

The Suffolk MST distinguishes itself from other programs by assuring student competence in three key areas of tax practice: tax compliance, tax planning, and tax policy. Proficiency in tax compliance enables the student to assist clients and employers with meeting the myriad filing requirements of tax practice. Proficiency in tax planning provides the student with the ability to apply creative tax avoidance strategies for prospective transactions. An emphasis on tax policy enables the student to understand how tax laws are created and, more importantly, they will have the ability to contribute knowledgeably to the debate, via publication or public discourse, which will enhance their careers as experts in their field. A sound understanding of tax policy will also enable the tax practitioner to predict the outcome of pending legislation, which is so important in effective tax planning.

Admission

Admission requirements for the Sawyer Business School MST Degree Program are listed in the Graduate Programs section of this catalog. However, the GMAT may be waived if the candidate holds a CPA or other recognized professional qualification in accounting, a JD, or a master's degree from an accredited school of management.

Waivers and Transfer Credits

The accounting core can be waived with credit for students who have an undergraduate accounting major, or who have a recognized professional accounting qualification. Alternatively, accounting core courses may be waived by equivalent undergraduate or graduate courses taken with a grade of "B" or better at an accredited college or university.

Transfer credit for the tax courses up to a maximum of nine credit hours can be granted for equivalent graduate courses taken within the past five years at an AACSB International-accredited college or university, with a grade of "B" or better, provided they have not been applied to another degree, certificate, or diploma.

TAX 801 – Issues in Federal Taxation I may be waived with substitution, for students who have passed two appropriate undergraduate tax courses with a grade of "B" or better at an accredited U.S. college or university. Students who have significant tax experience as judged by the Director of Graduate Programs in Taxation may also waive it with substitution. Another graduate course is chosen from the electives to replace it.

Advising

The Director of the MST Program advises all MST students.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MST degree.

Curriculum

The MST consists of 30–42 credits.

For students who hold a bachelor's degree in accounting from an accredited college or university, or who hold a recognized professional accounting qualification, the MST Program consists of seven (7) required tax courses and three (3) elective courses. The program also accommodates students with no accounting background, through four (4) accounting core courses. The number of courses required for the MST can therefore be between 10 and 14, depending on a student's accounting preparation.

Accounting Core Courses* **12 Credits**

MBA 640	Corporate Financial Reporting and Control
ACCT 801	Graduate Financial Accounting I
ACCT 802	Graduate Financial Accounting II
ACCT 803	Graduate Financial Accounting III

*May be waived with credit.

MST Required Courses **21 Credits**

TAX 801	Issues in Federal Taxation I**
TAX 861	Tax Research
TAX 862	Taxation of Corporations
TAX 863	Taxation of Pass-through Entities
TAX 864	Tax Practice and Procedures
TAX 871	Taxation of Estates, Trusts and Gifts
TAX 876	Tax Policy

**May be waived and another tax elective substituted.

Electives **9 Credits**

Students select three (3) electives from the following:

TAX 802	Issues in Federal Taxation II
TAX 865	International Taxation I
TAX 866	State and Local Taxation
TAX 867	Advanced Topics in Corporate Taxation
TAX 868	Estate Planning Techniques
TAX 870	Federal Income Taxation of Estates and Trusts
TAX 872	Tax Exempt Organizations
TAX 874	International Taxation II
TAX 875	Tax Accounting Periods and Methods
TAX 878	Tax Compliance
TAX 879	Personal Financial Planning
TAX 900	Special Topics in Taxation
TAX 910	Directed Individual Study in Taxation

Any other 800-level course offered in the Sawyer Business School, or any other advanced elective with the approval of the Director of Graduate Programs in Taxation.

Joint Degree Program MBA/MST

See MBA section of this catalog.

MSA/MST

Combined MSA and MST Program

The MSA/MST program prepares students for successful professional careers in accounting, tax, and financial management in several contexts. The program provides concepts, technical knowledge, and skills for immediate effectiveness and also establishes a basis for continual development as careers evolve. The subject matter of the program is presented in a strategic framework, with a view to preparing graduates to function effectively as advisors to or members of senior management teams. The program allows students to develop a broad knowledge of taxation and enhanced expertise in the practice of taxation and tax advising.

The program is designed for students who do not have an undergraduate degree in accounting or who feel their accounting training needs updating. The program will qualify the student to sit for the CPA exam in Massachusetts. The ideal candidate will desire in-depth knowledge in both accounting and taxation.

Admission

Admission requirements for the Sawyer Business School MST Degree Program are listed in the Graduate Programs section of this catalog. However, the GMAT may be waived if the candidate holds a CPA or other recognized professional qualification in accounting, a JD, or a master's degree from an accredited school of management.

Waivers

Management preparation courses and tax and accounting preparation courses may be waived, with credit, on the basis of performance in appropriate courses taken previously. Accounting and tax core courses may be waived on the basis of performance in appropriate courses taken previously and an elective substituted. At least two of the elective courses must be TAX. Students planning to take the CPA examinations must choose ACCT 805 as an elective. See MSA and MST programs for career elective recommendations.

Advising

The Directors of the MSA and MST Programs advise all MSA/MST students.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MSA/MST degree.

Curriculum

The MSA/MST consists of 54–81 credits.

Management Preparation Courses* 18 Credits

MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (corequisite: MBA 620; 1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management
MBA 660	Marketing: The Challenge of Managing Value

* These courses may be waived with credit on basis of performance in appropriate courses taken previously.

Tax and Accounting Preparation Courses* 9 Credits

TAX 801	Issues in Federal Taxation I
ACCT 801	Graduate Financial Accounting I
ACCT 804	Cost Information, Decision and Control

* These courses may be waived with credit on basis of performance in appropriate courses taken previously.

Accounting Core Courses 15 Credits**

ACCT 802	Graduate Financial Accounting II
ACCT 803	Graduate Financial Accounting III
ACCT 824	Corporate Financial Reporting and Analysis
ACCT 825	Corporate Financial Planning and Control
ACCT 865	Technology and Financial Information Systems

**These courses may be waived on basis of performance in appropriate courses taken previously and an elective substituted.

Tax Core Courses 15 Credits**

TAX 861	Tax Research
TAX 862	Taxation of Corporations
TAX 863	Taxation of Pass-through Entities
TAX 864	Tax Practice and Procedures
TAX 871	Taxation of Estates, Trusts and Gifts

**These courses may be waived on basis of performance in appropriate courses taken previously and an elective substituted.

Electives 12 Credits

Students select four (4) electives from tax, accounting, or any other 800-level course offered in the Sawyer Business School, provided prerequisites are met. At least two must be TAX. Students planning to take the CPA examinations must choose ACCT 805 as an elective; see MSA and MST programs for career elective recommendations.

Integrative Global and Capstone Courses 12 Credits**

ACCT 861	Leadership in the Financial Professions
ACIB 872	Multinational Financial Analysis and Control
MBA 780	Managing in the Global Environment
TAX 876	Tax Policy

**These courses may be waived on basis of performance in appropriate courses taken previously and an elective substituted.

MST/GDPA

Combined MST and GDPA Program

This program is designed for students who do not have an undergraduate degree in accounting, and who want to develop working competence in accounting along with a deep expertise in taxation. It allows students in a very focused and economical way to prepare themselves to obtain a professional qualification in accounting, for instance the CPA, while at the same time completing the MST curriculum.

Admission

Admission requirements for the Sawyer Business School MST Degree Program are listed in the Graduate Programs section of this catalog. However, the GMAT may be waived if the candidate holds a CPA or other recognized professional qualification in accounting, a JD, or a master's degree from an accredited school of management.

Waivers

The four courses in the accounting core and a maximum of one of the required GDPA courses may be waived with credit on the basis of equivalent courses taken at an accredited college or university with a grade of "B" or better.

Advising

Students are assigned an advisor from the accounting faculty upon admission.

Requirements to Graduate

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the MST/GDPA.

Curriculum

The MST/GDPA curriculum consists of 39–54 credits.

Accounting Core Courses* 12 Credits

MBA 640	Corporate Financial Reporting and Control
ACCT 801	Graduate Financial Accounting I
ACCT 802	Graduate Financial Accounting II
ACCT 803	Graduate Financial Accounting III

*May be waived.

GDPA Required Courses 12 Credits**

ACCT 804	Cost Information, Decision and Control
ACCT 865	Technology and Financial Information Systems
ACIB 872	Multinational Financial Analysis and Control
BLLS 800	Business Law

**A maximum of one of these courses may be waived with credit.

Sawyer Business School

MST Required Courses **21 Credits**

TAX 801	Issues in Federal Taxation I***
TAX 861	Tax Research
TAX 862	Taxation of Corporations
TAX 863	Taxation of Pass-through Entities
TAX 864	Tax Practice and Procedures
TAX 871	Taxation of Estates, Trusts and Gifts
TAX 876	Tax Policy

***May be waived and an additional tax elective substituted.

MST Electives **9 Credits**

Students select three (3) electives from tax, accounting, or any other 800-level course offered in the Sawyer Business School, provided prerequisites are met.

Note: Students who plan to take the CPA exam in Massachusetts must take ACCT 805 as an elective.

Advanced Certificate in Taxation (ACT)

The ACT Program extends and complements the MST or other graduate management program. The MST, through the choice of three electives, permits students some degree of specialization. Given the dynamic and complex nature of tax policy and practice, tax professionals may wish to devote much more effort and study to developing an area of special expertise. Moreover, they need to be continually active in studying tax matters as they evolve. However, the ACT is open to non-tax professionals who wish to increase their knowledge of taxation.

Candidates must hold a graduate degree in a management subject or law to be admitted to the program.

Five (5) graduate courses, for a total of 15 credit hours, are required to earn the ACT. At least four of the courses must be in taxation.

Requirements to Complete Program

Students must maintain a grade point average of 3.0 or better in the courses they are required to take at Suffolk University to complete the ACT.

ACT Required Courses **6 Credits**

TAX 801	Issues in Federal Taxation I
TAX 861	Tax Research

Electives **9 Credits**

Students select three (3) electives from the following:

TAX 802	Issues in Federal Taxation II
TAX 865	International Taxation I
TAX 866	State and Local Taxation
TAX 867	Advanced Topics in Corporate Taxation
TAX 868	Estate Planning Techniques
TAX 870	Federal Income Taxation of Estates and Trusts
TAX 872	Tax Exempt Organizations
TAX 874	International Taxation II
TAX 875	Tax Accounting Periods and Methods
TAX 878	Tax Compliance
TAX 879	Personal Financial Planning
TAX 900	Special Topics in Taxation
TAX 910	Directed Individual Study in Taxation

Any other 800-level course offered in the Sawyer Business School, or any other advanced elective with the approval of the Director of Graduate Programs in Taxation.

GRADUATE PROGRAMS IN FINANCE**Master of Science in Finance (MSF)**

The Master of Science in Finance (MSF) Program delivers a sharp and in-depth focus on financial theory and practice, preparing students for successful careers in any financial discipline. Keeping pace with rapid changes in business and its practice is an ongoing challenge; to excel in finance a person must be able to act and react quickly and effectively to the changing business environment. As financial tasks have become increasingly complex, a traditional MBA degree may not be adequate for students seeking a career in the finance industry. The MSF Program provides students with the quantitative and analytical tools that will enable them to confront and manage the financial variables crucial to achieving success. The MSF Program is ideal for candidates seeking a career in the finance industry; candidates possessing an MBA degree who wish to specialize in finance; and candidates working towards professional designations such as a CFA (Certified Financial Analyst) or CFP (Certified Financial Planner).

Waivers

Students with an MBA or holders of Bachelor Degrees in business may be eligible to waive some or all of the prerequisite MBA courses, allowing for completion of the program in as few as 15 months of part-time study.

Program of Study

The MSF Program is ideal for working professionals and is also designed to accommodate students seeking full-time study. Ideally students follow our cohort schedule, which runs on a four-quarter-a-year calendar, with students taking two classes per quarter. Following this schedule allows students to earn an MSF in 15 months of part-time study. Courses are offered in the evening, making it possible to combine professional and educational goals. For convenience and planning, each entering cohort will take classes on the same night each week for the duration of the program. Classes run from 4:30 – 7:10 and 7:15 – 9:55; each term two Saturday classes are scheduled in addition to the weeknight class, meeting from 9:00 – 11:30 and 12:00 – 2:30. Meals are provided for all classes.

Admission Requirements

In addition to the requirements listed in the Sawyer Business School Graduate Programs section of this catalog, candidates are required to complete an interview with the Program Director as the final step of the Admissions Requirements. Applicants will be contacted by the Program Office to schedule the interview once all necessary documents are filed with Graduate Admissions.

For more information about the Master of Science in Finance Program, please contact Suffolk University, Office of Graduate Programs in Finance, 8 Ashburton Place, Boston, MA 02108-2770, (617) 573-8641.

MSF Curriculum

The MSF Curriculum consists of 30–43.5 credits, depending upon waiver status.

Students may begin taking required MSF courses provided that they have successfully completed or waived the following:

Prerequisite MBA Core Courses **10.5 Credits**

May be waived based upon prior academic work.

MBA 620	Statistical Methods (1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management

Prerequisite MBA Electives **3 Credits**

Select one (1) course. *May be waived based upon prior academic work.*

MBA 610	Organizational Behavior
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment

MSF Required Courses **21 Credits**

MSF 800	Financial Statement Analysis
MSF 808	General Theory in Corporate Finance
MSF 810	Investment Analysis
MSF 812	Capital Budgeting
MSF 814	Options and Futures
MSF 818	Econometrics
MSF 820	Financial Policy

MSF Electives **9 Credits**

Select three (3) courses.

BLLS 860	Securities Regulations
MSF 816	Financial Institutions Management
MSF 825	Multinational Financial Management
MSF 831	Portfolio Management
MSF 841	Financial Forecasting
MSF 851	Working Capital Management
MSF 863	International Financial Markets and Banking
MSF 871	Advanced Banking Theory
MSF 880	Investment Banking
MSF 881	Real Estate Finance
MSF 882	Financial Engineering
MSF 884	Fixed Income Securities
MSF 885	Risk and Insurance
MSF 887	Fundamental Equity Analysis
MSF 891	Seminar in Finance
MSF 895	Master's Thesis

Advising

Upon entering the MSF Program at Suffolk, students are assigned an academic advisor by the Finance Department. Additionally, students are invited to discuss academic and career interests with their advisor. Advisors' office hours are posted in the Finance Department, 9th floor of the Sawyer Building.

Master of Science in Financial Services and Banking (MSFSB) Program

The Master of Science in Financial Services and Banking (MSFSB) Program prepares its graduates to perform successfully in commercial banking, investment banking, international banking, asset securitization, and financial services, as well as in the creation of complex derivative products, their use for risk exposure control, and their marketing to corporate clients. The MSFSB program consists of up to fourteen courses: four prerequisite courses, seven MSFSB required courses and three MSFSB elective courses. MSFSB elective courses allow students to concentrate in specialization areas like bank management and financial services management.

Waivers

Students with an MBA or holders of Bachelor Degrees in business may be eligible to waive some or all of the prerequisite MBA courses, allowing for completion of the program in as few as 15 months of part-time study.

Program of Study

The MSFSB Program is ideal for working professionals and is also designed to accommodate students seeking full-time study. Ideally students follow our cohort schedule, which runs on a four-quarter-a-year calendar, with students taking two classes per quarter. Following this schedule allows students to earn an MSFSB in 15 months of part-time study. Courses are offered in the evening, making it possible to combine professional and educational goals. For convenience and planning, each entering cohort will take classes on the same night each week for the duration of the program. Classes run from 4:30 – 7:10 and 7:15 – 9:55; each term two Saturday classes are scheduled in addition to the weeknight class, meeting from 9:00 – 11:30 and 12:00 – 2:30. Meals are provided for all classes.

Admission Requirements

In addition to the requirements listed in the Sawyer Business School Graduate Programs sections of this catalog, candidates require an interview with the Program Director as the final step of the Admission Requirements. The candidate will be contacted by the Program Office to arrange for this interview. For more information about the Master of Science in Financial Services and Banking Program, please contact Suffolk University, Office of Graduate Programs in Finance, 8 Ashburton Place, Boston, MA 02108-2770, (617) 573-8641.

MSFSB Curriculum

The MS in Financial Services and Banking Program consists of 30–43.5 credits, depending upon waiver status.

Students may begin taking required MSF courses provided that they have successfully completed or waived the following:

Prerequisite MBA Core Courses 10.5 Credits

May be waived based upon prior academic work.

MBA 620	Statistical Methods (1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control
MBA 650	Value-Based Financial Management

Prerequisite MBA Electives 3 Credits

Select one (1) course. *May be waived based upon prior academic work.*

MBA 610	Organizational Behavior
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment

MSFSB Required Courses 21 Credits

MSF 800	Financial Statement Analysis
MSF 808	General Theory in Corporate Finance
MSF 810	Investment Analysis
MSF 814	Options and Futures
MSF 816	Financial Institutions Management
MSF 818	Econometrics
MSF 820	Financial Policy

MSFSB Electives 9 Credits

Select three (3) courses.

BLLS 850	Banking Laws
BLLS 860	Securities Regulation
MSF 831	Portfolio Management
MSF 863	International Financial Markets and Banking
MSF 871	Advanced Banking Theory
MSF 872	Bank Administration
MSF 873	Marketing of Financial Services
MSF 880	Investment Banking
MSF 881	Real Estate Finance
MSF 882	Financial Engineering
MSF 884	Fixed Income Securities
MSF 885	Risk and Insurance
MSF 887	Fundamental Equity Analysis
MSF 891	Seminars in Finance
MSF 895	Master's Thesis

Advising

Upon entering the MSFSB Program at Suffolk, students are assigned an academic advisor by the Finance Department. Additionally, students are invited to discuss academic and career interests with their advisor. Advisors' office hours are posted in the Finance Department, 9th floor of the Sawyer Building.

The Certificate Program for Advanced Study in Finance

The Certificate Program for Advanced Study in Finance (CPASF) is a pragmatic non-degree program designed for those who wish to further their expertise in finance, either to improve their own technical proficiency or to supervise or interact with finance professionals. The program provides an opportunity for qualified professionals to update their knowledge of modern finance theories and practices and to develop a competitive edge in the rapidly changing financial environment.

The program is suitable for working professionals whose responsibilities are currently, or expected to be financial in nature, or for those outside of the finance area who desire to understand financial thinking in order to compete effectively in the corporate marketplace. The program may be beneficial to recent graduates of a master's program because new courses are designed to meet the challenges in the field of financial theory.

Admission Requirements

The program is available to individuals with a Master of Business Administration degree or a Master of Science degree in a business specialty. Those individuals with a baccalaureate degree in business who have sufficient professional experience and who have demonstrated their ability to do high quality academic work are also encouraged to apply. Consistent with the requirements of the AACSB International – The Association to Advance Collegiate Schools of Business, the criteria for admission to the program will be appropriate undergraduate and graduate grade point average and an appropriate score in the Graduate Management Admission Test (GMAT).

Curriculum

The program requires the completion of five courses at the 800-level selected from the area of Finance for a total of 15 credits (provided students demonstrate adequate proficiency in prerequisite coursework). Students design their program specifically to satisfy their needs and objectives, with a faculty advisor's approval and consultation. Students may focus on a particular functional area.

Graduate Course Descriptions

A complete list of all graduate courses offered through the Sawyer Business School is listed below. Unless otherwise stated, a course is equivalent to 3 credits. Frequency and scheduling of courses is subject to change based upon class enrollment and faculty availability. Core Courses are generally offered every semester, while upper-level elective courses are offered once a year.

Accounting Courses

ACCT 801 – Graduate Financial Accounting I

Students learn the practice of financial accounting and reporting under USGAAP. They explore the measurement and reporting of various asset, liability, and equity accounts; measurement and reporting of revenue, expense, and net income; and the presentation and interpretation of financial statements. Pronouncements of authoritative sources such as the SEC, AICPA, and FASB are also studied. Reference is made to accounting practices in other countries and to pronouncements by the IASB.

Prerequisite: MBA 640.

ACCT 802 – Graduate Financial Accounting II

This course continues the treatment of financial accounting and reporting from ACCT 801. Students learn the USGAAP accounting treatment of corporate securities and derivative contracts, treasury stock, contingent and recognized liabilities – including post-retirement benefits, bonds and leases – and the allocation of corporate tax expense. Accounting for inflation and changing prices are also discussed.

Prerequisite: ACCT 801 or permission of instructor.

ACCT 803 – Graduate Financial Accounting III

Building upon the treatment of financial accounting and reporting from ACCT 802, students learn the USGAAP accounting treatment of partnership and branch forms of organization, consolidations, and business combinations. Governmental and nonprofit methods of accounting are introduced.

Prerequisite: ACCT 801 or permission of instructor.

ACCT 804 – Cost Information, Decision, and Control

Students learn the concepts and practices of cost measurement: variable costing, cost-volume profit analysis, setting goals, monitoring performance standard costing; and variance analysis. They learn how to work with multiple products – standard mix and mix variances; joint and by-product costing; measurement and control of overhead costs; and constructing operating, working capital, and capital budgets. They study analysis in support of decisions, such as pricing, setting product line and customer profitability policy, sourcing of products and services, and matching costing systems to strategy.

Prerequisite: MBA 640 or ACCT 801.

ACCT 805 – Auditing and Assurance Services

Students examine AICPA pronouncements and GAAS. They learn about internal audit programs and procedures and their interaction with the external audit; and analytical review methods. Focusing on assurance services, students learn about quality and reliability of information for decision making; assessment, management, and auditing of risk; communication with markets, valuation issues, and audit risk; electronic data processing and commerce and system reliability issues.

Prerequisite: MBA 640 or ACCT 802.

ACCT 806 – Fraud Examination

This course examines the pervasiveness and genres of fraud and explores the motivations, opportunities, and rationalizations that facilitate fraudulent behavior. Methods of detection, investigation, and prevention of financial statement frauds and other types of financial-related frauds are covered.

Prerequisite: MBA 640 or ACCT 801.

ACCT 810 – Tax Aspects of Business Decisions

This course is designed to give students a broad introduction to several major areas of taxation. Taxation is a major economic force in our society and every business manager must have some knowledge of business and personal taxation. This course will enable managers to achieve a level of tax knowledge that will allow them to make more informed, strategic decisions and to recognize tax issues before they become serious problems. The primary focus of this course will be taxation in the corporate environment. However, an overview of tax aspects of other business entities will be provided.

Prerequisites: MBA 640 or ACCT 801; and MBA 650.

ACCT 824 – Corporate Financial Reporting and Analysis

Students learn about the assessment of corporate strategy in respect to creation and retention of value; identification and management of risk and valuation of companies and financial securities. Students develop a framework for analyzing corporate performance and projecting future performance, assessing quality of accounting and disclosure, and examining research relevant to financial reporting and analysis, and equity prices in the public financial markets.

Prerequisites: MBA 640 or ACCT 802; and MBA 650.

ACCT 825 – Corporate Financial Planning and Control

Students learn the importance of financial information to corporate strategy and assessment of key performance areas and principal sources of business risk. They develop a framework for designing responsible accounting systems to map corporate strategy, key performance indicators, and risk into the managerial organization and learn to balance financial and non-financial measures of performance. Students also research and study organizational issues around managerial incentives, performance measurement, and creating a learning organization.

Prerequisite: MBA 640 or ACCT 804.

ACCT 861 – Leadership in the Financial Professions

Students learn theories and practice of income measurement and valuation of assets and liabilities; accounting policy making and the standard setting process; the SEC, AICPA, FAF and FASB, and the FEI; and their respective roles in accounting policy and practice. They discuss aspects of professionalism and ethics for the public and corporate accountants. They learn about the limitation of liability, tort reform and the U.S. accounting profession, access to U.S. public financial markets, approaches to accounting measurement and standard setting in other countries, and the role of the IASB.

Prerequisite: MBA 640 or ACCT 865.

ACCT 865 – Technology and Financial Information Systems

Students learn how information management technologies affect the provision of disclosing financial information to management and to financial markets. Students learn financial modeling to support planning and control processes; decision and executive support systems; database design; technical aspects of organizational communication and the implementation of internal controls; privacy and data security issues.

Prerequisite: MBA 640 or ACCT 802.

ACCT 871 – Not-for-Profit Accounting and Control

This course covers fund accounting, encumbrance accounting, GASB pronouncements, cost accounting, and budgetary control for government and its agencies, medical, educational, religious, and other nonprofit organizations. Students learn how to apply the cost-benefit analysis in the resource allocation process, program planning, budgeting, and reporting systems.

Prerequisites: MBA 640 or ACCT 802.

ACCT 900 – Special Topics in Accounting

This is an in-depth analysis of timely issues in the field of accounting. Topics vary by semester.

Prerequisite: Instructor's approval.

ACCT 910 – Directed Individual Study in Accounting

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.

ACIB 810 – Tax Aspects of Business Decisions

See description under International Business courses.

ACIB 872 – Multinational Financial Analysis and Control

See description under International Business courses.

Business Law and Ethics Courses

BLLS 800 – Business Law

Students examine the philosophy and practice of substantive law affecting the formation, operation, and discharge of commercial transactions, contracts, and business associations – including agency, partnership, corporation, and trust forms of association. Aspects of property law are also considered.

BLLS 810 – Domestic and International Aspects of Commercial Transactions

Students learn the principles of contracts, commercial transactions, and negotiable instruments – including the Uniform Commercial Code, the United Nations Convention on Contracts for the International Sale of Goods, import-export transactions, and letters of credit. They develop skills in negotiating and executing strategic aspects of sales, employment, and other common commercial transactions. Does not fulfill international business requirement for MBA programs.

Prerequisite: MBA 680.

BLLS 820 – Enterprise Organization – Domestic and International

Students learn the legal aspects of organizing, financing, and operating a business enterprise. They explore differences in agency, partnerships, corporations, trusts, multinational enterprise, and international joint ventures. Does not fulfill international business requirement for MBA programs.

Prerequisite: MBA 680.

BLLS 830 – Managing in the International Legal Environment

See description under International Business courses.

BLLS 840 – Legal Protection of Product Innovation

Students learn the legal framework for the protection and marketing of goods and services, especially in high-technology industries. They delve into an in-depth study of patents, trademarks, copyrights, unfair competition, misappropriation of trade secrets, and related forms of intellectual property protection.

Prerequisite: MBA 680.

BLLS 850 – Banking Laws

Students examine legislative reforms of the financial institutions industry, including the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA); and the Omnibus Crime Bill of 1991. They learn how these laws affect the competitiveness of financial institutions in today's markets, including capital requirements, interstate banking, and securities trading.

BLLS 860 – Securities Regulation

Students are introduced to federal securities laws. Particular attention focuses on the registration, disclosure, and liability provisions of the Securities Act of 1933 and the Securities Exchange Act of 1934. The Securities and Exchange Commission in civil enforcement actions will be studied.

BLLS 870/PAD 850 – Alternative Dispute Resolution

Students review all areas of alternative dispute resolution, including mediation, arbitration, negotiation, conciliation, and mini trials within the contexts of labor, management, and governmental applications.

BLLS 900 – Special Topics in Business Law and Ethics

This is an in-depth analysis of timely special issues in the fields of business law and/or ethics. Topics vary by semester.

Prerequisite: MBA 680.

MGLS 818 – Managing in the External Environment

Students examine the relationship between internal business strategic processes and external influences from consumers, government, and society. Focusing on long-term strategic processes, students develop their understanding of direct and indirect business/government/societal relations and how they are used to identify and solve problems facing business administrators in highly complex and changing environments.

Prerequisite: MBA 680.

Entrepreneurship Courses

MGES 826 – Creating Business Plans

Students learn how to write a business plan that can attract capital and good people, set strategy, and quantify the new market for product and/or services. Topics include attracting capital and talent, marketing and advertising, strategy formation, planning and innovation, growth, and exit strategies.

Prerequisites: MBA 650 and MGES 901.

MGES 901 – Business Start-Ups

This course covers all the fundamental topics of starting a business: idea generation, feasibility assessment, market analysis, financing, legal consideration (forms of incorporation/ownership; patents), sourcing, and types of new business (IP/disruptive technology vs. market expansion).

MGES 910 – E-Project Internship

This course provides hands-on experience in working with entrepreneurial ventures. Specific nature of the projects will vary.

Prerequisites: MGES 826, plus permission of instructor or academic advisor for entrepreneurship.

MGES 911 – Launching New Venture Internship

This course provides hands-on experience in launching a new venture selected from business plans created in MGES 826.

Prerequisites: MGES 826, plus permission of instructor or academic advisor for entrepreneurship.

Executive MBA Courses

The following courses are available to Executive MBA students only.

EMBA 600 – Management Seminar

The Executive Management Seminar is comprised of many activities, exercises, cases, and simulations – all of which are integrated to provide you with an introduction to self-awareness and leadership for executive students. The course provides you with the opportunity to learn about and experience first-hand the many complexities in the roles of top leaders and managers. The course is designed using experiential educational processes that help illustrate highly valuable insights and learning that you can apply to your own leadership development.

2.0 credits.

EMBA 610 – Organizational Behavior

This course examines the fundamental principles underlying attitudes, motivations, and decision making in the workplace.

EMBA 620 – Marketing Analytics/Statistical Methods

This course introduces the general concepts and managerial applications of descriptive and inferential statistics using evidence from judgment, samples, and processes. It includes basic probability theory, with applications of the Binomial, Poisson, Normal, and Chi-Squared distributions; and the use of contingency tables, conditional probabilities, and tests of statistical significance. It also introduces multivariate analysis with linear, nonlinear, and multiple regression, with exercises in data mining with large data files. MS Excel is used throughout the topics.

1.5 credits.

EMBA 625 – Operations Management

Operations management is the systematic direction and control of the processes that transform inputs into finished goods and services. These goods and services have characteristics that distinguish them in the marketplace, such as high quality, low cost, or rapid delivery. This course introduces the concepts and analytical methods that are useful in understanding management issues in manufacturing and service industries. Topics covered include manufacturing and service operations, supply chain management, total quality management, and forecasting.

1.5 credits.

EMBA 630 – Economic Analysis for Managers I

This course develops the basic tools of microeconomic analysis with emphasis on business decision making, organizational performance, and competitiveness with respect to domestic and international business. Microeconomic topics covered include the price system, supply and demand, market equilibrium, elasticity, utility theory and consumer choice, short- and long-run costs and their impact on output decisions in perfect and imperfect markets, the economics of labor markets, and other factor inputs in the production process.

1.5 credits.

EMBA 630 – Economic Analysis for Managers II

This course develops the basic tools of macroeconomic analysis with emphasis on business decision making, organizational performance and competitiveness with respect to domestic and international business. Macroeconomic topics covered include national output and income, inflation, unemployment, personal consumption and government expenditures, business investment, the Federal Reserve System, money supply and demand, monetary policy, interest rates, aggregate demand and supply, supply side economics, international trade, comparative advantage, and the balance of payments, and exchange rates.

1.5 credits.

EMBA 640 – Corporate Financial Reporting and Control

The course deals with the structure and information content of the three principal financial statements of profit-directed companies: the income statement, balance sheet, and statement of cash flows. It develops skills in the use of accounting information to analyze the performance and financial condition of a company and to facilitate decision making, planning and budgeting, and performance appraisal in a managerial context. Students with no prior background in accounting complete a programmed instruction in the mechanics of double entry accounting at the start of the course.

EMBA 650 – Value-Based Financial Management I and II

This course introduces the basic principles of corporate finance. The main focus of the course is on fundamental principles such as time value of money, asset valuation, and risk and return tradeoff. Topics covered also include cost of capital, capital budgeting, and capital structure.

1.5 credits each part.

EMBA 660 – Marketing: The Challenge of Managing Value

Marketing is changing, constantly driven by dramatic technology developments, globalization, and evolving consumption values, practices, and lifestyles. This course covers marketing themes, theories, and trends that are critical for superior business performance in the 21st century. In this course, we examine current marketing theory as it is being shaped by forward-thinking academics and new developments in business practices. This course provides students with a strong foundation in the marketing principles and practices required for upper level elective courses.

EMBA 670 – Information Systems for Competitive Advantage

This course focuses on exploiting information systems (IS) and information technology (IT) for competitive advantage. It explores the impact of IS and IT on the internal and external environments of organizations. It examines decisions needed for effective deployment of IS and IT, such as selection of IT infrastructure, valuation of IT business models, and analysis of the operational benefits and risks. The course also introduces students to the opportunities and challenges of managing technology activities to meet the needs of business executives, IT executives, users, and IT partners.

EMBA 680 – Managing in the Ethical and Legal Environment I and II

This course applies multidisciplinary analytical techniques and case analysis as strategic management tools to assist executives in successfully navigating an increasingly complex, evolving, and highly competitive business environment in which ethical, legal, economic, and regulatory forces are continuously reshaping the global marketplace and creating or limiting competitive opportunities.

1.5 credits each part.

EMBA 770 – Washington Seminar

This 5-day seminar in Washington, DC provides first-hand exposure to linkage between public and economic policy and its impact on business strategy development and execution. You will meet with key members of Congress, the Administration, influential lobbyists, the media, and other organizations that influence policy development. You will examine first-hand how the branches of government operate and learn to assess government action and its impact on both national and international business.

EMBA 780 – Managing in the Global Environment I and II

This course introduces the student to the fundamentals of the global business environment and the cross-cultural factors that affect management practice in this environment. Topics covered include economic environment, free trade and regional integration, foreign direct investment, exchange rate determination and relevant government policies, the decision to go international, and the multinational firm and its business functions.

1.5 credits each part.

EMBA 800 – Strategic Management

In this course, students develop a multifunctional general management perspective, integrating and applying knowledge and techniques learned in the program's core courses. Students also learn about the principal concepts, frameworks, and techniques of strategic management; develop the capacity for strategic thinking; and examine the organizational and environmental contexts in which strategic management unfolds. Students achieve these course objectives through a variety of learning activities, such as case studies, computer simulations, examinations, project reports, and experiential exercises.

EMGIB 900 – Global Product Innovation & Development¹

This course has been designed to equip students with the necessary knowledge, expertise, and capabilities to understand and apply the foundational concepts of global product innovation and development. This course will cover a variety of topics related to global product development, engineering and manufacturing, and their integration to successfully launch new products. The course will use casework and an experiential project, the latter of which will immerse the students in the concept of virtual teamwork.

EMKT 900 – Consumer Behavior/Research¹

This course will introduce students to key concepts in the fields of buyer behavior and marketing research. Customer perspectives will be examined in light of major topics in consumer behavior including attitudes, involvement and decision making. To gain an appreciation of methods for understanding buyer behavior, students will explore qualitative and quantitative marketing research approaches (including data analysis).

EMBA 900 – Program Experiential

The objective of the Program Experiential (Field Research Project) is to create a synergistic event that combines a student's course work, research, and career business experience that will serve as the capstone of the EMBA program. The event is a research-based application of what is learned in the classroom to the student's professional work environment. This experiential is personally designed, business-focused and built on the student's own interests and career goals. Each student will be assigned a faculty member to facilitate the successful completion of this field research project.

4.0 credits.

EMGOB 840 – Power and Influence²

The exercise of power and influence and the related aspects of political behavior have been recognized, both from a practical and theoretical standpoint, as an increasingly important and largely overlooked component of organizational life. The main objective of this course is to provide a framework of detecting, interpreting, and understanding power and influence manifestations in a rational and objective manner. Topics addressed include: (1) the concept of power, influence, and politics and their role in organizational life; (2) sources of power and influence; (3) assessment of and conditions for the use of power; (4) strategies, tactics, and modalities of political behavior; and (5) managerial and structural implications of power and politics. The course will be conducted in a seminar format with computer model applications.

EMGOB 855 – Conflict and Negotiation

This course emphasizes the theory and skills of win-win negotiation. Students assess their own negotiation styles, analyze the process of negotiation and apply theory-based skills for integrative problem-solving approaches to negotiation. The course utilizes a mix of teaching tools, including readings, lectures, cases, exercises, videotapes, and role-playing.

EMGOB 860 – Leadership and Team Building Seminar

This 5-day seminar was created to develop and refine organizational leadership skills at multiple levels. Classroom activities and a physical challenge result in an intensive educational experience. The challenge of leadership is to know your strengths and develop them in ways that have a direct, positive impact on the organization. You will learn how well you really function in a group dynamic. Do you rise to face challenges? Do you accept and handle risk? Do you adapt to change? How well do you really know your leadership style?

EMGOB 900 – Knowledge Management

The accumulation and application of knowledge are key strategic issues facing the contemporary organization and its workforce. This course takes the standpoint of the practicing manager, and examines his or her role as a contributor to knowledge work activities. Topics covered include the identification and combination of individual, community, organizational, and industry knowledge sources; the use of project teams for knowledge generation and transfer; the roles of strategic alliances, networks and the World Wide Web in knowledge work activities; interdependencies in global knowledge work; competition over intellectual property, and the use of tools in knowledge work collaboration. Course participants will gain practical experience in the evaluation and design of knowledge work practices.

MBA 630 – Economic Analysis for Managers

Students develop the basic tools for microeconomic and macroeconomic analysis with emphasis on business decision making and the impact of economic policy on organizational performance and competitiveness with respect to global business.

MBA 640 – Corporate Financial Reporting and Control

Students explore the structure and information content of the three principal financial statements of profit-directed companies, namely the income statement, balance sheet, and statement of cash flows. It develops skills in how to use accounting information to analyze the performance and financial condition of a company, and to facilitate decision making, planning and budgeting, and performance appraisal in a managerial context. Students with no prior background in accounting complete a programmed instruction in the mechanics of double entry accounting at the start of the course.

MBA 650 – Value-Based Financial Management

Students are introduced to the basic principles of corporate finance. The main focus of the course is on fundamental principles such as time, value of money, asset valuation, and risk and return tradeoff. Topics to be covered also include cost of capital, capital budgeting, and capital structure.

Prerequisites: MBA 620, MBA 630, and MBA 640.

MBA 660 – Marketing: The Challenge of Managing Value

This course covers marketing themes, theories, and trends that are critical for superior business performance in the 21st century. Current marketing theory as it is being shaped by forward-thinking academics and new developments in today's business practices is examined. This course provides students with a strong foundation in marketing principles and practices.

Finance and Managerial Economics Courses

*FIN courses may be listed as FIN/MS in other University publications. Finance courses marked with an * are offered as part of the MSF/MSFSB program and are open to MBA students pending permission of the MSF director.*

FIN/MSF 800 – Financial Statement Analysis

This course focuses on corporations, including financial services companies. Major topics include: analysis of cash flows; dilutive securities and earnings per share; analysis of accounting changes; basic strategies in identifying distortion and fraud; off-balance sheet lending and borrowing; capital structure issues; mortgage-backed securities; asset-based financing; analysis of intercorporate investments, business combinations, and multinational operations. Additionally, the tax implications of various derivative securities are studied.

FIN 801 – Money and Capital Markets

Students analyze markets for financial assets, including money market and various bond and stock markets. They learn determinants of the level and structure of interest rates, the Federal Reserve's impact on markets, how financial institutions operate with respect to their sources and uses of funds, essentials of the regulatory structure of financial markets, transaction costs, and interrelations among markets.

FIN 805 – Capital Management

This course is designed to extend the body of knowledge acquired in MBA 650. Topics include: dividend theory, capital structure theory, capital budgeting, long-term financing decisions, cash management and corporate restructuring, market efficiency, and risk and liability management.

Prerequisite: MBA 650.

FIN/MSF 810 – Investment Analysis

Students examine markets for investment procedures, valuation models, basic analytical techniques, and factors influencing risk/return tradeoffs. This course emphasizes the professional approach to managing investment assets.

Prerequisite: MBA 650.

FIN/MSF 812 – Capital Budgeting

Students examine techniques and decision-making rules for the evaluation and selection of long-term investment projects by corporations and the interaction of investment and financing.

Prerequisite: MBA 650 for MBA students (MSF 808 for MSF students).

FIN/MSF 814 – Options and Futures

Students explore the pricing of options and futures contracts, the characteristics of the markets in which these contracts are traded, options and futures strategies, and the application of these contracts in the hedging of financial positions. In addition, students are exposed to swap markets and a variety of swaps.

Prerequisite: MBA 650 for MBA students (MSF 808, FIN/MSF 810 for MSF students).

FIN/MSF 831 – Portfolio Management

Students learn the theories and techniques of scientific portfolio management, including the establishment of portfolio objectives, evaluation of portfolio performance, asset allocation strategies, and the use of derivative securities in portfolio insurance.

Prerequisite: FIN/MSF 810 for MBA students (MSF 808, FIN/MSF 810 for MSF students).

FIN/MSF 880 – Investment Banking

Students analyze the main functions of investment banks such as origination, syndication, and distribution of security issues. They examine pricing of new issues and secondary offerings by investment banks, mergers and acquisitions, leveraged buyouts, valuation of closely held companies, and restructuring of distressed companies. The role of investment bankers in restructuring industry and financing governments and ethical issues faced by investment bankers will be studied.

Prerequisite: MBA 650 for MBA students (MSF 808, FIN/MSF 810 for MSF students).

FIN/MSF 910 – Directed Individual Study

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.

FNEC 810 – The Manager in the Global Economy: Trade Issues and Policy

See description under International Business courses.

FNEC 900 – Special Topics in Managerial Economics

This is an in-depth analysis of timely special issues in the field of economics for management. Topics vary by semester.

Prerequisite: MBA 630.

MSF 808 – General Theory in Corporate Finance*

This course extends the body of knowledge acquired in MBA 650. Students expand knowledge of dividend theory, capital structure theory, capital budgeting, long-term financing decisions, cash management and corporate restructuring, market efficiency, and risk and liability management.

Prerequisite: MBA 650.

MSF 816 – Financial Institutions Management*

Students learn concepts and techniques required for successful management. They also analyze the interplay between regulation and innovation, and their joint effect on the organizational structure of financial institutions.

Prerequisite: MSF 808.

MSF 818 – Econometrics*

Students are introduced to mathematical statistics and basic econometrics. They study fundamental econometric tools as well as hypothesis testing, analysis of variance, linear regressions, simultaneous equations, and models of qualitative choice.

Prerequisites: MSF 808 and FIN/MSF 810.

MSF 820 – Financial Policy*

Students examine financial theories, techniques, and models applied to the study of corporate financial decisions, aspects of corporate strategy, industry structure, and the functioning of capital markets.

Prerequisite: FIN/MSF 814 or instructor's approval (MSF 808, FIN/MSF 810, FIN/MSF 814 for MSF students).

MSF /FNIB 825 – Multinational Financial Management

See description under International Business courses.

MSF 841 – Financial Forecasting*

Students explore the nature, techniques, and problems of business forecasting, indicators of business activity, short-run econometrics forecasting models, and the construction of aggregate forecasts as well as forecasts of major economic sectors. They also study long-term predictions and the application of aggregate and sector forecasts for particular industries and firms.

Prerequisite: MSF 818.

MSF 851 – Working Capital Management*

Students examine the theoretical and practical issues involved in the management of current assets and liabilities, with emphasis on the formulation and financing aspects of a working capital policy.

Prerequisite: MSF 808.

MSF 863 – International Financial Markets and Banking*

Students examine internationally competitive financial markets in which business managers and investors must make decisions by recognizing national and international constraints and possibilities. They study techniques, concepts, and institutional settings that are useful in analyzing national regulations, dealing practices, taxes, currencies, and types of securities.

Prerequisites: MSF 808 and FIN/MSF 810.

MSF 871 – Advanced Banking Theory*

A direct extension of MSF 816, this course deepens the understanding of the institutions through case studies requiring the application of class material and reexamines key theories through lectures and student research reports.

Prerequisite: MSF 816.

MSF 872 – Bank Administration*

Students examine financial issues facing depository institutions using a practitioner approach. Topics include general lending policy, credit analysis including financial statement analysis, statutory accounting, tax laws, and portfolio management.

Prerequisite: MSF 808.

MSF 873 – Marketing of Financial Services*

Students examine the role of the service sector in our economy, focusing on consumer and financial services. Topics include improving productivity in the service sector and developing strategic plans for service operations.

Prerequisite: MSF 808.

MSF 881 – Real Estate Finance*

Students are introduced to the language and principles of real estate. Includes an overview of decision making in the field, with particular emphasis on investment and asset management.

Prerequisite: MSF 808.

MSF 882 – Financial Engineering*

Students develop a framework for understanding, analyzing, and valuing modern financial instruments. Students examine several types of derivative securities and their use in managing financial risk. While the interests of issuers, intermediaries, and investors will all be considered, the primary emphasis will be on the perspective of corporate financial managers and the use of modern financial technology in the creation of value for shareholders.

Prerequisite: FIN/MSF 814.

MSF 884 – Fixed Income Securities

The course is designed to provide information on various types of fixed-income securities and markets, theories and concepts of the term structure of interest rates and valuation of fixed-income securities, measurement, and management of risk for traditional bonds and bonds with imbedded options, understanding of the role of derivatives such as mortgage-backed securities, asset-backed securities, swaps and exotic options, credit analysis and bond rating, portfolio management, and performance evaluation.

MSF 885 – Risk and Insurance*

Students explore topics in the theory, practice, and problems of risk bearing in business, including life, property, and casualty insurance as well as corporate risk management.

Prerequisites: MSF 808 and FIN/MSF 810.

MSF 887 – Fundamental Equity Analysis*

Students examine fundamental equity analysis as the convergence of a number of skills such as accounting, financial, and strategic analysis with detective work and experience. Students practice communicating and defending an argument, use a business analysis framework that helps tie together strategy and finance, and practice model building and practical approaches to profitability in the markets.

Prerequisites: MSF 808 and FIN/MSF 810, or instructor's approval.

MSF 891, 892, 893, 894 – Seminars in Finance*

Students examine the theory of decision making and current readings in business, finance, and investments.

Prerequisite: Instructor's approval.

MSF 895/897 – MSF Thesis*

Prerequisite: Instructor's approval.

Healthcare Administration Courses

HLTH 700 – Graduate Communication and Information Technology: Health

This introductory class, required for all MHA students, covers key topics including professional writing and presenting, learning through case analysis, essential computer programs and skills, and use of electronic databases for research. In the last class, essential competencies of future healthcare leaders are explored.

1 credit.

HLTH 701 – Health Systems I

This course presents an overview of the origins, components, organization, and operation of the health system in the U.S. It is an introduction to the major health issues and institutions, including the settings in which health services are delivered, providers of these services, and the public and private payers for services.

HLTH 702 – Health Systems II

This course provides an overview of more advanced topics in health economics and current controversies in the professional health administration literature. Among other topics, we will examine economic behavior in the health services and insurance markets, analyze publicly supported medical programs, and assess the economics of government regulation.

Prerequisite: HLTH 701.

HLTH 824 – Healthcare Accounting

This course serves as an introduction to the financial accounting of healthcare organizations. Understanding the important principles of a healthcare organization's income statement and balance sheet is the essence of this course. Focused attention will be given to the interpretation and analysis of financial statements including the implications of assuming risk in an era of managed care.

1.5 credits.

HLTH 825 – Legal Environment of Healthcare

Students investigate the structural and functional aspects of the legal, institutional, and political factors that condition the character of the U.S. healthcare industry, the role of the healthcare manager, the legislative process, administrative policy making, and national trends related to political parties and interest groups. Topics in healthcare law include medical malpractice, informed consent, confidentiality of patient information, healthcare liability, and administrative law.

HLTH 826 – Healthcare Financial Management

This course serves as an introduction to the financial accounting of healthcare organizations. Understanding the important principles of a healthcare organization's income statement and balance sheet is the essence of this course. Focused attention will be given to the interpretation and analysis of financial statements, including the implications of assuming risk in an era of managed care.

1.5 credits.

HLTH 828 – Managerial Epidemiology

A broad range of public health issues adds to the complexity of managing today's health organization. Marshaling scarce resources while addressing growing community need is a serious leadership challenge. This course will provide the student with the knowledge and skills to apply principles and techniques of epidemiology in planning and delivering health services to a specific community. Specific attention is given to the opportunities identified in the Healthy People 2010 initiative.

1.5 credits.

HLTH 830 – Healthcare Operations Management

Students are introduced to analytic tools and techniques such as queuing theory, linear programming, schedule optimization, capacity planning, and inventory management all applied in the context of healthcare organizations. MHA and MPA/Health students only.

1.5 credits.

HLTH 831 – Performance Improvement and Patient Safety

The "production" of healthcare is a service of significant personal and social consequence and high on the agenda of every healthcare executive. Today's consumer actively seeks evidence of the quality of care they can anticipate while payers are offering financial incentives to providers who can demonstrate superior patient outcomes. This course focuses on the complexities and processes of assuring quality performance in healthcare organizations.

1.5 credits.

HLTH 832 – U.S. Health Policy

Students examine disability issues of health, mental health, substance abuse, special education, long-term illnesses including HIV/AIDS, sensory impairments, and early-life and end-of-life issues, including genetics.

HLTH 834 – Disability and Public Policy

Students review the history of the disability rights movements, disability laws, and court decisions, including housing, employment, and transportation. Recreation/sports issues and the basics of universal design also are covered.

HLTH 835 – Health Marketing and Communication

As the healthcare industry continues to be highly competitive, and as health-related information becomes more available through television and the Internet, healthcare organizations are challenged to communicate messages more aggressively and in new ways to key audiences. This course enables students to learn about the nature of those audiences as well as healthcare marketing and communications, with emphasis on designing and conducting market research, identifying market segments and their unique characteristics, selecting promotional strategies and tactics for reaching target audiences, and developing marketing plans. For the final project, each student will develop a marketing plan for a healthcare organization or particular service line of a healthcare organization, such as cardiac, cancer or women's health services.

1.5 credits.

HLTH 840 – Global Health Needs and Organizations

Many U.S. health organizations are operating overseas. We have much to learn from health systems in other countries. Critical international health issues such as HIV/AIDS, mental health, and prescription drug prices must be addressed. This course is an overview of global health needs, systems, programs, financing, and issues.

Can fulfill 1.5 credits of MBA international business requirement.
1.5 credits.

HLTH 841 – Global Health Policy

The focus of this course is international health problems and associated policy responses. The course is designed to compare and contrast health policy that responds to a variety of public health needs from a multinational perspective.

Can fulfill 1.5 credits of MBA international business requirement.
Prerequisite: HLTH 840.
1.5 credits.

HLTH 850 – Health Information Systems

This course provides an overview of the use of information technology in health administration. Topics range from public health field applications using geographic information systems and the global positioning system to in-hospital information technology applications in patient medical records, ancillary services, and reimbursement. Emerging applications (e.g., radio frequency identification tags) will be explored.

Prerequisite: HLTH 701.
1.5 credits.

HLTH 860 – Leadership and Ethics in the Health Organization

This course introduces the healthcare student to concepts and managerial views of business ethics, corporate social responsibility, and leadership practice as applied to organizational settings in healthcare.

Prerequisite: HLTH 701.

HLTH 890 – Healthcare Strategic Management

Students examine and apply strategic planning and policy-making principles as they relate to key issues in healthcare management within the U.S. healthcare system. The perspective is strategy based, and coursework focuses on applying both processes to resolution of challenges posed by external and internal economic, social, regulatory, political, and technological environmental factors, as well as internal institutional adaptive mechanisms.

Information Systems Courses

ISOM 810 – Management of Information Technologies

Provides a conceptual understanding and develops practical approaches for managers in the information technologies/systems (IT/IS) areas or in the functional/line areas such as marketing, finance, accounting, operations and product development areas to deal effectively with the challenges of managing IT/IS projects that involves complex organizational, operational and strategic business considerations. Examines the changing nature of IT/IS work and the techniques and approaches that effective managers follow for the planning, control and implementation of IT/IS projects.

Prerequisite: MBA 670.

ISOM 813 – Systems Analysis and Design

Covers the concepts, techniques and tools used in the analysis, design and implementation of information systems from both conceptual and practical perspectives. Fundamental information systems concepts, a systems life cycle approach and various systems analysis tools are used to solve business problems. A variety of pedagogical tools will be used including lectures, cases, assignments and a project involving the design, analysis and prototyping of an information system with its databases. From the initial project scope and definition of system requirements, database schema, application architecture and GUI, the student uses industry standard templates to prepare a real life case study. In addition to considering traditional, structured analysis and design that student will also use an Object-Oriented approach and UML 2.0 to model systems.

Prerequisite: MBA 670.

ISOM 815 – Database Management

Provides an understanding of the importance of information as an organizational resource and of its impact on organizational processes. Data management techniques for the provision of high quality information to an organization and the selection of appropriate techniques will be examined. Techniques for data modeling and database design will be emphasized. Strategies for managing an organization's information resources in various environments including distributed and client server and data warehousing will also be covered. Specific DBMSs (i.e., Access and SQL) will be described, used and applied to business problems.

Prerequisite: MBA 670 or ACCT 865.

ISOM 824 – E-Commerce Web Design

This information technology course is intended for managers rather than systems professionals. The class introduces the concepts, vocabulary, and procedures associated with e-commerce web design. Coursework will focus on knowing your customer, the significance of visual and content organization, the importance of navigation design, prototyping and user testing, issues of accessibility, globalization, and personalization, and the impact of color, typography, and multimedia on web site development. Students will learn how to design web sites that are attractive and user-friendly. Class discussion will focus on web design issues for business-to-business and business-to-consumer e-commerce. Each class will include a hands-on lab.

Prerequisite: MBA 670.

ISOM 825 – Business Data Communications

Introduces concepts, terminology, management issues, and business applications of data communications. Covers local and wide-area networking technologies, evolving standards, voice and data integration, and the Internet. Includes applications of technology to business problems through case studies. Research papers help students develop a clear understanding of the crucial role of data communications in organizations as an enabling technology for competitive advantage.

Prerequisite: MBA 670 or ACCT 865.

ISOM 826 – E-Commerce Concepts

This course introduces the various technologies associated with electronic commerce so that students understand how organizations can utilize these technologies for the fulfillment of organizational goals. Focuses on the business implications and impact of Internet technologies, ensuring an appropriate fit between an organization's goals and its use of this technology and strategies for leveraging e-commerce. It explores the issues, challenges and opportunities of Electronic Commerce as an enabling technology.

Prerequisite: MBA 670.

ISOM 830 – Business Transformation with Information Technologies*

This course provides students with a framework and the analytical skills to assess and design the effective transformation of businesses and operations involving the innovative applications of information technologies to create value and competitive advantages within a fast changing environment of globalization and e-commerce.

Prerequisites: MBA 610 and MBA 670.

ISOM 900 – Special Topics in Information Systems

This is an in-depth analysis of timely special issues in the field of IS. Topics vary by semester. Example of possible topics:

Security and Privacy Students are introduced to the basics of information security and privacy including the legal and ethical issues. Common types of computer attacks and counterattacks are addressed. Security technologies such as biometrics, firewalls, intrusion detection systems and cryptography systems will be analyzed and several labs done on the same to connect theory to practice. Best practices for planning and auditing security and privacy will also be covered.

Prerequisite: MBA 670.

Enterprise Integration and Process Reengineering This course provides students with a conceptual, as well as a mechanical understanding of enterprise integration and enterprise software, business process reengineering and strategies for maximizing benefits from enterprise systems. It also examines some of the complex organizational changes and issues including implementation challenge; risks, costs, and benefits; learning and knowledge management. Hands-on lab projects on leading ERP System provided by SAP will be utilized to reinforce the student's understanding of important enterprise systems and business process concepts.

Prerequisite: MBA 670.

ISOM 901/OMIB 900 – Special Topic: Global Operations Management (Spring 2009)

This course focuses on the applications of operations management in a global business environment and the importance of human factors in global operations management. Topics covered in this course include global operations strategy, distribution management, information management, financial management, human resource management, cultural impact on global operations, and managing international service operations.

Prerequisite: MBA 625.

ISOM 910 – Directed Individual Study

This is a student-initiated directed study project. Student and faculty advisor must concur on a written proposal and final report and the project must be approved by the Dean of Graduate Programs prior to registration.

Prerequisite: Instructor's approval and approval of the Dean's Office.

Credits: To be determined.

International Business Courses

All courses in this area fulfill the MBA requirement for an International Business elective.

ACIB 810 – Tax Aspects of Business Decisions

Students learn about the influence of taxation on planning, resource allocation, and capital structure; U.S. tax treaties with other countries; and tax sparing. Students develop a framework for assessing international taxation, its effect on strategy, investment and financing plans, and operating decisions of the multinational firm.

Prerequisites: MBA 640 or ACCT 802; and MBA 650.

ACIB 872 – Multinational Financial Analysis and Control

Students develop an understanding of differences among nations in approaches to disclosure and choices of accounting measurement systems. They learn about the influence of the IASB and IOSCO on multinational accounting harmonization, contrasting historical cost/purchasing power accounting with other accounting approaches, including current value accounting. They will assess how differences in industrial and ownership structures affect accounting performance measurement. They will also analyze risk management, accounting for derivative contracts, consolidation accounting, budgetary control, and transfer pricing in a multinational company.

Prerequisites: MBA 640 or ACCT 802; and MBA 650.

BLLS 830 – Managing in the International Legal Environment

Students focus on the complex interactions among legal, political, economic, and cultural forces. Students discuss contemporary international conflicts in the areas of trade, expropriation, political risk analysis, foreign direct investment, anti-dumping and countervailing duty laws, export control laws, extraterritoriality, and taxation of income. Global MBA students substitute BLLS 830 for MBA 680.

Prerequisite: MBA 680.

FNEC 810 – The Manager in the Global Economy: Trade Issues and Policy

Students examine the conflicts, constraints, opportunities, and economic and non-economic issues facing managers/organizations interested or engaged in international trade. Special attention will be given to the basis for trade, current trade disputes between the U.S. and other countries, issues of international competitiveness, and the decision process for exportation versus on-site production through foreign direct investment.

Prerequisite: MBA 630.

FNIB 825 – Multinational Financial Management

Students examine corporate financial decisions in an international setting, with a focus on foreign exchange management and capital budgeting.

Prerequisite: MBA 650.

FNIB 901 – Global Investment Analysis and Derivatives

Students are introduced to investments and derivatives: investment procedures, basic analytical techniques and, factors influencing risk/return tradeoffs. A variety of models are discussed, including the CAPM (Capital Asset Pricing Model), discounted cash flow models, and relative valuation models. The focus then moves to the global financial markets, such as global debt and equity markets. The course also involves virtual trading and team projects. The second half of the course introduces the use of derivative securities and strategies to control and monitor risk. As the business world grows more globalized, understanding of derivative securities gets more important, particularly for corporate managers dealing with currency risk. Though the topics contain somewhat complicated mathematics and statistics, the emphasis is more on strategy. Corporate managers need to be well-versed in strategies of derivatives and risk management involving global risks. The primary derivative types discussed are options, swaps, and futures. The primary risks discussed are foreign credit risk, multinational interest rate risk, and currency risk.

Prerequisite: MBA 650.

FNIB 902 – Global Capital Markets, Financial Institutions, and Risk Management

The course introduces students to the structure and management of international financial-services firms and capital markets in which these firms operate. It examines the theory and evolution of financial institutions, international regulatory institutions, and global capital markets. It also introduces students to the methods through which financial institutions manage risk. The course discusses tools for identifying, measuring, evaluating, and managing risks, such as interest rate, credit, foreign exchange, liquidity, market, sovereign, and operational risk.

Prerequisite: MBA 650.

FNIB 903 – Capital Budgeting in a Global Environment

This course will provide students with the necessary tools, techniques, and models to address capital budgeting problems in finance. Capital budgeting is about finding or creating and analyzing long-term investment projects. Students will be exposed to different project valuation models that are used by financial managers to make effective value-maximizing decisions in a rapidly changing global environment. Teaching is oriented towards case studies and discussion of readings. Case studies should enable students to apply various capital budgeting techniques in a global setting and readings should provide students with understanding of those techniques and current developments in the related areas. The emphasis is on global issues: international asset pricing & CAPM, international cost of capital, global risk in international capital budgeting such as political risk and currency exchange risk, and real options embedded in international investment. The course is designed to help corporate leaders make intelligent decisions on their international investment.

Prerequisite: MBA 650.

GMBA 601 – Introduction to Global Business

This is a one-day intensive introduction to leadership in today's global economy and the challenges of global business.

Prerequisite: GMBA students only.

1 credit.

GMBA 800 – Global Internship

For three months, full-time Global MBA students are required to complete a full-time professional internship in a country outside their native country, putting their newly acquired global business knowledge to the test in a real-world setting. Students may intern in a variety of industries, including consumer products, e-commerce, economic development, energy, finance, industrial manufacturing, pharmaceutical, professional service, high-technology, telecommunications, and travel. Employers may include start-ups, joint ventures, and global corporations. Global internships are supervised by Global MBA faculty and culminate in a one-week capstone seminar. Required for full-time Global MBA students. Optional for part-time Global MBA students. Open to GMBAs only.

6 credits.

GMBA 850 – Global Capstone Seminar

Following their global internships, full-time Global MBA students return to Boston for a one-week capstone seminar, during which they complete a pre-approved comprehensive research project that builds on shared learning from their global experiences and revisits their original personal academic and professional goals. Global MBA students enroll in the capstone during the same term as GMBA 800 or GMBA 800.

1 credit.

GMBA 902 – Global Experiential Research Project

Supervised by a faculty mentor, part-time Global MBAs are required to complete a global business research project during the last semester of their program, either with their current employer or another company involved in or seeking involvement in global business. The project will explore a real-time or prospective global business issue, challenge, or process. Students will apply the knowledge and skills acquired from coursework completed in the Global MBA, with specific focus on their concentration in either international finance or marketing. Learning objectives, topic, and bibliography must be agreed upon by both the student, faculty mentor and, where appropriate, employer designee. The final outcome shall be a substantive paper with a formal presentation in GMBA 850 Global Capstone Seminar.

Prerequisites: MBA 780, GMBA 800; AND FNIB 825, FNIB 901, and FNIB 902 OR MKIB 817, MKIB 901, MKIB 902, and MKT 810.

HLTH 840 – Global Health Needs and Organizations

See description under Healthcare Administration courses.

HLTH 841 – Global Health Policy

See description under Healthcare Administration courses.

MGIB 835 – International Strategy

Students address the creation of competitive advantage in a multinational firm. They analyze the nature of globalization, the formulation and implementation of international strategy, market entry and organizational forms, and the management of global operations.

Prerequisite: MBA 780.

MGIB 850 – Global Travel Seminar

This course consists of several preparatory sessions at Suffolk and an intensive one-week seminar outside the U.S. Topics will include, but are not limited to, managing cultural and structural differences, geopolitical-economic considerations, international human resources, and strategic management issues. The scheduling, host country destination, and content emphasis will vary from term to term.

Prerequisite: MBA 600 or permission of the instructor.

MGIB 855 – Business in China

This course provides a fundamental overview of economic, political, and historical issues of China; discusses cultural differences in U.S. and Chinese business practices; considers alternate forms of business in China (e.g., Chinese international business, U.S. multinational business, and small Chinese/U.S. firm business); and examines current events in China. Students also engage in a U.S./China business negotiation simulation.

1.5 credits.

MKIB 817 – International Marketing

Students explore the problems and opportunities associated with marketing across national boundaries. They analyze national and international environments of international marketing and identify the economic, social-cultural, and legal-political factors relevant to decision making. They will examine the effect these environmental factors have on various functions of marketing management. Students also will examine the control, coordination, and integration of marketing efforts on a transnational basis.

Prerequisite: MBA 660.

MKIB 900 – Special Topics

This is an in-depth analysis of timely special issues in the field of marketing. Topics vary by semester. Example of a possible topic:

Trade Management This course covers topics such as the role of trade in national economies; examination of the trends and developments in global trade; assessment of company readiness to engage in trade; national and international regulations; assessment of the climate for trade at the country levels; market potential analysis and demand forecasting; and formulation of marketing strategies and action plans for implementation, logistics, and payments.

Prerequisite: MBA 660.

MKIB 901 – Global Consumer Cultures

This course examines the intersection between consumer behavior and globalization, with a focus on understanding the tension and balance between cultural homogenization and cultural heterogenization. Students also investigate the domains of consumer behavior that are impacted such as consumer motivations, goals, and attitudes. The course emphasizes understanding consumer behavior in emerging markets.

Prerequisite: MBA 660.

MKIB 902 – Global Supply Chain Management

This course examines the theories and practices used to plan, organize, and control global supply chains. The approach goes beyond viewing exchange relationships from a strictly physical sense (movement of goods and services), to focus on the interaction between trading partners with different cultures and how firms are using channel strategies to gain a competitive advantage globally.

Prerequisite: MBA 660.

MKIB 903 – Managing and Communicating Brands in Global Markets

In many firms, the brand or portfolio of brands has become the most valuable asset, requiring strategic management in order to secure the goals of the organization. Hence, developing strong brands for markets around the world has become increasingly important in today's global economy. The objective of this course is to examine appropriate theories, models, and other tools to help make branding and communication decisions for brands globally. The course presentation combines lectures, case studies, guest speakers, and a semester-long, team-based project.

Prerequisite: MBA 660. Students who have taken either MKT 813 or MKT 825 cannot register for this class.

TXIB/TAX 865 – International Taxation I

Students examine U.S. taxation of foreign sources of income. Topics covered include analysis of tax treaties, source-of-income rules, foreign tax credit, controlled foreign corporations, foreign sales corporations, transfer pricing in multinational corporations, and translation of foreign currencies.

Prerequisites: TAX 801 and TAX 861.

TXIB/TAX 874 – International Taxation II

Students examine U.S. taxation of foreign national taxpayers doing business in the U.S. They explore business, investment, and financing planning from a tax perspective for foreign corporations doing business in the U.S., as well as tax treaties and issues of income determination in foreign-controlled corporations.

Prerequisites: TAX 801 and TAX 861.

Marketing Courses

MKT 810 – Marketing Research for Managers

This course explores the role of research in the context of business decision making. Projects, cases, and in-class learning exercises are used to understand all phases of the marketing research process as applied by large and small firms in global and domestic markets.

Prerequisite: MBA 660.

MKT 813 – Advertising and Brand Promotion

This course deals with all aspects of advertising and integrated marketing communication. Included are the creation and development of communication strategy (i.e., marketing research, target market selection, positioning, testing, etc.) and integrated communication tactics (i.e., advertising, public relations, sales promotion, direct marketing, media selection, etc.), as well as measurement and evaluation. Formerly MKT 813 Integrated Marketing Communications.

Prerequisite: MBA 660.

MKT 814 – Strategic Marketing

This course provides both a sound theoretical and an applied approach to developing and implementing marketing strategy at multiple levels of the organization – corporate, division, strategic business unit, and product. Special emphasis is placed on dealing with contemporary marketing issues in the highly competitive global environment.

Prerequisite: MBA 660.

MKT 815 – Consumer Behavior

Since consumers are at the center of the value creation activities of businesses, an understanding of consumer thoughts, feelings, and actions is critical for business success. This course focuses on the acquisition, consumption, and disposal behaviors of consumers. Students begin by examining their own consumption behaviors and around mid-semester take on the role of managers who are faced with problems that require consumer insight.

Prerequisite: MBA 660.

MKT 820 – Sales Management

This course addresses the role of the sales manager in today's challenging business environment, including an understanding of direct sales, as well as all facets of sales management such as recruitment, compensation, and management of a sales force.

Prerequisite: MBA 660.

MKT 822 – Services Marketing

Students examine the attraction, retention, and building of strong customer relationships through quality service (and services). The course is equally applicable to organizations whose core product is service (e.g., banks, transportation companies, hotels, hospitals, educational institutions, professional services, telecommunications, sporting industry, etc.) and to organizations that depend on service excellence for competitive advantage (e.g., high-technology manufacturers, automotive, industrial products, etc.).

Prerequisite: MBA 660.

MKT 825 – Strategic Brand Management

More and more firms of all types have come to the realization that one of the most valuable assets they have are the brand names associated with their products or services. In fact, most understand that their "brand" is their most enduring asset. With this in mind, this course is designed to address, within both a conceptual and practical framework, important branding decisions faced by firms on a regular basis. To enable improved managerial decision making, particular emphasis will be placed on understanding branding at the customer level.

Prerequisite: MBA 660.

MKT 830 – Marketing on the Internet

Students explore how the Internet can be used as an effective marketing tool. They develop an Internet marketing plan involving intelligence gathering, target market analysis, and evaluation of the marketing mix for achieving the stated objectives. Issues of security, privacy, and ethics will be discussed.

Prerequisite: MBA 660.

MKT 840 – One-to-One Marketing

This course explores the philosophies underlying individualized marketing, including one-to-one marketing, customer relationship management, and mass customization. In addition, the tools of direct marketing – including direct mail, catalogs, telemarketing, and online activities – are examined.

Prerequisite: MBA 660.

MKT 900 – Special Topics

This is an in-depth analysis of timely special issues in the field of marketing. Topics vary by semester. Example of a possible topic:

Supply Chain Management Students examine the theories and practices used to organize and control supply chains. They view exchange relationships from a strictly physical sense (movement of goods and services) to focus on the interaction between trading partners and how firms are using channel strategies to gain a competitive advantage. Special attention is given to the development of channel design, administration of multiple channels, managing channel behavior, understanding channel environment, and the management of logistics.

Prerequisite: MBA 660.

MKT 910 – Directed Individual Study

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.

MKT 920 – Marketing Internship

A semester-long internship takes place in a company, nonprofit organization, or public agency in the Boston metropolitan area. The internship project is described in a written proposal agreed upon by the company sponsor and faculty members.

Prerequisite: Completion of the MBA core courses, good academic standing, and permission of the instructor.

MBA Programs Core Courses

MBA 600 – Effective Career Planning

A hands-on behavioral simulation run in teams, this course highlights the interpersonal dynamics that occur between people as they address strategic and operating issues – issues that often involve departmental interdependencies, power relationships, and judgment. Must be taken in the first semester of the program.

1 credit.

MBA 610 – Organizational Behavior

This course explores human behavior and the overall functioning of organizational structures on three levels: the individual, the group, and the organization. Theoretical bases of behavior are used to provide understanding of people's attitudes, motives, and behaviors in group and organizational settings as they relate to leadership, motivation, power, perceptions, group dynamics, communication, diversity, organizational culture, and decision making.

MBA 620 – Statistical Methods (1.5 credits)

This 7-week course is intended to provide students with an introduction to the knowledge and techniques for intelligent data analysis in business scenarios. Topics include the general concepts and managerial applications of descriptive statistics, basic probability theory, with applications of important distributions; and the use of contingency tables, and tests of statistical significance. It also introduces applications of linear regression.

Excel is used throughout the topics.

MBA 625 – Operations Management (1.5 credits)

This 7-week course is designed to overview the key operations issues in service and manufacturing organizations that have strategic as well as tactical implications. Students learn how operations management interfaces with global corporate structure and strategy. This course introduces concepts and analytical methods that are useful in managing an organization's operations. Topics may include manufacturing and service operations, supply chain management, total quality management, forecasting, inventory control, continuous improvement, and project management. The course develops teamwork skills while applying these concepts to problems and opportunities relevant to MBA students.

Prerequisite: MBA 620.

MBA 630 – Economic Analysis for Managers

Students develop the basic tools of microeconomic and macroeconomic analysis with emphasis on business decision making and the impact of economic policy on organizational performance and competitiveness with respect to global business.

MBA 640 – Corporate Financial Reporting and Control

Students explore the structure and information content of the three principal financial statements of profit-directed companies – the income statement, balance sheet, and statement of cash flows. Students learn skills in how to use accounting information to analyze the performance and financial condition of a company, facilitate decision making, planning and budgeting, and performance appraisal in a managerial context. Students with no prior background in accounting complete a programmed instruction in the mechanics of double entry accounting at the start of the course.

MBA 650 – Value-Based Financial Management

Students are introduced to the basic principles of corporate finance. The main focus of the course is on fundamental principles such as time value of money, asset valuation, and risk and return tradeoff. Topics to be covered also include cost of capital, capital budgeting, and capital structure.

Prerequisites: MBA 620, MBA 630, and MBA 640.

MBA 660 – Marketing: The Challenge of Managing Value

This course covers marketing themes, theories, and trends that are critical for superior business performance in the 21st century. Current marketing theory as it is being shaped by forward-thinking academics and by new developments in today's business practices is examined. This course provides students with a strong foundation in marketing principles and practices.

MBA 670 – Information Systems for Competitive Advantage

This course focuses on exploiting information systems (IS) and information technology (IT) for a competitive advantage. It explores the impact of IS and IT on the internal and external environments of organizations. It examines decisions needed for effective deployment of IS and IT, such as IT infrastructure selection, valuation of IT business models, and analysis of the operational benefits and risks. The course also introduces students to the opportunities and challenges of managing technology activities to meet the needs of business executives, IT executives, users and IT partners.

Prerequisites: MBA 620 and MBA 625.

MBA 680 – Managing in the Ethical and Legal Environment

This course explores multidisciplinary analytical techniques and case analysis as strategic management tools to assist executives in successful navigation of an increasingly complex, evolving, and highly competitive business environment in which ethical, legal, economic, and regulatory forces are continuously reshaping the global marketplace both to create and limit competitive opportunities.

MBA 780 – Managing in the Global Environment

Students are introduced to the fundamentals of the global business environment and the cross-cultural factors that affect management practice in this environment. Topics covered include economic environment, free trade, and regional integration, foreign direct investment, exchange rate determination, and relevant government policies; the decision to go international; and the multinational firm and its business functions.

Prerequisites: All MBA core courses except MBA 670 and MBA 680.

MBA 800 – MBA Capstone: Strategic Management

This course focuses on corporate-level and business-unit-level strategy formulation and implementation. Students develop a multifunctional "general management" perspective that requires the integration and application of knowledge and techniques from earlier courses. Topics include the relationship of organizations to their domestic and international environments, strategic leadership, approaches to strategy formulation in uncertain environments, competitive analysis, the role of organizational structure and managerial systems in strategy implementation, and mechanisms for monitoring and evaluating the effectiveness of strategic decisions. The course addresses ethical and legal issues associated with the strategic management process. Should be taken at the end of the program.

Prerequisites: MBA 600, all core courses, and MBA 780.

Organizational Behavior Courses

MGOB 810 – Emotional Intelligence

Emotional Intelligence (EI) refers to the ability to recognize, monitor, and control one's own emotions and to understand and respond to the emotions of others to reach one's goals most effectively. In the workplace, this is a critical skill for career development; effective leadership and supervisory management; teamwork; and managing diversity, change, and innovation. Students assess their own EI, examine how it impacts their workplace performance, and develop an action plan for improvement. A focus is placed on the application of EI concepts to employee selection, training, management development, coaching, and performance evaluation.

MGOB 820 – Career Strategy

Students explore the nature of careers in the new economy. They learn how individual career strategy relates to the business strategy and competitiveness of employer firms. They also investigate possibilities for inter-firm career mobility and how individual enterprise, learning, and networking can influence industrial and economic prosperity.

Prerequisite: MBA 610.

MGOB 825 – Human Resource Management

Students explore the roles and skills involved in strategic human resources management. They examine the current role and focus of human resources and learn about the relationship between human resources and other management functions.

Prerequisite: MBA 610.

MGOB 836 – Managing Family Businesses

Students examine business, personal, and interpersonal issues associated with a family-owned and -managed firm. They learn the competitive strengths and weaknesses of a family firm; dynamics of family interactions and the family business culture; conflict resolution; estate planning; and planning for succession.

Prerequisite: MBA 610.

MGOB 840 – Power and Influence in Organizations

Students develop a framework for detecting, interpreting, and understanding organizational power, influence, and political behavior. They learn about the concepts of power, influence, and politics, and their role in organizational life; sources of power and influence; assessment of and conditions for the use of power; strategies, tactics, and modalities of political behavior; and managerial and structural implications of power and politics.

Prerequisite: MBA 610.

MGOB 841 – Managing Workplace Diversity

This course explores multicultural diversity dynamics in business organizations. Foundational workplace diversity issues are examined, including identity, perception, socialization, stereotyping, and prejudice. Students examine opportunities and challenges created by various dimensions of diversity in the workplace, including gender, race, national origin, sexual orientation, and religion. Focus is given to actions and strategies that individuals and organizations can take to leverage a diverse workforce to create a competitive firm advantage.

MGOB 850 – Management Consulting

Students explore how internal and external consultants facilitate organizational advancement and renewal via a detached perspective on the complex problems that firms face. Students learn how to develop successful client relationships, intervention skills, and ways organizations can best optimize the use of management consultants.

Prerequisite: MBA 610.

MGOB 855 – Conflict and Negotiation

This course explores concepts and theories of conflict, negotiation, and individual defensiveness and translates students' understanding of negotiation knowledge into actionable competencies.

MGOB 860 – Leadership and Team Building

This course takes multiple approaches to the exploration of leadership. Emphasis is put on individual self-awareness as a critical precursor to leadership success. Team building, both as an activity and a topic for study, is used as the model to develop, practice, and improve individual leadership skills.

Prerequisite: MBA 610 or permission of instructor.

MGOB 865 – Leading Change

In this applied and experiential course, students learn how to lead change efforts by collaborating with a community organization to address a change dilemma(s) they face. Students frame organizational issues and identify how to enter into, diagnose, and intervene in dynamic organizational settings. They assess the need for change, develop intervention strategies, identify implementation considerations and potential sources of resistance, and assess the impact of change on the organizational stakeholders. Emphasis is placed on understanding the evolving relationship between the change agent and key players in the client system.

MGOB 866 – Managing Failure for Success

This course brings to light one of the most important, yet vastly unmentionable, topics of management: Failure. We will examine various aspects of failure from a sense-making perspective at the organizational and individual levels, with emphasis on the latter. Examples of course questions include: What is failure? How do I usually handle it? Can I change if I want to? How? We will adopt an action-learning, pedagogical perspective so that students may enjoy the difference between mere knowing and understanding of material, on the one hand, and acting upon their understanding, on the other hand, to detect and possibly correct their frameworks for personal groundings, meaning making, and failure-handling strategies. There are no formal academic prerequisites for the course except a desire for personal mastery and a white-belt mentality.

MGOB 900 – Special Topics in Organizational Behavior

Special topics are offered to cover the latest in management theory and practice. Topics vary by semester.

Public Administration Courses

PAD 700 – Graduate Communication and Information Technology: Health

This introductory class, required for all MPA students, covers key topics including professional writing and presenting, learning through case analysis, essential computer programs and skills, and use of electronic databases for research. In the last class, essential competencies of future public administration leaders are explored.

1 credit.

PAD 711 – Foundations of Public Organizational Administration

The structure, functions, and processes of government organizations at various levels – federal, state, regional, and local – are examined. Students explore the historical trends and political rationale for the present operations of the public sector. Research methods, techniques, and tools will be reviewed, including identification of information sources and communication formats.

PAD 712 – Policy Analysis and Program Evaluation

This course covers the process of policy formation and techniques of policy analysis to prepare the student for future work in policy analysis.

PAD 713 – Budgeting and Financial Management

This course introduces students to basic financial management concepts as they apply to state and local governments and non-profit organizations. Students learn the fundamentals of management control, GAAP, financial reporting, cost accounting, pricing goods and services, budgeting, capital planning, debt management, and auditing. The course is taught from a decision-making point of view.

PAD 714 – Legal Basis of Public Management

Students review the basis for administrative practice. They learn legal interpretation of statutes, regulations, and proposed legislation that impact public administration and public policy.

PAD 715 – Quantitative Analysis

Students explore evaluation and policy analysis methods used in public management. They examine evaluation and survey design, statistics, and utilization and outcomes measures.

Prerequisite: PAD 712.

PAD 716 – Public Service Human Resource Management

Students analyze the emerging policy areas of equal employment opportunity, workforce planning, and flextime, as well as the traditional functions of recruitment, selection, appraisal, classification, compensation, and retention.

PAD 717 – Organizational Effectiveness in Government

Students explore small groups and organizational operations, practices, behaviors, and structure. They develop techniques for maximizing efficiency and/or effectiveness; evaluation analysis; concepts and applications of the Classicists; leadership, organizational development, and management by objectives; as well as elements of reorganization, innovation, and change.

PAD 718 – Leadership Strategies for an Interconnected World

Students learn how to exercise effective leadership when addressing difficult and interconnected public problems and to expand ways of analyzing and managing individual, institutional, and inter-organizational dynamics that accompany and impede learning and change dynamics. Students also will learn how to expand knowledge of various frameworks for analyzing leadership and different aspects of collaboration.

PAD 809 – Economic, Financial, and Administrative Strategies of Public Service

Students examine the theory and application of financial and managerial practices in public service. They explore strategies of economic development and how it affects the financial condition of the community. They study financial applications of revenue and expenditure forecasting, capital planning, and debt management. Intermingled within these topics will be the independent issues of relevance, such as trust fund management, procurement, and land management.

PAD 811 – Politics of the Federal Bureaucracy

Students examine the interrelations among the federal executive, Congressional committees, constituency groups, and federal administrative agencies in the formulation and implementation of federal policies. Also discussed are managerial functions (e.g., personnel regulations, program evaluation, and intergovernmental design).

PAD 812 – Managing State Government

Students examine the theoretical and empirical review of the history and role of state government and its operational practices as well as administrative, financial, and policy-making functions. There will be particular emphasis on the major functions of state government such as education, transportation, health and human services, crime and justice, housing, and economic development. This course is designed for people who wish to work in state government as well as those who do business with state government.

PAD 813 – Administrative Strategies of Local Government

Students analyze various administrative practices in local government. They examine the impact of population growth and shifts on service delivery and will be introduced to new demands and technologies on local management structures. Particular emphasis is placed on one or more of the major areas of local government policy making and service delivery, such as public safety, public education, land use, or property tax administration.

PAD 814 – Intergovernmental Relations

Students examine patterns of intergovernmental operations and administration. They learn about changing techniques of intergovernmental management and emerging patterns of intergovernmental relations. Issues such as regionalism, program mandates, and resource management will be explored. An international component is included.

PAD 815 – Nonprofit Organizations in the Community

Students develop operational and strategic leadership skills by acquiring knowledge and gaining experience in recognizing organizational constituencies, analyzing their often conflicting importance/opinions, and making the appropriate action decisions that result in maintenance of good community relations and achievement of overall organizational mission and goals. There will be a dimension of the coursework that explores the legal, structural, and operational issues that are particular to nonprofit corporations.

PAD 816 – Analysis of Public Policy

Students develop an interdisciplinary conceptual/analytical inquiry into the content and techniques associated with ongoing public policy decision making.

Prerequisite: PAD 715.

PAD 818 – Public Sector Labor/Management Relations

Students examine the major processes of labor management relations: union organizing, elections and certification, negotiation, and contract administration, including the grievance-arbitration process. The class will be applicable to all sectors: private, public, profit, and nonprofit.

PAD 819 – Grants-in-Aid and Grants Management

Students explore the U.S. grant labyrinth – governmental as well as nongovernmental. This course will stress the understanding and skills needed in locating a grant fund, preparation, programming, and management.

PAD 820 – Governmental Decision Making

Students explore institutional and behavioral analysis of the decision-making process; organizational behavior; leadership techniques; and public sector applications at the local, state, and federal levels, as well as the nonprofit arena.

PAD 821 – Human Services Integration

Students are provided with an overview of the major characteristics of and trends in the planning, delivery, and management of human services in the context of the public and private sectors. Particular attention is given to the service integration movement and to selected policy issues and practices such as the use of specialists versus generalists, centralized versus decentralized systems, and other organizational delivery options.

PAD 822 – Management Information Systems (MIS)

A decision-making course focusing on applying high-speed information systems to support administrative and managerial functions, MIS incorporates organizational assessments leading to purchasing computer hardware and software, office automation, and diverse communications, including email, Internet, telecommunications, and networking. Current events, professional journals, and the latest technology will be highlighted.

PAD 827 – Financing State and Local Government

This is an advanced course in state and local financial management emphasizing revenue and taxation, debt management, and the economic environment. Students also develop skills in analyzing the financial condition of state and local governments.

Prerequisite: PAD 713.

PAD 829 – Environmental Policy and Administration

Students analyze the formulation and implementation of environmental protection and energy policies. They discuss the economic, political, and health-related consequences stemming from attempts to achieve a workable balance between energy sufficiency and environmental protection.

PAD 830 – Public Liaison Strategies

Students develop techniques and directives related to communication processing. Both interpersonal communication and electronic information flow will be examined. Communication skills, styles, and strategies will be stressed through the use of all forms of media. The role of information officers in the public sector and public affairs managers in the private sector will be examined and contrasted.

PAD 832 – Health Policy

Students examine disability issues of health, mental health, substance abuse, special education, long-term illnesses including HIV/AIDS, sensory impairments, and early-life and end-of-life issues, including genetics.

PAD 835 – Nonprofit Marketing

Students analyze the theory and practice of nonprofit services marketing in relation to administration in the multiple nonprofit business sectors, including the healthcare industry. Students examine nonprofit market economics, competition, product differentiation, market research, and innovative nonprofit products and services.

PAD 836 – Health Economics

Students integrate essential economic concepts and data analysis techniques that managers need to make informed decisions about how to use their constrained resources most efficiently. They explore supply and demand, utility, equity, marginal analysis, and cost-effectiveness, constructing and using data sets to answer specific management questions, and presenting conclusions persuasively.

PAD 838 – Ethics in Management

Students study the ethical, moral, and legal dilemmas in public and private managerial operations. The gray areas of decision making provide case studies for exploration of effective ethical practices. Management approaches to deter fraud, waste, abuse, and corrupt practices are identified, as are the tools and strategies to strengthen the organizational ethic and culture in business and government.

PAD 839 – Leadership and Decision Making

Students learn effective approaches to leadership by examining leadership models, styles, and strategies. Emphasis is placed on the values and ethics of successful managerial leadership in public, private, and nonprofit sectors.

PAD 840 – Comparative Public Policy

In this course, students research, experience, analyze, and compare public policy development and implementation in the U.S. and in other nations. Some coursework and research will be completed at a University-related center in another country, such as the Institute of Public Administration in Dublin, Ireland; University of Puerto Rico in San Juan, Puerto Rico; or Charles University in Prague, Czech Republic. Students may pick their specific research topics from the following subject areas: health and human services, labor and human resources, crime and justice, environment, and housing and urban policy.

PAD 842 – Workplace and Labor Law

Workplace and labor law affects every manager's ability to achieve the goals and objectives of the organization. Ignorance of the relevant statutes and case law leads to misunderstanding, mismanagement, and substantial legal costs and controversy. Students review some of the more significant legal requirements associated with recruitment and selection, performance appraisal, discipline, wages and benefits, etc.

PAD 845 – The Entrepreneurial Nonprofit

Students examine organizational survival and enhancement achieved through leadership, planning, risk management, and enterprise. Entrepreneurship and mission-achievement will be linked conceptually and applied functionally via design, preparation, and presentation of a start-up business plan using conventional materials and specifically designed computer software within the context of a given real-world nonprofit organization.

PAD 846 – Community and Citizen Empowerment

This course focuses on building powerful community organizations to empower ordinary citizens to bring about change on social and economic issues. What do we mean by community? Why do so many Americans feel that community is lacking in their lives? What role should public managers play in empowering citizens and communities? What would we do differently if we really wanted to bring citizens, elected officials, and public managers together to solve community problems?

PAD 847 – Nonprofit Financial Management

This is an advanced course designed to build on knowledge and skills acquired in PAD 713. Students learn how to prepare a business plan and budget, design a budget reporting a cost allocation system, and project cash flow.

Prerequisite: PAD 713.

PAD 848 – Nonprofit Law and Ethics

This course provides a practical framework for understanding the legal and ethical challenges continually faced by nonprofit human and social service organizations. Students learn about the various levels of legal influence, including federal, state, and municipal, as well as the internal laws of the corporation, and will explore the impact these laws can have on the day-to-day operation of the nonprofit organization. Students develop a methodology for identifying issues that can trigger a legal response and processes for best protecting their organizations, their clients, and themselves.

PAD 849 – Revenue Strategies for Nonprofits

This course provides an in-depth look at today's philanthropic trends, patterns, and best practices in fundraising techniques.

PAD 850/BLLS 870 – Alternative Dispute Resolution

See description under Business Law and Ethics courses.

PAD 851 – Global Health Needs and Organizations

Many U.S. health organizations are operating overseas. We have to learn from health systems in other countries. Critical international health issues such as HIV/AIDS, mental health, and prescription drug prices must be addressed. This course is an overview of global health needs, systems, programs, financing, and issues.

1.5 credits.

PAD 852 – Global Health Policy

The focus of this course is international health problems and associated policy responses. The course is designed to compare and contrast health policy that responds to a variety of public health needs from a multinational perspective.

Prerequisite: PAD 851.

1.5 credits.

PAD 855 – Civic Innovation and Effective Governance

Students examine a variety of civic innovations that attempt to reap the benefits of citizen and public engagement by bringing together diverse parties across a variety of policy areas to forge new solutions.

PAD 856 – Group Theory and Facilitative Practice

This course is for those who wish to increase their knowledge of group theory and build skills for designing processes to facilitate complex situations, especially those involving community. The course provides opportunities for practice and feedback and for reflection that integrates knowledge and application.

PAD 858 – Internship

This one-semester internship is for students without professional experience in the public sector or with private organizations that provide services to the public. The internship may also be taken by students who wish to change their careers and for whom the internship experience provides networking opportunities. In addition to the work requirement of 300 hours, students will also attend some classes, which are intended to enhance the student work experience and to facilitate movement into the workplace.

0 credit.

PAD 859 – Internship

The internship may also be taken by students who wish to change their careers and for whom the internship experience provides networking opportunities. In addition to the work requirement of 300 hours, students will also attend some classes, which are intended to enhance the student work experience and to facilitate movement into the workplace.

PAD 890 – Strategic Management in Public Service

This capstone course for the MPA Program explores the essential elements of strategic management: the foundation (including Systems Thinking), strategic analysis, and strategy development and implementation. Using provocative case studies on government, nonprofit, and healthcare organizations, students conduct sophisticated internal assessments of organizational strengths and weaknesses as well as external assessments of opportunities and threats/challenges, identify strategic and operational issues, and develop strategies and action steps to address the issues. For the final project, each student develops a strategic plan for an organization or conducts a research project for an organization or strategic issue of particular interest. Fundamentally, this course focuses on applying strategic and systematic thinking in diagnosing organizational circumstances and developing strategies for “what to do next.”

PAD 900 – Special Topics in Public Administration

This is an in-depth analysis of timely special issues in the field of public administration. Topics vary by semester.

PAD 910 – Directed Individual Study

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.

Strategic Management Courses

MGSM 831 – Managing Knowledge: A Collaborative Approach

This course examines the practicing manager’s role as a direct contributor to, and collaborator in, the knowledge economy. Topics covered include identification and integration of individual, community, organizational, and industry knowledge sources; use of project teams for knowledge generation and transfer; the roles of strategic alliances, networks, and the World Wide Web in knowledge work activities; interdependencies in global knowledge collaborations; competition over intellectual property; and the use of tools in knowledge-based collaboration. Course participants will gain practical experience in the evaluation and design of knowledge-based practices.

No prerequisites.

MGSM 832 – Venture Capital Finance

This course is designed for people who wish to become involved in the venture capital market as investors, intermediaries, or as owner-managers of emerging growth companies seeking to raise funds. Students learn to define the venture capital market and to show where it fits within the domestic and international economic and financial systems, to show how its characteristics relate to modern financial theory and practice, and to educate interested parties in the operational aspects of the venture financing process and the development of emerging growth companies.

Prerequisite: MBA 650.

MGSM 833 – Corporate Innovation

This course examines how companies develop and leverage technological and innovative capabilities to exploit market opportunities. This course addresses the following questions: How do new technologies and new business models create market opportunities for both incumbent firms and start-ups? What types of innovations are most likely to favor established versus start-up firms? Coursework looks at the best practices of innovative companies in a wide range of industries and the factors that influence innovation success or failure.

MGSM 834 – Mergers and Acquisitions

This course examines the underlying theoretical foundations and practice of decisions central to corporate strategy development. This subject is approached from an integrative, interdisciplinary perspective – incorporating strategic management, financial economics, and public policy. Topics include the history of merger waves in the U.S. and comparative global trends; types of mergers; financial and economic motives; strategic and managerial motives; acquisition processes; synergy of the diversified corporate portfolio; empirical evidence of merger success; post-merger integration; divestment; takeover defense strategies; leveraged buyouts; and public policy issues.

Prerequisite: MBA 650.

MGSM 900 – Special Topics in Strategic Management

This is a comprehensive analysis of timely special issues in the field of strategic management. Topics vary by semester.

MGT 900 – Special Topics in Management

This is a comprehensive analysis of timely special issues in the field of management. Specific topics are announced when the course is scheduled. Topics vary by semester.

MGT 910 – Directed Individual Study

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.

MGT 920 – Management Internship

This is a semester-long internship in a company, nonprofit organization, or public agency in the Boston metropolitan area.

Prerequisite: Completion of the first year of the MBA program and/or good academic standing and permission of the instructor or the dean of academic affairs.

Taxation Courses

TAX 801 – Issues in Federal Taxation I

Students examine tax issues as they affect the sole proprietor. Emphasis is given to business questions that are reflected on the individual tax return.

TAX 802 – Issues in Federal Taxation II

Further consideration of tax issues as they affect the sole proprietor, including the Alternative Minimum Tax.

Prerequisite: TAX 801.

TAX 861 – Tax Research

Students examine tax research methods, including identifying and defining tax questions; locating appropriate authority; interpreting statutes, cases, and rulings; and effectively communicating research findings and recommendations. Proper administration, ethics, and professional responsibilities of tax practice are some of the topics covered in this course.

TAX 862 – Taxation of Corporations

Students explore the concepts, principles, and practice of taxation of corporations and their shareholders and examine the effects of taxation on corporate formation, capital structure, distributions, and liquidations.

Prerequisites: TAX 801 and TAX 861.

TAX 863 – Taxation of Pass-Through Entities

Students explore the concepts, principles, and practice of taxation of partnerships, including the use of pass-through entities and S-corporations for tax planning.

Prerequisites: TAX 801 and TAX 861.

TAX 864 – Tax Practice and Procedures

Students examine strategies of tax practice before the Internal Revenue Service. Topics covered include tax deficiencies, assessments, claims for refunds, rulings, statutes of limitation, and penalties.

Prerequisites: TAX 801 and TAX 861.

TAX/TXIB 865 – International Taxation I

See description under International Business courses.

TAX 866 – State and Local Taxation

This course is offered by the Ernst & Young State and Local Tax Institute at the Sawyer Business School. It covers the interrelationships between the federal and state taxation systems. Problems such as revenue generation and residency issues are examined. Using federal adjusted gross income as a focal point, its effect on state revenues, excise taxes, general sales taxes, and inheritance taxes are studied.

Prerequisites: TAX 801 and TAX 861.

TAX 867 – Advanced Topics in Corporate Taxation

Students explore tax-free reorganizations in relation to statutory mergers and acquisitions. Other topics covered include continuity-of-interest issues in conjunction with carryover provisions and consolidated returns for controlled groups.

Prerequisite: TAX 862.

TAX 868 – Estate-Planning Techniques

Students examine the use of living trusts, joint ownership, life insurance, charitable dispositions, inter-vivos gifts, and the marital deduction. Problem areas discussed include the valuation and disposition of closely held business.

Prerequisites: TAX 801 and TAX 861. TAX 870 and TAX 871 are desirable.

TAX 870 – Federal Income Taxation of Estates and Trusts

Students explore the concepts, principles, and practices of income taxation of decedents' estates and trusts. Topics covered include grantor trusts, charitable trusts, and income in respect of a decedent.

Prerequisites: TAX 801 and TAX 861.

TAX 871 – Taxation of Estates, Trusts, and Gifts

Students study the concepts, principles, and practice of taxation of decedents' estates, trusts, and lifetime gifts, including valuation of property subject to estate and gift taxes and the use of trusts for tax planning.

Prerequisites: TAX 801 and TAX 861.

TAX 872 – Tax-Exempt Organizations

Students explore tax and non-tax issues in the formation of tax-exempt organizations. Feeder organizations and unrelated business taxable income are covered in depth. Other topics covered include loss of tax-exempt status and ceiling limitations on gift giving.

Prerequisites: TAX 801 and TAX 861.

TAX/TXIB 874 – International Taxation II

See description under International Business courses.

TAX 875 – Tax Accounting Periods and Methods

Students examine methods of accounting, changes in methods, prepaid income, installment sales, inventory analysis, and timing of income and deduction items. Reconciliation of differences between financial income and taxable income are presented.

Prerequisites: TAX 801 and TAX 861.

TAX 876 – Tax Policy

Policy considerations in the development of proposed tax legislation are covered. Tax policy issues are examined in relation to empirical, political, and legal studies. Students will learn and discuss various aspects of the tax policy debate and alternative approaches to the current federal income tax system in the U.S..

Prerequisites: TAX 801 and TAX 861.

TAX 878 – Tax Compliance

Students explore an in-depth experience in preparing a variety of complex tax returns, similar to actual compliance work. Various entities will be covered.

Prerequisites: TAX 801 and TAX 861.

TAX 879 – Personal Financial Planning

Students examine the legal, economic, cash flow, tax, investment, and insurance ramifications of life and death. They learn the tools and techniques necessary to maximize benefits generated from net worth, cash flow, and employment, and minimize the loss resulting from unforeseen contingencies, death, and retirement.

Prerequisites: TAX 801 and TAX 861.

TAX 900 – Special Topics in Taxation

This is an in-depth analysis of timely special issues in the field of accounting. Topics vary by semester.

TAX 910 – Directed Individual Study in Taxation

This is a student-initiated directed study project. The student and faculty advisor must concur on a written proposal and final report, and the project must be approved by the dean of academic affairs prior to registration.



Suffolk University

Joint Degree Programs

JOINT DEGREE PROGRAMS

College of Arts and Sciences, Sawyer Business School, and Suffolk Law School Joint Degrees

The Sawyer Business School, College of Arts and Sciences, and Suffolk Law School have collaborated to offer a variety of highly specialized joint degree programs.

JD/MBA

Designed to fill the growing demand for business-trained lawyers and law-trained executives, the JD/MBA program serves persons interested in long-term careers in business law or management. The JD/MBA program is offered through the Sawyer Business School and the Suffolk University Law School.

Admission

The JD/MBA program is open to full-time and part-time students. Candidates must meet the admission requirements established by the Suffolk University Law School and the Sawyer Business School. The LSAT is required by the University Law School. The Sawyer Business School accepts the LSAT in lieu of the GMAT for JD/MBA students only. Applicants may apply to the program during their first or second year of enrollment in the Law School or as a first-year MBA student. The Law School requires candidates for admission to have a bachelor's degree from an accredited college or university and to have taken the LSAT by February of the year of application. Applications must be submitted to the Law School by March 1. For further information, contact the Office of Graduate Admission, Suffolk University, 8 Ashburton Place, Boston, Massachusetts 02108-2770, (617) 573-8302 or Suffolk University Law School Admissions Office, 120 Tremont Street, Boston, Massachusetts 02114-4280, (617) 573-8144.

- Admission to the JD/MBA program is available to full-time and evening (part-time) students in the Suffolk Law School and the Sawyer Business School.
- Students must complete the JD/MBA degree in four years full-time or five years part-time study.

Accreditation

Suffolk University is accredited by the New England Association of Schools and Colleges (NEASC). The Sawyer Business School's Master of Business Administration programs are nationally accredited by the AACSB International – The Association to Advance Collegiate Schools of Business and the Law School is an accredited member of the Association of American Law Schools (AALS) and is accredited by the American Bar Association (ABA).

Curriculum Requirements

Curriculum requirements of the JD/MBA degree are determined by the respective schools. Currently, 110–115 credits are required to complete the joint degree: 40–43 credits from the MBA Program and 72 credits (up to 12 credits are transferred from the MBA degree and applied towards the JD degree) from the Law School.

All summer credits applied to the final semester of the joint degree program have been determined based on the semester credits of each individual program so as not to permit students to enroll in fewer than two credits in the final semester.

All joint degree candidates are subject to II (G) of the Rules and Regulations limiting credit for ungraded activities to two credits per semester. Any student who is not in good academic standing is disqualified from the joint degree programs. Law School Regulation VII (E) states that a joint degree candidate, who is academically deficient (as defined in the Law School regulations) within the Law School curriculum, shall be disqualified from the joint degree program.

Program of Study

The Program of Study is approved by the Associate Deans of the respective schools. Specific information on the JD/MBA programs including current practices and procedures, are provided during the admissions process. Curriculum requirements are arranged according to the following schedule:

JD/MBA Curriculum

Track I

First Year

Fall Semester

MBA 600	Effective Career Planning
MBA 610	Organizational Behavior
MBA 620	Statistical Methods (1.5 credits)
MBA 625	Operations Management (1.5 credits)
MBA 630	Economic Analysis for Managers
MBA 640	Corporate Financial Reporting and Control

First Year

Spring Semester

MBA 650	Value-Based Financial Management
MBA 660	Marketing: The Challenge of Managing Value
MBA 670	Information Systems for Competitive Advantage
MBA 680	Managing in the Ethical and Legal Environment
One MBA Elective*	

First Year

Summer Session

MBA 780	Managing in the Global Environment
One MBA Elective*	

Second Year

Law School courses

Third Year

Law School courses

Fourth Year

Fall/Spring Semesters

MBA 800 Strategic Management

Law School courses

Two MBA Electives*

**A JD/MBA is automatically considered to have a business law concentration; therefore, no more than two MBA electives may be in any one functional area.*

Track II

Track II of the JD/MBA is substantially the same as Track I except that the first- and second-year curricula are reversed. This track is for those entering the joint degree program as first-year law students. Students who have completed one or two years of law school prior to MBA coursework may substitute a 3-credit MBA elective for MBA 730.

Track III

This track is for those entering the joint degree program as second-year law students. During the third and fourth year, these students take both law and MBA courses. Students who have completed one or two years of law school prior to MBA coursework may substitute a 3-credit MBA elective for MBA 730.

Accelerated MBA for Attorneys

Students in their last year of study at an accredited (ABA) law school are eligible for the accelerated MBA program and are admitted upon completion of the JD. The GMAT is waived with documentation of the LSAT. See the MBA Section for the description of the Accelerated MBA for Attorneys.

JD/MPA

The JD/MPA degree program is designed to integrate professional education in law and public administration for those seeking to obtain skills and concepts necessary for public and not-for-profit sector management. The JD/MPA is offered by the Sawyer Business School and the Law School.

Admission

The JD/MPA is available to full- or part-time students. Candidates must meet the admission requirements established by the Suffolk University Law School and the Sawyer Business School. The LSAT is required by the University Law School. Applicants may apply to both programs before entering Suffolk University, during their

first or second year of enrollment in the Law School or as a first-year MPA student. The Law School requires candidates for admission to have a bachelor's degree from an accredited college or university and to have taken the LSAT by February of the year of application. Applications must be submitted to the Law School by March 1. For further information, contact the Office of Graduate Admission, Suffolk University, 8 Ashburton Place, Boston, Massachusetts 02108-2770, (617) 573-8302 or Suffolk University Law School Admissions Office, 121 Tremont Street, Boston, Massachusetts 02114-4280, (617) 573-8144.

Accreditation

Suffolk University is accredited by the New England Association of Schools and Colleges. The Sawyer Business School's Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Law School is an accredited member of the Association of American Law Schools (AALS) and is accredited by the American Bar Association (ABA).

Curriculum Requirements

The requirements for the JD/MPA program are determined by the respective schools. The JD/MPA degree will be granted upon completion of 110 credit semester hours of work: 80 credit hours are completed in the Law School and a minimum of 30 (36 for an MPA with a concentration) credit hours are completed in the Sawyer Business School's MPA curriculum.

All summer credits applied to the final semester of the joint degree program have been determined based on the semester credits of each individual program so as not to permit students to enroll in fewer than two credits in the final semester.

All joint degree candidate are subject to II (G) of the Rules and Regulations limiting credit for ungraded activities to two credits per semester. Any student who is not in good academic standing is disqualified from the joint degree programs. Law School Regulation VII (E) states that a joint degree candidate, who is academically deficient (as defined in the Law School regulations) within the Law School curriculum, shall be disqualified from the joint degree program.

Programs of Study

Specific programs and course selections are arranged through the Associate Dean of each respective School. Curricula requirements are arranged by year according to the following schedule:

Joint Degree Programs

JD/MPA Curriculum (For Full-Time Students)

Track I

First Year **12–15 Credits**

Fall Semester

PAD 711	Foundations of Public Organizational Administration
PAD 712	Policy Analysis and Program Evaluation
PAD 713	Budgeting and Financial Management
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government

First Year **12–15 Credits**

Spring Semester

PAD 715	Quantitative Analysis
PAD 718	Leadership Strategies for an Interconnected World
PAD 858	Internship (for pre-professional students)

OR

PAD 890	Strategic Management (for in-service students) Two Public Management electives
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Second Year **13–15 Credits**

Fall Semester

Law School courses

Second Year **13–15 Credits**

Spring Semester

Law School courses

Third Year **13–15 Credits**

Fall Semester

Law School courses

Third Year **13–15 Credits**

Spring Semester

Law School courses

In addition to Fiduciary Relations which is taken in the first semester of the second year of Law School, 2140 AD Professional Responsibility may be taken at any time during the second or third year of Law School.

At the end of first year of Law School, students must complete at least three courses from the Base Menu, as specified by the Law School.

Fourth Year **13–15 Credits**

Fall Semester

Electives (13-15 credits)
Choose courses in Law or Public Management with your advisor

Fourth Year **13–15 Credits**

Spring Semester

LAW/MPA Electives (in Law or Public Management)**

**A student must enroll in the Professional Responsibility course in either the fall or spring semester of Year 3 or Year 4.*

***All Sawyer Business School electives are three credit courses while a Law School elective can be two or three credits. In any event, students must take enough credits of electives to meet the minimum requirements of at least 80 hours in the Law School and 30 hours in the Sawyer Business School.*

Track II

The course requirements of Track II of the JD/MPA Program are the same as Track I, however, in Track II, first and second years are reversed.

Track III

The course requirements of Track III of the JD/MPA Program are the same as the Track I, however, in Track III, second and third years precede first year.

JD/MSF

Education in both law and finance is an invaluable tool and affords an advantage to those seeking to succeed in today's highly competitive job market. This combined JD/MSF degree program recognizes the strength of integrated disciplines, allowing joint degree recipients to be the beneficiaries of a specialized, competitive and highly applicable course of study. This joint degree program is available to full- and part-time students.

What Students Should Achieve

- A thorough grounding in the study of law and its interaction with the financial markets.
- The ability to look at questions in new ways and construct lucid and comprehensive legal and financial analysis of the problems raised.
- The ability to express analysis orally and to participate in discussions where ideas are debated and evaluated.

Admission Requirements

Students must be admitted to the Law School and the Sawyer Business School. Candidates for the JD/MSF must satisfy the admission criteria set forth by both the Law School and the Sawyer Business School. The JD/MSF requires the LSAT and the GMAT, however, in most cases the LSAT may satisfy the GMAT requirement. The MSF program requires all candidates to take the GMAT within the last five years. The Law School requires candidates for admission to have a bachelor's degree from an accredited college or university and to have taken the LSAT by February of the year of application. Applications must be submitted to the Law School by March 1. Applicants may apply during the first two years of Law School or after the first year as an MSF student. For information on the JD/MSF program, contact the Office of Graduate Admission, Suffolk University, 8 Ashburton Place, Boston, Massachusetts 02108-2770, (617) 573-8302 or Suffolk University Law School Admissions Office, 120 Tremont Street, Boston, Massachusetts 02114-4280, (617) 573-8144.

Accreditation

Suffolk University is accredited by the New England Association of Schools and Colleges (NEASC). The Sawyer Business School's Master of Business Administration programs are nationally accredited by the AACSB International – The Association to Advance Collegiate Schools of Business and the Law School is an accredited member of the Association of American Law Schools (AALS) and is accredited by the American Bar Association (ABA).

Curriculum Requirements

The joint JD/MSF degree program requires 108–117 total credit hours: 78 credit hours in the Law School and 30–39 credit hours from the Sawyer Business School.

All summer credits applied to the final semester of the joint degree program have been determined based on the semester credits of each individual program so as not to permit students to enroll in fewer than two credits in the final semester.

All joint degree candidate are subject to II (G) of the Rules and Regulations limiting credit for ungraded activities to two credits per semester. Any student who is not in good academic standing is disqualified from the joint degree programs. Law School Regulation VII (E) states that a joint degree candidate, who is academically deficient (as defined in the Law School regulations) within the Law School curriculum, shall be disqualified from the joint degree program.

Programs of Study

The JD/MSF credit allocation is similar to the JD/MBA program, with one year at 30 credits (Law School) and the remaining three years at 29 credits per year with a range of 14–15 each semester.

JD/MSF Curriculum

Track I

The following is a suggested track for a day student who must take all prerequisite requirements. Students may contact the Graduate Programs in Finance Office for information on additional tracks.

First Year

Fall Semester

(The following courses must be completed or waived prior to enrolling in MSF courses)

- MBA 620 Statistical Methods (1.5 credits)
- MBA 630 Economic Analysis for Managers
- MBA 640 Corporate Financial Reporting and Control
- MBA 650 Value-Based Financial Management

One elective (3 credits)

(May be waived or taken in conjunction with MSF courses), select one:

- MBA 610 Organizational Behavior
- MBA 660 Marketing: The Challenge of Managing Value
- MBA 670 Information Systems for Competitive Advantage
- MBA 680 Managing in the Ethical and Legal Environment

First Year

Third and Fourth Quarter Finance Courses

- MSF 808 General Theory in Corporate Finance
- MSF 810 Investment Analysis
- MSF 812 Capital Budgeting
- MSF 814 Options and Futures

Second Year

13–15 Credits

Fall Semester

Law School courses

Second Year

13–15 Credits

Spring Semester

Law School courses

Third Year

Fall Semester

Law School courses (2 credits)
Law School Electives (7 credits)

First Quarter Finance Courses

- MSF 816 Financial Institutional Management
- MSF 818 Econometrics

Third Year

Spring Semester

Law School Electives (12 credits)

Third Quarter Finance Courses (3 credits)

- MSF 820 Financial Policy

Fourth Quarter Finance Courses (3 credits)

1 MSF Elective

In addition to Fiduciary Relations which is taken in the first semester of the second year of Law School, 2140 AD Professional Responsibility may be taken at any time during the second or third year of Law School.

Fourth Year

14 Credits

Fall Semester

Law School Electives

Fourth Year

14 Credits

Spring Semester

Law School Electives

**Listed Below

Track II

Track II of the JD/MSF is primarily the same as Track I, except the first- and second-year curricula are reversed. This track is for those who enter the joint degree as first-year law students.

Track III

Track III is for those students who enter the joint degree program as second-year law students. During the third and fourth years, these students take both Law and MSF courses.

Joint Degree Programs

JD/MSCJS

The JD/MSCJS degree program is designed to serve the needs of professionals who must be conversant with legal principles and techniques as they work both within and beyond the boundaries of the crime and justice system. Problem-solving in the areas of crime, justice and social policy create the need for specialized training in both law and the social sciences as well as the interconnection between the two. As the complexity of human problems encourages more flexible, sensitive and multi-faceted responses to conflict and social problems, education that bridges the traditionally distinctive fields of crime and justice and law becomes increasingly valuable.

Admission Requirements

Candidates for the JD/MSCJS program must meet the admission criteria for both the MS in Crime and Justice Studies, as determined by the College of Arts and Sciences, and the JD, as determined by the Law School. The LSAT is required by the University Law School. The JD/MSCJS program is open to both Day and Evening Division students. There is no limit to the number of qualified students admitted to the joint program. The Law School requires candidates for admission to have a bachelor's degree from an accredited college or university and to have taken the LSAT by February of the year of application. Applications must be submitted to the Law School by March 1. For further information, contact the Graduate Admissions Office, Suffolk University, 8 Ashburton Place, Boston, Massachusetts 02108-2770, (617) 573-8302 or Suffolk University Law School Admissions Office, 120 Tremont Street, Boston, Massachusetts, 02108, (617) 573-8144.

Accreditation

Suffolk University is accredited by the New England Association of Schools and Colleges (NEASC). The Law School is an accredited member of the Association of American Law Schools (AALS) and is accredited by the American Bar Association (ABA).

Curriculum Requirements

The curriculum requirements for the JD/MSCJS program are determined by the respective schools. The JD/MSCJS degrees will be granted upon completion of 104 semester hours of work. Of this number, 80 semester hours must be completed in the Law School and 24 hours in the College of Arts and Sciences MSCJS curriculum. Specific programs and course selections are arranged through the Associate Dean's office in the Law School and the Office of the Director of the MSCJS program.

All summer credits applied to the final semester of the joint degree program have been determined based on the semester credits of each individual program so as not to permit students to enroll in fewer than two credits in the final semester.

All joint degree candidates are subject to II (G) of the Rules and Regulations limiting credit for ungraded activities to two credits per semester. Any student who is not in good academic standing is disqualified from the joint degree programs. Law School Regulation VII (E) states that a joint degree candidate, who is academically deficient (as defined in the Law School regulations) within the Law School curriculum, shall be disqualified from the joint degree.

Program Requirements

JD/MSCJS Joint Degree

Application to the joint degree program may be made before entering Suffolk University, during the first year of full-time study in the MSCJS program or during the first or second year of study in the Law School. The following tracks correspond to the three possible points of entry: first year MSCJS; first year Law School; second year Law School.

JD/MSCJS Curriculum

Track I

First Year

Fall Semester

CJ 687	Justice and the Community Courts
CJ 701	Seminar in Crime and Justice
CJ 702	Research Methods in Crime and Justice Studies

One course from an approved list of courses in a specialized area of Crime and Justice Studies

First Year

Spring Semester

CJ 688	Restorative Justice
CJ 703	Crime and Justice Studies Quantitative Analysis
CJ 708	Ethical Issues in the Criminal Justice Professions

One course from an approved list of courses in a specialized area of Crime and Justice Studies.

Second Year

Fall Semester

2040 AD	Contracts
2050 AD	Torts
2060 AD	Property
2080 AD	Criminal Law
1000 AD	Legal Practice Skills.

Second Year

Spring Semester

2040 AD	Contracts
2060 AD	Property
2070 AD	Civil Procedure
2090 AD	Constitutional Law
1000 AD	Legal Practice Skills

Third Year*Fall Semester*

2130 AD Fiduciary Relations

In addition to Fiduciary Relations which is taken in the first semester of the second year of Law School, 2140 AD Professional Responsibility may be taken at any time during the second or third year of Law School.

At the end of the first year of Law School, students must complete at least three courses chosen from a Base Menu as specified by the Law School.

Fourth Year*Fall Semester*

Electives in Law

Students are encouraged to concentrate in specific areas relevant to their interest in crime and justice by selecting classes and clinics/internships from available offerings. Evening students who have not completed their MSCJS requirements may elect to enroll in one of the Internships or Practica in Crime and Justice Studies (CJ 783, 784, 785) to obtain direct experience in the field.

Fourth Year*Spring Semester*

Electives in Law

Track II

Track II of the JD/MSJCS program is substantially the same as Track I except that the first- and second-year curricula are reversed. This track is for first-year law students entering the joint degree program.

Track III

This track is for second-year law students entering the joint degree program. During years three and four, these students will take both law and MSCJS courses.

JD/MSIE

Trends toward the “globalization” of economic activity create a need for a program that integrates the study of law with that of international economic and business issues. The JD/MSIE degree program combines the study of law with that of international economics, institutions, markets and trends. It is valuable for students who expect to practice law in fields requiring an understanding of the global economy.

Admission Requirements

All candidates for admission to the joint program must satisfy the admission requirements for the JD program and for the MS in International Economics program. The LSAT is required by the Law School and will be accepted in lieu of the GRE or the GMAT by the MSIE program. Applicants must submit an application for

admission to each school, a statement of professional goals, a current resume, two letters of recommendation, transcripts of all prior academic work, and LSAT scores. Candidates must have completed undergraduate courses in Principles of Economics and Principles of Statistics prior to enrolling in the program. In certain cases an interview is required. International students must take the TOEFL and provide a statement of financial resources. Application to the joint program may also be made during the first or second year of study in the Law School, or during the first year of full-time study in the MSIE program.

Curriculum

The joint degree program includes all core courses currently required of candidates for the JD degree. The MSIE component of the program requires the completion of ten courses. The program permits students to earn both degrees in four years (Law School Day Program) or five years (Law School Evening Program). Students may select from a number of tracks to start the program.

The faculty will advise students as to which courses they should complete each semester. Some suggested tracks are as follows:

JD/MSIE Day Division Track I

Year 1: MSIE courses
Year 2: First-year Law School curriculum
Year 3: Law/MSIE courses
Year 4: Law/MSIE courses

JD/MSIE Day Division Track II

Year 1: First-year Law School curriculum
Year 2: MSIE courses
Year 3: Law/MSIE courses
Year 4: Law/MSIE courses

JD/MSIE Day Division Track III

Year 1: First-year Law School curriculum
Year 2: Second-year Law School curriculum
Year 3: Law/MSIE courses
Year 4: Law/MSIE courses

JD/MSIE Evening Division

Year 1: First-year Law School curriculum
Year 2: Second-year Law School curriculum
Year 3: Third-year Law School curriculum
Year 4: MSIE courses
Year 5: Law/MSIE courses

College of Arts and Sciences and Sawyer Business School Joint Degrees

The College of Arts and Sciences in partnership with the Sawyer Business School's Public Management Department offer public service professionals three specialized joint degrees.

Program Advisor:

Dr. Donald R. Morton

Master of Science in Crime and Justice Studies/MPA

The MSCJS/MPA Program is designed for the public safety professional. This 18-course program consists of 10 MPA courses and 8 courses in crime and justice. You must meet the admission requirements of each program. Upon completion of your study, you will have earned two degrees.

Curriculum

This 18-course program consists of 7 required MPA courses, 3 MPA electives, 4 required Crime and Justice Studies courses, and 4 Crime and Justice Studies electives.

MPA Required Courses 21 Credits

(select two)

PAD 711	Foundations of Public Organizational Administration
PAD 712	Policy Analysis and Program Evaluation
PAD 717	Organizational Effectiveness in Government
PAD 718	Leadership Strategy for an Interconnected World

(select two)

PAD 713	Budgeting and Financial Management
PAD 822	Public Management Information Systems (MIS)
PAD 827	Financing State and Local Government
PAD 847	Nonprofit Financial Management

(select two)

PAD 716	Public Service Human Resource Management
PAD 838	Ethics in Management
PAD 842	Workplace and Labor Law
PAD 850	Alternative Dispute Resolution

(select one)

PAD 858	Internship (for pre-professional students)*
PAD 890	Strategic Management (for in-service students)

*Do not need if taking CJ internship/practicum.

MPA Electives 9 Credits

Choose any 3 Public Management courses not already counted toward the required seven.

CJ Required Courses 12 Credits/4 Courses

CJ 701	Seminar in Crime and Justice Studies
CJ 702	Research Methods in Crime and Justice Studies
CJ 704	Legal Issues in the Criminal Justice System
CJ 709	Qualitative and Quantitative Analysis

CJ Electives 12 Credits/4 Courses

CJ 625	Professional Writing and Communication in Sociology/Criminology
CJ 638	White Collar Crime
CJ 657	Perspectives on Drug Policy
CJ 681	Crime and Communities
CJ 683	Policing in America
CJ 685	Seminar in Corrections
CJ 686	Seminar in Juvenile Justice
CJ 687	Justice and the Community Courts
CJ 688	Restorative Justice
CJ 690	Substance Abuse in Criminal Justice Studies
CJ 691	Intimate Violence and Sexual Assault
CJ 692	Criminal Justice Policy
CJ 694	Critical Victimology
CJ 695/699	Special Topics in Crime and Justice Studies
CJ 705	Race, Class, Gender and Justice
CJ 708	Ethical Issues in the Crime and Justice Studies Profession
CJ 723	Thesis Research and Writing I
CJ 724	Thesis Research and Writing II
CJ 783	Practicum in Crime and Justice Studies I
CJ 784	Practicum in Crime and Justice Studies II
CJ 786	Internship in Crime and Justice Studies I
CJ 787	Internship in Crime and Justice Studies II
CJ 788	Internship in Crime and Justice Studies III
CJ 800	Independent Study in Crime and Justice Studies

MSCJS/MPA Admission

To be reviewed for admission you must:

- meet the entrance requirements for both the MPA and the MSCJS programs
- apply for the joint program during the first year of matriculation

Your degree will be awarded when you have fulfilled all degree requirements for both degrees.

Master of Science in Mental Health Counseling/MPA

Program Advisors:

Dr. David Medoff, MS
Michael T. Lavin, MPA

The MSMHC/MPA meets the needs of public and private sector human service workers who wish to strengthen their direct service skills and who expect to assume management and leadership roles in the organization.

The MSMHC/MPA degree program consists of 20 courses, or 60 credits. The student takes ten courses from the Public Management curriculum listed below and ten from the Mental Health Counseling curriculum also listed below.

Curriculum

MPA Required Courses **18 Credits**

PAD 711	Foundations of Public Organizational Administration
PAD 712	Policy Analysis and Program Evaluation
PAD 713	Budgeting and Financial Management
PAD 714	Public Service Law OR
HLTH 825	Legal Environment of Healthcare OR
PAD 848	Nonprofit Law and Ethics
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government

MPA Electives **12 Credits**

Choose four courses

PAD 815	Nonprofit Organizations in the Community
PAD 818	Public Sector Labor/Management Relations
PAD 821	Human Services Integration
HLTH 701	Health Systems I
HLTH 834	Disability and Public Policy
PAD 835	Nonprofit Marketing
PAD 840	Comparative Public Policy
PAD 846	Community and Citizen Empowerment
PAD 900	Special Topics (if related to counseling)

OR any special topic course related to nonprofits.

EHS Required Courses **21 Credits**

EHS 713	Counseling: Theory and Practice
EHS 715	Research Methods
EHS 716	Psychological Diagnosis
EHS 717	Introduction to Psychological Testing
EHS 737	Counseling Skills Laboratory
EHS 738	Mental Health Counseling Practicum I
EHS 739	Mental Health Counseling Practicum II

EHS Electives **9 Credits**

Choose three electives

EHS 701	Child & Adolescent Development
EHS 710	Introduction to School Counseling
EHS 712	Adult Development
EHS 714	Psychology of Career Development
EHS 725	Forensic Psychological Assessment
EHS 726	Family Therapy
EHS 727	Substance Disorders and Treatment
EHS 728	Professional Orientation: Ethical/Legal Issues
EHS 729	Human Sexuality Seminar
EHS 730	Personality Disorders Diagnosis and Treatment
EHS 732	Psychological Disorders of Childhood and Adolescence
EHS 733	Counseling Diverse Populations
EHS 734	Counseling Psychology Seminar
EHS 735	Group Counseling
EHS 736	Consultation
EHS 750	Independent Study
EHS 751	Domestic Violence, Abuse & Neglect
EHS 753	Independent Study
EHS 900	Directed Study

Admission

Candidates must meet the entrance requirements for both the MPA and the MS programs. Application for the joint program is submitted during the first year of matriculation. The GRE or MAT must be taken for the MS degree. Degrees will be awarded when all degree requirements for both degrees are fulfilled. A minimum GPA of 3.0 is required for admission.

Joint Degree Programs

Master of Science in Political Science/MPA

Program Advisors:

Dr. Ken Cosgrove, MS
Michael T. Lavin, MPA

The Public Management Department in conjunction with the Government Department in the College of Arts and Sciences offers a joint degree program in public administration and political science.

The MSPS/MPA degree program consists of 18 courses. Students complete 10 courses from public administration and 8 courses from government. Upon completion of degree requirements, students receive a MPA degree and an MS in Political Science.

Curriculum

The curriculum consists of the following:

MPA Required Courses	15 Credits
PAD 712	Policy Analysis and Program Evaluation
PAD 713	Budgeting and Financial Management
PAD 714	Public Service Law
PAD 716	Public Service Human Resource Management
PAD 717	Organizational Effectiveness in Government

PLUS five (5) electives offered from the Public Management Department.

MS in Political Science

Required Political Science/Government Courses

Professional Politics Track

GVT 723	Graduate Internship
GVT 747	Seminar in Legislation and Lobbying
GVT 755	Seminar in Campaigns and Elections
GVT 772	Ethical Issues in Professional Politics
GVT 776	Advanced Research Methods in Professional Politics

OR

International Relations Track

GVT 723	Graduate Internship
GVT 761	Seminar in International Relations Theory
GVT 763	International Political Economy
GVT 774	Ethical Issues in International Relations
GVT 778	Advanced Research Methods in International Relations

Political Science/Government Electives

Select any three Government or PAD courses (9 credits) not already counted towards the required five.

Admission

To be reviewed for admission into the MSPS/MPA degree program you must:

- meet the entrance requirements for both the MSPS and MPA
- apply for the joint degree program during the first year of matriculation
- complete the application process

**Master of Science in Crime and Justice Studies/
Master of Science in Mental Health Counseling
(MSCJS/MSMHC)**

Program Advisors:

Dr. Donald R. Morton, Dr. David Medoff

The 60-credit joint MSCJS/MSMHC program consists of 20 courses, 8 in the Crime and Justice Studies Program (MSCJS) and 12 in the Mental Health Counseling Program (MSMHC). This degree meets the need of public and private sector workers who wish to strengthen their direct service skills in the increasingly interdependent areas of mental health, human services, and crime and justice. Students must meet the admissions requirements for both programs and declare this joint degree during the first year of matriculation. Degrees will not be awarded until all degree requirements for both degrees are fulfilled.

MSCJS Courses

24 Semester Hours

Required Core Courses **12 Semester Hours**

CJ 701	Seminar in Crime and Justice Studies
CJ 702	Research Methods in Crime and Justice Studies
CJ 703	Crime and Justice Studies Quantitative Analysis
CJ 704	Legal Issues in the Criminal Justice System

Electives **12 Semester Hours**

CJ 625	Professional Writing and Communication in Sociology/Criminology
CJ 638	White Collar Crime
CJ 657	Perspectives on Drug Policy
CJ 681	Crime and Communities
CJ 683	Policing in America
CJ 685	Seminar in Corrections
CJ 686	Seminar in Juvenile Justice
CJ 687	Justice and the Community Courts
CJ 688	Restorative Justice
CJ 690	Substance Abuse in Criminal Justice
CJ 691	Intimate Violence and Sexual Assault
CJ 692	Criminal Justice Policy
CJ 694	Critical Victimology
CJ 695	Special Topics in Crime and Justice Studies
CJ 705	Race, Class, Gender, and Justice
CJ 708	Ethical Issues in the Crime and Justice Professions
CJ 723	Thesis Research and Writing I
CJ 724	Thesis Research and Writing II
CJ 783	Practicum in Crime and Justice Studies I
CJ 784	Practicum in Crime and Justice Studies II
CJ 786	Internship in Crime and Justice Studies I
CJ 787	Internship in Crime and Justice Studies II
CJ 788	Internship in Crime and Justice Studies III
CJ 800	Independent Study in Crime and Justice Studies

MSMHC Courses

36 Semester Hours

Required Core Courses **18 Semester Hours**

EHS 713	Counseling: Theory and Practice
EHS 716	Psychological Diagnosis
EHS 717	Introduction to Psychological Testing
EHS 737	Counseling Skills Laboratory
EHS 738	Mental Health Counseling Practicum I
EHS 739	Mental Health Counseling Practicum II

Electives **18 Semester Hours**

EHS 701	Child and Adolescent Development
EHS 712	Adult Development
EHS 714	Psychology of Career Development
EHS 725	Forensic Psychological Assessment
EHS 726	Family Therapy
EHS 727	Substance Abuse
EHS 728	Professional Orientation: Ethical/Legal Issues
EHS 729	Human Sexuality Seminar
EHS 730	Personality Disorder Seminar
EHS 732	Psychological Disorders of Childhood and Adolescence
EHS 733	Counseling Diverse Populations
EHS 734	Counseling Psychology Seminar
EHS 735	Group Counseling
EHS 736	Consultation
EHS 750	Independent Study: Counseling
EHS 751	Domestic Violence: Abuse and Neglect
EHS 753	Independent Study: Counseling
EHS 900	Directed Study

UNIVERSITY CALENDAR 2008–2009**Summer 2008****May**

5	Monday	Summer I tuition due
7	Wednesday	Deadline for submission of Spring grades to Registrar
8	Thursday	Summer 2008 Online new student orientation (NSO)
10	Saturday	Executive MBA Program Experiential Presentations and Graduation mugging Executive MBA Summer Term convenes
12	Monday	Summer Session I begins Online MBA classes begin
17	Saturday	Graduate SBS and CAS Commencement MSF/MSFSB Third Quarter second Saturday Session
18	Sunday	Undergraduate SBS and CAS Commencement

June

1	Sunday	Fall 2008 transfer application deadline
2	Monday	NESAD/SU Summer Session classes convene
5	Thursday	MSF/MSFSB Third Quarter ends
13	Friday	Deadline for Graduate applications for Fall 2008
20	Friday	Summer Session I DAY classes end (including finals) Tuition due for Summer Session II
27	Friday	Summer Session I EVENING classes end (including finals)
30	Monday	Summer Session II classes convene Last day for Fall 2008 online registration without payment

July

4	Friday	Independence Day holiday – University closed
5	Saturday	No Executive MBA classes
8	Tuesday	MSF/MSFSB Fourth Quarter convenes
14	Monday	Last day to register for Summer Session II
15	Tuesday	MSF/MSFSB Fourth Quarter 50% tuition liability begins
19	Saturday	Last day Online MBA Summer Session
20–24	Sun–Thurs	Executive MBA Washington Campus Seminar convenes
26	Saturday	MSF/MSFSB Fourth Quarter first Saturday Session meets
29	Tuesday	MSF/MSFSB Fourth Quarter 100% tuition liability begins

August

1	Friday	Tuition due for Fall
7	Thursday	Last day for NESAD/SU Summer Session
8	Friday	Last day of DAY classes for Summer Session II (including finals)
15	Friday	Last day of EVENING classes for Summer Session II (including finals)
16	Saturday	MSF/MSFSB Fourth Quarter second Saturday Session meets
21	Thursday	International orientation for new Graduate students
22	Friday	International orientation for new Undergraduate students
28	Thursday	Walk-in registration for new Graduate, Undergraduate, part-time, and returning students
30	Saturday	Fall 2008 MBA Online new student orientation (NSO) Deadline to apply for Executive MBA program for Fall semester No Executive MBA classes
31	Sunday	Residence halls open for students

Fall 2008**September**

1	Monday	Labor Day holiday – University closed
2	Tuesday	CONVOCATION Welcome Back orientation for all new students EVENING classes convene Online MBA program begins Dean College DAY and EVENING classes convene EVENING MBA and Undergraduate courses on the Dean campus convene
3	Wednesday	DAY classes convene DAY Undergraduate courses on the Dean campus convene
4	Thursday	Executive MBA orientation for new students
6	Saturday	Executive MBA Fall term convenes
11	Thursday	MSF/MSFSB Fourth Quarter ends
15	Monday	Last day for course adds and late registration online Last day to drop in Fall without financial liability
16	Tuesday	50% tuition liability begins for Fall
22	Monday	Last day for course adds and late registration
23	Tuesday	MSF/MSFSB First Quarter convenes 75% tuition liability begins for Fall
26	Friday	Monday EVENING and MBA/MPA DAY classes meet to make up for Labor Day holiday
30	Tuesday	Last day to drop a course without a grade of “W” MSF/MSFSB First Quarter 50% tuition liability begins

University Calendar

October

1	Wednesday	Last day to apply for January 2009 graduation 100% tuition liability begins for Fall
3	Friday	Tuesday MBA/MPA DAY classes meet to make up for Labor Day holiday
8–10	Wed–Fri	Executive MBA Management Seminar
10	Friday	Deadline for CAS Undergraduate performance evaluations
13	Monday	Columbus Day holiday – University closed Dean College closed
15	Wednesday	MSF/MSFSB First Quarter 100% tuition liability begins
17–19	Fri–Sun	Family Weekend
18	Saturday	MSF/MSFSB First Quarter first Saturday Session meets
20–31	Mon–Fri	Faculty advising for current students for Spring 2009
24	Friday	Monday EVENING and MBA/MPA DAY classes meet to make up for Columbus Day holiday
31	Friday	Last day to withdraw from Fall courses without the penalty of an “F” grade

November

1	Saturday	Financial aid application deadline for the Spring Semester Fall 2008 deferred tuition payment due
3	Monday	Graduate student priority Web registration for Spring 2009 Deadline for Graduate applications for Spring 2009
4	Tuesday	Senior priority Web registration for Spring 2009
5	Wednesday	Junior priority Web registration for Spring 2009
6	Thursday	Sophomore priority Web registration for Spring 2009
7	Friday	Freshman priority Web registration for Spring 2009 Wednesday EVENING and MBA/MPA DAY classes meet to make up for Thanksgiving Day holiday
8	Saturday	MSF/MSFSB First Quarter second Saturday Session meets
10	Monday	Non-degree priority Web registration for Spring 2009
11	Tuesday	Veterans Day holiday – University closed
14	Friday	Tuesday EVENING and MBA/MPA DAY classes meet to make up for Veterans Day holiday
21	Friday	Thursday EVENING and MBA/MPA DAY classes meet to make up for Thanksgiving Day holiday
26	Wednesday	Dean College closed. Suffolk University courses on the Dean campus will not be held
26–30	Wed–Sun	Thanksgiving Recess begins at 1:00 p.m. Wednesday, November 26 through Sunday, November 30
29	Saturday	No Executive MBA classes
30	Sunday	Residence halls open at 10:00 a.m. Last day to register for Spring 2009 without payment

December

1	Monday	Spring 2009 Undergraduate application deadline Fall 2009 Psychology Ph.D. application due
4	Thursday	Last day for DAY and EVENING classes Last day for Online MBA programs
5	Friday	Reading Day (except NESAD/SU) Snow make-up day for EVENING and MBA/MPA DAY classes (if needed)
6	Saturday	Last day of Fall Undergraduate Saturday classes Last NESAD/SU Fall Saturday classes Executive MBA Fall term ends
7–12	Sun–Fri	Executive MBA Leadership Seminar
8–13	Mon–Sat	Final Exams Week and NESAD Portfolio Week
11	Thursday	MSF/MSFSB First Quarter last day of classes
13	Saturday	Residence halls close for Winter Break at 10:00 a.m.
13–27	Sat–Sat	No Executive MBA classes
15	Monday	Spring 2009 tuition due
15–Jan. 11	Mon–Sun	Winter Break
17	Wednesday	Deadline for submission of Fall grades to Registrar

Spring 2009 January

6	Tuesday	MSF/MSFSB Second Quarter begins
8	Thursday	Walk-in Registration new Graduate, new part-time Undergraduate, and returning students Executive MBA new student orientation MBA Online new student orientation (NSO)
10	Saturday	Executive MBA Spring term convenes
11	Sunday	Residence halls open at 10:00 a.m.
12	Monday	Spring DAY and EVENING classes convene Online MBA programs convene MBA and Undergraduate courses on the Dean campus convene
13	Tuesday	MSF/MSFSB Second Quarter 50% tuition liability begins
18	Sunday	Last day to register and change courses online
19	Monday	Martin Luther King holiday – University closed
23	Friday	Monday EVENING and MBA/MPA DAY classes meet to make up for Martin Luther King Day holiday
24	Saturday	MSF/MSFSB First Quarter Saturday Session meets
26	Monday	Last day for course changes and late registration Last day to drop Spring 2009 classes without financial liability
27	Tuesday	50% tuition liability begins for Spring
28	Wednesday	MSF/MSFSB Second Quarter 100% tuition liability begins

February

1	Sunday	Last day to apply for May graduation Deadline for Ph.D. Economics applications for Fall 2009
3	Tuesday	Tuesday EVENING and MBA/MPA DAY classes cancelled Monday EVENING and MBA/MPA DAY classes meet to make up for Presidents' Day holiday 75% tuition liability begins for Spring
6	Friday	Tuesday EVENING and MBA/MPA DAY classes meet to make up for Presidents' Day holiday
7	Saturday	MSF/MSFSB Second Quarter second Saturday Session
10	Tuesday	Last day to drop a course without a grade of "W"
11	Wednesday	100% tuition liability for Spring
11-13	Wed-Fri	Executive MBA Management Seminar
16	Monday	Presidents' Day holiday – University closed
28	Saturday	MSF/MSFSB Second Quarter third Saturday session

March

1	Sunday	Financial Aid application deadline for Fall Undergraduates
4	Wednesday	Wednesday EVENING and MBA/MPA DAY classes cancelled Monday EVENING and MBA/MPA DAY classes meet to make up for Patriot's Day holiday
6	Friday	Wednesday EVENING and MBA/MPA DAY classes meet to make up for Patriot's Day Holiday
9-14	Mon-Fri	No Undergraduate courses on the Dean campus; Dean College Spring Break
12	Thursday	MSF/MSFSB last day of Second Quarter classes
14	Saturday	Residence halls close at 10:00 a.m.
15	Sunday	Spring 2009 deferred tuition due
16	Monday	Deadline for Graduate applications for Fall 2009 (for those seeking financial aid)
16-22	Mon-Sun	Spring Break Spring Break for MBA and Undergraduate Suffolk courses on the Dean campus
17	Tuesday	Evacuation Day holiday
21	Saturday	No Executive MBA classes
22	Sunday	Residence halls open at 10:00 a.m.
24	Tuesday	MSF/MSFSB Third Quarter classes convene
27	Friday	Last day to withdraw from Spring courses without penalty of a "F" grade
30	Monday	Graduate student priority Web registration for Summer and Fall 2009
31	Tuesday	MSF/MSFSB last day for 50% tuition liability begins Senior priority Web registration for Summer and Fall 2009

April

1	Wednesday	Junior priority Web registration for Summer and Fall 2009 Financial Aid deadline for Fall Graduate students Deadline to apply for Graduate Programs for Summer 2009
2	Thursday	Sophomore priority Web registration for Summer and Fall 2009
3	Friday	Freshman priority Web registration for Summer and Fall 2009 First snow day make-up day
6	Monday	Non-Degree priority Web registration for Summer and Fall 2009
14	Tuesday	MSF/MSFSB Third Quarter 100% tuition liability begins
18	Saturday	Executive MBA Spring term ends
20	Monday	Patriot's Day holiday – University closed
23	Thursday	Last DAY and EVENING classes for the Spring Last day Online MBA classes Last day for MBA courses on the Dean campus
24	Friday	Reading Day (except NESAD/SU) Second snow make-up day for EVENING and MBA/MPA DAY classes (if needed)
25	Saturday	No Executive MBA classes MSF/MSFSB Third Quarter first Saturday Session Last NESAD/SU Spring Saturday classes
26-May 1	Sun-Fri	Executive MBA Leadership Seminar
27-May 2	Mon-Sat	Final Examinations and NESAD Portfolio Week Final Examinations for MBA courses on the Dean campus
	May	
1	Friday	Last day for Spring classes for Undergraduate courses on the Dean campus
2	Saturday	Residence halls close at 12:00 noon
4-9	Mon-Sat	Final Examinations for Undergraduate courses on the Dean campus
5	Tuesday	Tuition due for Summer I
6	Wednesday	Deadline for submission of Spring grades to Registrar
9	Saturday	MSF/MSFSB Third Quarter second Saturday Session meets Executive MBA Summer Term convenes
11	Monday	Deadline for submission of grades to Suffolk Registrar for Undergraduate courses on the Dean campus
14	Thursday	MBA Online new student orientation (NSO)
16	Saturday	Commencement Day Graduate students
17	Sunday	Commencement Day Undergraduate students
18	Monday	Summer Session I classes convene (except NESAD/SU) First day Online MBA Summer Session
25	Monday	Memorial Day holiday – University closed

University Calendar

June			August		
7–11	Sun–Thurs	Executive MBA Washington Campus Seminar			100% tuition liability begins
8	Monday	NESAD/SU Summer Session classes convene	1	Saturday	Tuition for Fall due date
15	Monday	Deadline for Graduate applications for Fall 2009	13	Thursday	Last day of NESAD/SU Summer Session
26	Friday	Summer Session I DAY classes end (including finals) (except NESAD/SU)	14	Friday	Summer Session II DAY classes end (including finals)
30	Tuesday	Undergraduate admission application deadline for transfer students	21	Friday	Summer Session II EVENING classes end (including finals)
July			22	Saturday	MSF/MSFSB second Saturday Session meets
3	Friday	Summer Session I EVENING classes end (including finals)	27	Thursday	Executive MBA Summer Term ends
4	Saturday	Independence Day holiday – University closed	29	Saturday	New Graduate and part-time EVENING student registration for Fall
7	Tuesday	Summer Session II classes convene (except NESAD/SU)			No Executive MBA classes
		MSF/MSFSB Fourth Quarter convenes			
8	Wednesday	Summer I grades due			
		No Executive MBA classes			
14	Tuesday	MSF/MSFSB last day for 50% tuition liability begins			
25	Saturday	MSF/MSFSB Fourth Quarter first Saturday Session meets			
		Last day MBA Online Summer program (Online Summer Session run for 10 weeks)			
28	Tuesday	MSF/MSFSB Fourth Quarter			

At-A-Glance Fall 2009

MBA Online new student orientation (NSO)	September 3
Residence halls open for NEW students	September 6
Labor Day holiday – University closed	September 7
Residence halls open for RETURNING students	
CONVOCAATION	September 8
Welcome Back orientation for all NEW students	
Fall 2009 EVENING classes convene	
Fall 2009 DAY classes convene	September 9
Executive MBA orientation	September 10
Executive MBA Fall Semester convenes	September 12
MSF Fourth Quarter ends	September 17
Executive MBA Washington Campus Seminar	October 11–15
Columbus Day holiday – University closed	October 12
Executive MBA Management Seminar	October 14–16
Veterans Day holiday – University closed	November 11
Undergraduate admission Open House	November 15
Thanksgiving Recess begins at 1:00 p.m. on Wednesday, Nov. 25 through Sunday, Nov. 29	Nov. 25–Nov. 29
No Executive MBA classes	November 28
Undergraduate admission application deadline Spring Semester	November 30
Executive MBA Program International Seminar	December 5–12
Executive MBA Program International Seminar	December 6–11
Last day of Fall 2009 classes	December 10
Reading Day	December 11
Snow make-up day for EVENING and MBA/MPA DAY classes (if needed)	
Executive MBA Program Experiential Presentations and Graduation mugging	December 12
Final Exams and NESAD Portfolio Week	December 14–19
Fall 2009 grades due to Registrar	December 23

At-A-Glance Spring 2010

Executive MBA new student orientation	January 7
Executive MBA Spring Semester convenes	January 9
Martin Luther King Day holiday – University closed	January 18
Spring 2010 classes convene	January 19
Executive MBA Program Washington Campus Seminar	February 7–11
Executive MBA Program Management Seminar	February 10–12
Presidents' Day holiday – University closed	February 15
Undergraduate admission application deadline for freshmen	March 1
Spring Break	March 14–21
Evacuation Day holiday – University closed	March 17
No Executive MBA classes	March 20
Patriot's Day holiday – University closed	April 19
Executive MBA Program Leadership Seminar	April 25–30
Last day of Spring 2010 classes	April 29
Reading Day	April 30
Second snow make-up day for EVENING and MBA/MPA DAY classes (if needed)	
Final Exams and NESAD Portfolio Week	May 3–8
Spring 2009 grades due to Registrar	May 12
Summer I starts	May 17
Undergraduate Commencement ceremony	May 23
Summer I ends	July 2
Summer II starts	July 5
Summer II ends	August 20

At-A-Glance Fall 2010

Labor Day holiday – University closed	September 6
Fall 2010 EVENING classes convene	September 7
Fall 2010 DAY classes convene	September 8
Executive MBA new student orientation	September 9
Executive MBA Fall Semester convenes	September 11
Last day of Fall 2010 classes	December 9
Reading Day	December 10
Snow make-up day for EVENING and MBA/MPA DAY classes (if needed)	
Final Exams and NESAD Portfolio Week	December 13–18
Fall 2010 grades due to Registrar	December 22

At-A-Glance Spring 2011

Executive MBA new student orientation	January 6
Executive MBA Spring Session begins	January 8
Spring 2011 classes convene	January 18
Spring Break	March 13–20
Last day of Spring 2011 classes	April 28
Reading Day	April 29
Snow make-up day for EVENING and MBA/MPA DAY classes (if needed)	
Final Exams and NESAD Portfolio Week	May 2–7
Residence halls close at 12:00 noon	May 7
Spring 2011 grades due to Registrar	May 11
Undergraduate Commencement ceremony	May 22

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