

The Heller School for Social Policy and Management

Courses of Study:
 Master of Arts
 Master of Business Administration
 Master of Public Policy
 Master of Science
 Doctor of Philosophy

History and Organization

Founded in 1959 as the university's first professional school, the Heller School for Social Policy and Management is committed to developing new knowledge in the fields of social policy, human service management, and international development. The fundamental mission of the school—knowledge advancing social justice—is realized through the knowledge that is created, the education that Heller students receive, and the accomplishments of Heller alumni.

The Heller School continues to keep the concepts of social justice and human health and well-being in the forefront of the public conscience. The school and its nationally renowned research institutes and centers have pioneered in a variety of policy areas, including:

- Aging
- Behavioral Health
- Children, Youth, and Families
- Health
- Hunger and Poverty
- International and Community Development
- International Health
- Social Policy
- Substance Abuse
- Work and Inequality

The Heller School continues to be ranked among the top three U.S. graduate schools of social policy by *U.S. News & World Report* magazine. The Heller School offers the PhD in social policy, the MBA, the MA in sustainable international development, the MS in international health policy and management, and the MPP in social policy. The Heller School offers dual and joint degree options with sociology, women's and gender studies, and the Hornstein Jewish Professional Leadership Program.

The Heller School provides its master's and doctoral students with solid training in research or management and a broad grounding in social policy. All students benefit from the resources and expertise of the Heller School's social policy research institutes:

- The Schneider Institutes (Institute on Healthcare Systems and Institute for Behavioral Health)
- Institute on Assets and Social Policy
- Institute for Child, Youth, and Family Policy
- Center for International Development

Objectives

Heller's five degree programs are designed explicitly to bridge the gap between theory and practice. Students are engaged actively in examining policies and programs that respond to the changing needs of vulnerable individuals and social groups in contemporary societies, be they vulnerable as a result of economic hardship, illness, disability, age (young or old), or discrimination based on race, ethnicity, gender, or sexual orientation. These core values are reflected in Heller's deep commitment to beneficial social change, a respect for public service, and an investment in the development of public- and private-sector policies and practices that enhance health and human development.

Heller's doctoral program in social policy (PhD) educates students for careers in research, teaching, administration, and policy analysis. The Heller MBA program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. Heller's master of arts program in sustainable international development (MA) imparts the knowledge and skills necessary to design and manage local, regional, national, or international development; and the master of science in international health policy and management (MS) trains young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. The master of public policy in social policy (MPP) trains young and mid-career professionals for roles as policy analysts, researchers, advocates, and evaluators in public and private organizations. All Heller students are committed to bettering human welfare, particularly for those who are vulnerable and who lack the capacity or resources to secure their own well-being.

Degree Programs

The Doctor of Philosophy Program in Social Policy

Heller's doctoral program educates students for careers in research, teaching, administration, and policy analysis. Students are immersed in an integrated curriculum that focuses on intensive scholarly preparation in general and on specialized social policy areas in order to apply knowledge to real-world problems. Students graduate with honed research skills and a strong working knowledge of various social science disciplines. The Heller School offers a joint PhD program with the Department of Sociology, and a joint PhD/MA in social policy & women's and gender studies.

The Heller MBA

The Heller MBA program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. It offers all the basic management disciplines of any MBA program, providing the technical foundation but integrating the distinctive issues that arise in managing for a social mission. Students are trained as the next generation of leaders and decision makers who will know how to find resources, use them effectively, and deliver on a social good. Heller management education rigorously blends financial, technical, and social considerations. It places management in the context of social policy, drawing on the Heller School's powerful social policy resources. This combination makes the Heller MBA unique when compared to traditional programs in management, public administration, health administration, social work, and public health. The Heller School offers a dual MBA/MA with the Hornstein Jewish Professional Leadership Program.

The Master of Arts in Sustainable International Development

Heller's MA program in sustainable international development (SID) imparts the knowledge and skills necessary to design and manage local, regional, national, or international development. Students in the SID program examine models of development, considering whether they are effective, whether they reduce poverty and inequality, and whether they raise the quality of life. Students consider the state of world development, probe issues that affect future generations, and broaden the skills necessary to plan, negotiate, implement, monitor, and evaluate development programs. Students enjoy a year in residence studying with senior

Admission

researchers and field-level development practitioners, as well as a second-year field project, internship, or advanced study applying and evaluating methods and models of development. A one-year accelerated track is available for those who have at least five years of midlevel management experience in the development field.

The Master of Science in International Health Policy and Management

The one-year MS degree combines the planning, management, and health policy expertise found at Heller in an international context, training young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. Graduates accomplish this by pursuing careers in health policy, and planning and policy implementation in government health ministries and planning agencies, multilateral and bilateral development agencies, and in NGOs.

The Master of Public Policy in Social Policy

The Heller MPP in social policy prepares students for policy roles within community agencies, state and federal government, and think tanks. Heller's high standards for rigorous and unbiased analysis are important assets to students headed for careers that will use their skills in advocacy, policy research, policy implementation, and community work. The MPP program provides students with the skills necessary to design, implement, reform, analyze, and promote innovative solutions to society's most critical problems. The MPP is a two-year degree program that follows the traditional academic year from late August to May.

How to Apply to the Heller School for Social Policy and Management

Application materials and detailed procedures for each degree program may be obtained by contacting the Heller School Office of Admissions, Brandeis University, MS 035, PO Box 549110, Waltham, MA 02454-9110 and may also be found on the Web site or by contacting the Office of Admissions at 781-736-3820 or HellerAdmissions@brandeis.edu. All applications should demonstrate a commitment to addressing some of the world's most pressing social issues as well as a readiness to take on graduate-level studies.

Application deadline for the PhD program in social policy is the first business day following January 1. Applications to the MBA, MA, MS, and MPP programs are reviewed on a rolling basis, and applications are accepted each year until the incoming class is full.

Test Scores and Deadlines

The PhD Program

Applicants to the PhD program in social policy must submit application materials by the first business day following January 1 for a fall start (late August). The application process and requirements for full-time and part-time applicants are the same. All applicants must submit a completed and signed application form with fee, statement of purpose, writing sample, transcripts, test scores, letters of recommendation, and resumé.

Applicants to the PhD program in social policy must submit test results of the Graduate Record Examination (GRE). The test must be taken within five years of the application and must be submitted directly to the Heller School from ETS using the ETS Institutional Code: 3097. Although the application process is very competitive, the Heller School does not cite minimum score requirements, as test results are evaluated in conjunction with an applicant's educational background and professional experience. Further information on the GRE can be obtained at www.gre.org.

International applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred. Further information about these tests can be found at www.toefl.org and www.ielts.org.

The Heller MBA Program

The Heller MBA program accepts applications to its sixteen-month, full-time option on a rolling basis and reviews an applicant's file as it becomes complete. The full-time program begins each year in late August. Applicants to the Heller MBA part-time option are required to complete their files at least one month prior to the official start date of the desired entry semester. Application requirements and procedures for the full- and part-time options are the same. All applicants must submit the completed and signed application form and fee, statement of purpose, management problem analysis, transcripts, test scores, letters of recommendation, and professional resumé/CV.

Applicants to the MBA program must submit official test scores from the Graduate Management Admissions Test (GMAT). The test must be taken within five years of the application and must be submitted directly to the Heller School from ETS using our ETS institutional code: 3097. Although the application process is very competitive, the Heller School does not cite minimum score requirements, as test results are evaluated in conjunction with an applicant's educational background and professional experience. Further information on the GMAT can be obtained at www.gmat.org/gmac.

International applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred. Further information about these tests can be found at www.toefl.org and www.ielts.org.

The MA/Sustainable International Development Program

The MA program accepts applications on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in the fall, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed and signed application form and fee (the application fee is waived for applicants from developing countries and alumni of volunteer service organizations such as the Peace Corps), statement of purpose, transcripts, test scores (if applicable), letters of recommendation, and professional resumé/CV. A problem statement is required for applicants to the MA one-year, accelerated-track option.

Academic Regulations

Standardized test scores are not required of applicants to the MA program, although international applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred, but the test requirement may be waived if an approved alternate confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at www.toefl.org and www.ielts.org.

The MS/International Health Policy and Management Program

The MS program accepts applications on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in the fall*, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed and signed application form and fee (the application fee is waived for applicants from developing countries and alumni of volunteer service organizations such as the Peace Corps), statement of purpose, transcripts, test scores (if applicable), letters of recommendation, and professional resumé/CV.

Standardized test scores are not required of applicants to the MS program, although international applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred, but the test requirement may be waived if an approved alternate confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at www.toefl.org or www.ielts.org.

*Please note that students without a strong background in economics and statistics may be required as part of their admission to complete a summer enrichment course that begins in mid-July of each year.

The MPP Program

The MPP program accepts applications to its two-year degree program on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in late August, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed application form and fee, statement of purpose, transcripts, test scores, letters of recommendation, and professional resumé/CV.

Applicants to the MPP program must submit test results of the Graduate Record Examination (GRE). The test must be taken within five years of the application and must be submitted directly to the Heller School from ETS using the ETS Institutional Code: 3097. Although the application process is very competitive, the Heller School does not cite minimum score requirements, as test results are evaluated in conjunction with an applicant's educational background and professional experience. Further information on the GRE can be obtained at www.gre.org.

International applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred. Further information about these tests can be found at www.toefl.org and www.ielts.org.

For complete information about academic regulations governing the Heller School's PhD, MBA, MS, MA, and MPP programs, refer to the *Academic Policies and Procedures* documents for each degree, available from the Heller School Office of Student Records.

Academic Standing

The Heller School reviews students' academic progress annually. Satisfactory academic progress in a program is essential to maintain one's eligibility for funding. Superior performance at Brandeis University is essential. Academic insufficiency or failure to make suitable progress toward the degree may result in withdrawal.

Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the university. Registration requires enrollment in a course—whether a regular course, independent research, or a status course for post-resident and continuation students.

Students work closely with their advisors in planning their program of study. All students file an Individualized Learning Plan (ILP) with the Heller School Office of Student Records. At the end of the registration period for each term (see *Academic Calendar* for specific date), no additional courses may be added to a student's schedule and enrollment is considered to be final, unless a student formally drops a course prior to the drop deadline.

Auditing Courses

The privilege of auditing courses without paying a fee is extended to all regularly enrolled full-time graduate students. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course. To audit a course the written permission of the instructor must be obtained on an add/drop form and returned to the Heller School Office of Student Records by the deadline established in the *Academic Calendar*.

Change of Program

Students are allowed to drop courses after the end of the online registration period. To do so, an add/drop form is obtained from and returned to the Heller School Office of Student Records. Courses must be dropped by the deadline established in the *Academic Calendar*.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses for master's degree-level students. Doctoral students receive "satisfactory" or "unsatisfactory."

Any letter grade below B- is considered unsatisfactory. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Students will need to work out with their programs how an unsatisfactory mark in a required course will be handled.

Incompletes

A student who has not completed the research or written work for any course may receive an EI (incomplete) or a failing grade at the discretion of the course instructor. A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the date published in the *Academic Calendar* for the term. Students are required to submit work to faculty in a timely manner to ensure completion of courses.

When failure to take a final examination has resulted in an EI, resolution of that EI to a letter grade must occur within six weeks of the beginning of the next term. An EI that is not resolved within the stated time limits will automatically become a permanent incomplete (I). A student may petition the associate dean for graduate education for a change in a permanent incomplete, provided the petition is signed by the instructor of the course and the program chair. All grade changes are subject to the approval of the University Registrar.

Academic Residency Requirements

PhD Program

Full-time students have a two-year residency period and must finish all requirements for the degree in ten years. Part-time students have a three-year residency period and have twelve years to finish all degree requirements. Students in the joint doctoral program in social policy and sociology have a three-year residency period and must finish all requirements for the degree in ten years.

MBA Program

Full-time students have a sixteen-month residency period. Part-time students are expected to enroll in two courses per semester. Full-time and part-time students must complete all degree requirements within six years. Students in the dual MBA/MA in Jewish professional leadership have a twenty-seven-month residency period.

MA Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

MS Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

MPP Program

Students have a two-year residency requirement and must complete all degree requirements within five years.

Full-Time Resident Students

A full-time graduate student is one who devotes his/her entire time, during the course of the academic year, to a program of graduate work at Brandeis University.

A full-time program may include a combination of teaching and research assistance and other work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations; supervised reading and research; PhD dissertations; and regular course work.

A full-time resident student must take a minimum of twelve credits per term unless otherwise approved by his or her program director. An accelerated program of study or payment of more than the full-time tuition rate in any single academic year may not satisfy the minimum residence requirement for any degree.

Part-Time Resident Students

A part-time graduate student is one who devotes less than the entire time to a program of graduate work at Brandeis. Part-time students are expected to enroll in two courses per term unless otherwise approved by their program director. Part-time students must register as continuation status in any semester in which they are not enrolled in courses.

Students receiving financial aid from the university who wish to change their status from full-time to part-time residency must request permission to do so from their program director and file their change of status with the office of admissions and financial aid with an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and university facilities while completing degree requirements is a post-resident student. Post-resident students must enroll in a status course (CONT 500) as they are considered to be full-time students.

Continuation Students

A doctoral student who has completed all degree requirements (including the dissertation proposal hearing) except the dissertation is eligible for continuation status. A student in this category must enroll in a status course (CONT 500) as they are considered to be full-time students. Full-time continuation students are eligible for university health insurance, borrowing privileges in the library, a computer account, use of gym facilities, and purchase of a parking sticker.

A student must be registered and enrolled in the term(s) in which the dissertation is defended and submitted to the Heller School Office of Student Records.

MA students are considered full-time continuation students during their second year when engaged in their field projects.

Fees and Expenses

Special Students

Properly qualified applicants who wish to take courses without matriculating into a degree program may be admitted. Special students are not eligible for university loans, scholarships, fellowships, or teaching or research assistantships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. No more than two courses taken for credit may be transferable if the student is admitted to one of the Heller School's degree programs.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the student's program director. Leaves of absence up to one year will normally be granted to students. Leaves of absence beyond one year are extended only for medical reasons. Any student wishing to extend the leave of absence must submit a written request with medical documentation before the leave expires. If there are outstanding incompletes when a student begins a leave, the student will not be allowed to reregister until the missing work has been completed.

Withdrawal

A student who wishes to withdraw voluntarily from the Heller School during a semester must do so in writing to the program director and must file his or her request with the Office of Student Records **before** the last day of instruction of the semester. Failure to notify in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the "Fees and Expenses" section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the university or has not made financial arrangements satisfactory to the Office of Student Financial Services. When a student withdraws during or at the end of a semester, course enrollments are not expunged from his/her record, rather a grade of W ("dropped") is entered for each course.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were

withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

Readmission

A student who has not been enrolled in the Heller School for more than one year and who did not obtain a leave of absence should file an application for readmission and will be charged the readmission fee. The student's program will determine in each case whether a student should be readmitted. If the program's requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the program may require the student to repeat or supplement previous academic requirements including qualifying exams. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University, or Tufts University. The Heller School has cross-registration agreements with the Massachusetts Institute of Technology, University of Massachusetts, Boston, and Bentley College School of Business Administration. Information on courses for cross-registration at each of the host institutions is available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course. To enroll in a graduate course at one of the host institutions, a student should obtain a cross-registration petition from the Heller School Office of Student Records, and should present this petition to the registrar's office of the host institution. The completed petition should be returned to the Heller School Office of Student Records prior to the deadline established in the *Academic Calendar*.

Due to differences in academic calendars among the colleges in the consortium, it is not advisable for degree candidates to enroll in a cross-registered course in their final semester.

Tuition and Fees

The following tuition and fees are in effect for the 2007–08 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees.

Payment of tuition and other fees is due on August 10, 2007, for the fall semester and January 4, 2008, for the spring semester. A student who has not paid such fees by the day of registration will be refused the privilege of registration. A late fee will be assessed to all student accounts with outstanding balances after the stated due date. The amount of the late fee will be \$100, or 2 percent of the outstanding balance, whichever is greater.

Application fee: \$55

Payable by all applicants for admission at the time the application for admission is submitted.

Program fee (MA/SID only): \$650

Payable by all MA students in their second year.

Tuition

PhD Program

Full-time: \$34,566 per year
Post-resident: \$2,160 per year
Continuation: \$1,080 per year
Part-time: \$3,200 per course

MBA Program

Full-time: \$17,283 per semester (four consecutive semesters program)
Part-time: \$3,200 per course

MA/SID Program

\$34,566 for first year
\$1,080 continuation fee for second year

MS Program

\$34,566 per year

MPP Program

\$34,566 per year

Technology Fee: \$208 per year

Returned Check Fee: \$25 per incident

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

Transcript Fee: \$5

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to twenty official transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose university financial records are in order.

Orientation Fee: \$40 per year**Graduate Activity Fee: \$36 per year****Student Health Services Fee: \$564 per year (optional)**

Entitles the full-time graduate student to use of Health Services.

Student Health Insurance Plan (single coverage): \$1,673 per year (estimated)

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the Student Health Insurance Plan through the university. The fee is payable prior to registration and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from Health Services.

Parking Fee: \$35–150 per year

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

Late Fee: \$100, or 2 percent of the outstanding balance, whichever is greater

A student who defaults in the payment of indebtedness to the university shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the university may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree, certificate, or diploma candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the university may not be reinstated until such indebtedness is paid in full.

Final Doctoral Fee: \$235

This fee covers all costs for the year in which the PhD degree will be conferred, including the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation in digital format at the Library of Congress; three xerographic softbound copies (for the chair, department, and Library); and a microfilm for the Brandeis Library. The final doctoral fee also covers the cost of the diploma.

Note: All candidates for the PhD degree must file their application for degree and pay the \$235 final doctoral fee at the office of student records and enrollment.

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify the Heller School's senior administrative officer in writing; refunds will be based on the date of notification and calculated in accordance with the following:

1. Tuition**Withdrawal**

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Office of Student Financial Services.

2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and no refund thereafter.

3. Stafford Loans

In compliance with federal law, special refund arrangements apply to students receiving aid under Title IV. Contact the Heller School assistant dean for admissions and financial aid for additional information.

Refund Policy for Dropped Courses

A student who drops courses on the per-course tuition-charge basis is allowed a refund following this schedule:

1. Full semester-long courses

Before the opening day of instruction through the last day of the registration period (see the *Academic Calendar*): 100% of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50% of the dropped course's tuition fee.

After the fifth Friday following the opening day of instruction: no refund.

2. Module courses

On or before the second Friday of module instruction (see the *Academic Calendar*): 100% of the dropped course's tuition fee.

After the second Friday of module instruction: no refund.

Housing

Ten-month living expenses in the Waltham area for a single individual on an economical budget are estimated to range from \$9,000 to \$16,500. Limited housing is available in the university's graduate residence halls. Costs for on-campus housing range from approximately \$3,150 to \$3,675 per semester for a single person. Graduate housing may include kitchen facilities, but students may also purchase university meal plans.

Financial Aid

The Heller School attempts to assist as many students as possible in securing financial aid, although it is expected that candidates for admission will explore a variety of outside funding sources, such as private scholarships, state scholarships, and G.I. Bill benefits. The Heller School offers scholarships and fellowships that are awarded on the basis of financial need and

academic merit. These grants rarely cover the full cost of study plus living expenses, but, in combination with Stafford Loans, make up the typical aid package. Part-time students are not eligible to receive scholarships or fellowships from the Heller School.

For more information about fellowships, scholarships, and loans for all of our degree programs, visit the Heller School's Web site at www.heller.brandeis.edu, or contact the Office of Admissions.

Faculty

See the school's Web site at www.heller.brandeis.edu for a full faculty listing.

Requirements for the Degree of Master of Arts in Sustainable International Development

Program of Study

Students must successfully complete eight full-semester or equivalent module courses during the year in residence and a master's project in the second year. During spring semester, students work with a primary advisor to plan a second-year master's project that can be an internship at a development organization, field-based project, or advanced study at Brandeis. In the second year, students must complete a master's paper under the supervision of a Brandeis advisor. All students return to campus at the end of the second year to share the results of their master's projects at a capstone week.

The one-year accelerated track MA in sustainable international development exempts a select group of advanced development practitioners from the second-year internship while raising the academic requirements for them during their year-in-residence. Accelerated-track students enter with all other incoming students in late August and fulfill all course requirements for the existing program over the fall and spring semesters. Students pursuing the accelerated track are required to write a master's paper during the year in residence that applies development theory and skills to solving a real development problem recently encountered in their own work. Students will propose the topic as part of their application to the program.

Residence Requirement

One year in residence as a full-time student.

Master's Project

The master's paper is required for the granting of the degree.

Requirements for the Degree of Master of Business Administration

Program of Study

The Heller MBA requires 68 credits over sixteen months in residence including 50 credits in the core curriculum, 12 credits in a chosen policy concentration, and 6 additional elective credits. Policy concentrations include: social policy and management; health-care policy and management; child, youth and family policy and management; aging policy and management; and sustainable development.

Residence Requirement

Students must be in residence for a minimum of sixteen months. Full-time students begin in the fall semester, continue through the spring, take a full course load in the summer, and finish at the end of the following fall.

Team Consulting Project

The Heller MBA culminates in the team consulting project: a real-world, practical experience where students have the opportunity to apply the analytical and problem-solving skills they have developed at Heller to an organization pursuing a social mission. Working under the supervision of a faculty advisor, students work in teams of three to five, providing management consulting services to a variety of organizations and agencies over a four-month period. By working with real organizations that are facing human resource, operational, financial, strategic, and other management challenges, students are better prepared to function as successful professionals after graduation.

Requirements for the Dual Degree of Master of Arts/ Master of Business Administration (Hornstein-Heller School for Social Policy and Management MA/MBA Program)

Program of Study

This program prepares professional leaders with the full complement of business and nonprofit skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends the Heller School's management curriculum with the Hornstein program's integrated approach to Jewish leadership training. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish professional leadership from the Hornstein program and an MBA from the Heller School for Social Policy and Management.

The dual degree requires 80 course credits, usually completed in five semesters, including the summer between years one and two. Roughly half of these courses are in Heller and half in Hornstein. In addition students are required to successfully complete a supervised field experience and a team consulting project.

Admission

Students applying to this program must demonstrate professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit a single application to the Graduate School of Arts and Sciences.

Supervised Field Experience

Supervised fieldwork forms part of the Hornstein program. It is designed to immerse students in best professional practices within the Jewish community and help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–130 hours of experience managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

An examination of contemporary issues in Israeli society and its relationship with diaspora communities.

Residence Requirement

The residence requirement is five semesters of full-time study or the equivalent thereof in part-time study.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to one year of college training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language in their first year and, if necessary, during the summer after the first year. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute and is highly recommended.

Cocurricular Requirements

Hornstein Leadership Colloquium

Meeting regularly throughout the year, this required colloquium brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership, and pose “real-life” scenarios from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

Starr Colloquium

Students spend three days in New York City visiting the national offices of major Jewish organizations to explore aspects of the communal agenda with agency executives.

Milender Seminar in Jewish Communal Leadership

Students participate in a three-day seminar about Jewish leadership with an outstanding leader of the Jewish communal world.

Requirements for the Degree of Master of Science in International Health Policy and Management

Program of Study

Students must successfully complete ten full-semester or equivalent module courses. Students may decide to focus on either a policy track or a management track. Students must also take workshops during the winter break that include short two- to three-day sessions to build personal competencies useful to management, including self-analysis of management style, interpersonal communications, and exercises in delegating tasks or in mediating conflict. Participatory skill-building workshops complement classroom learning about health management and human resource management. The Master of Science culminates in a capstone seminar in which students focus on a particular issue and apply the analytical and managerial skills that they are developing to a specific problem.

Residence Requirement

One year in residence as a full-time student.

Requirements for the Degree of Master of Public Policy in Social Policy

Program of Study

Students must successfully complete sixteen courses. The core curriculum fits into three categories: concepts, methods, and tools. Nine courses are required, including an introductory policy foundations course. A minimum of three courses is required in a student’s chosen concentration, allowing for four electives. Concentrations include: health; behavioral health; children, youth, and families; poverty alleviation and development; aging; and general human services. A final master’s thesis with optional field research is also required.

Residence Requirement

Two years in residence as a full-time student.

Master’s Thesis

In addition to course work, students will complete a thesis with the guidance of faculty and senior research advisors in the various concentrations, working closely with the Heller School’s research institutes and centers.

Requirements for the Degree of Doctor of Philosophy in Social Policy

Program of Study

Students entering the PhD program in social policy must complete a total of fifteen courses as approved by the program director. Successful completion of a dissertation seminar related to one’s area of concentration is also required. Students may specialize in health and behavioral health; children, youth, and families; or assets and inequalities.

Residence Requirement

The minimum residence for the PhD is two years.

Qualifying Paper

Upon completion of course work, each student must complete an integrative comprehensive paper. This paper is usually administered at the end of the student’s fourth semester.

Language Requirement

There is no foreign language requirement for the PhD degree.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive paper is completed. The dissertation committee consists of four members—at least two members from the Heller faculty and at least one member from outside of the Heller School or outside the university. Students may elect to write the dissertation in either a three-paper academic-journal format or the monograph format. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

The PhD in Social Policy and Sociology is a joint degree of the Department of Sociology and the Heller School for Social Policy and Management. This option is available to students only after completion of at least one year of graduate study at the Heller School or in the sociology department's PhD program. If the student is accepted by the complementary department (admission is not guaranteed), the following procedures apply.

Program of Study

Students entering the joint PhD program in social policy and sociology are expected to complete a total of eighteen courses. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within the Heller School and at least one of these courses must be on research methodology (e.g., HS 401b Research Methods). In addition, in their first year, students are required to participate in a yearlong, noncredit proseminar in the sociology department that introduces the program's faculty and their research interests. Students are also required to take a noncredit dissertation seminar at the Heller School for two semesters.

Students are assigned advisors from the sociology department and from the Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

Residence Requirement

The minimum residence for the joint PhD degree is three years.

Language Requirement

There is no foreign language requirement for the joint PhD degree.

Qualifying Examinations

Each student must complete a comprehensive paper as required in the Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the Graduate Accreditation Committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and the Heller School and one outside member. The joint PhD dissertation may be accepted by the sociology department and the Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

Special Notes Relating to the Doctoral Program

Students enrolled in the PhD program in social policy may elect to pursue a joint master's degree in social policy & women's and gender studies with the program director's permission as well as the agreement of the women's and gender studies program. This degree option replaces a master's degree in social policy in the student's program and is generally entered prior to the award of a doctoral degree in social policy. The joint degree provides students an opportunity to mesh the Heller School's social policy research and analytical training with issues that affect women and gender. The joint MA is for a select group of students interested in pursuing an additional interdisciplinary perspective. Students in the program must be willing to do additional course work, take part in a proseminar, and write a master's paper.

Courses of Instruction

Listed on the following pages are graduate courses of instruction for the Heller School for Social Policy and Management. Courses meet for three hours a week unless otherwise specified.

Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs; students increase their chances of gaining enrollment in such courses by participating in pre-enrollment.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

Courses numbered 100-199 are for undergraduate and graduate students; and courses numbered 200 and above are primarily for graduate students. Undergraduates may not enroll in courses numbered 200 or higher without the written permission of the instructor.

Suffixes after course numbers have the following meanings:

| | |
|--------|---|
| A or B | Semester course |
| C | Semester course meeting throughout the year |
| D | Full-year course |
| E | Intensive course, two semester course credits in one semester |
| F | Half-semester course, half-course credit |
| G | Quarter-course credit |

A semester course carries one semester course credit (four semester-hour credits) while a year course carries two semester course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses do not count for rate of work and do not carry course credit toward graduation. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward graduation. All such courses are specifically identified in the course listing. Certain courses require a laboratory course taken concurrently.

A student may take either half of a full-year course with a D suffix for credit with the approval and consent of the course instructor on the appropriate form designated by the Office of the University Registrar. Students who enrolled in full-year courses in the fall term are continued in the spring term automatically.

The university reserves the right to make any changes in the offerings without prior notice.

Courses of Instruction

(100–199) For Both Undergraduate and Graduate Students

HS 104b American Health Care

[ss]

Examines and critically analyzes the United States health care system, emphasizing the major trends and issues that have led to the current sense of "crisis." In addition to providing a historical perspective, this course will establish a context for analyzing the current, varied approaches to health care reform. Usually offered every year.

Mr. Altman

HS 110a Wealth and Poverty

[ss]

Examines why the gap between richer and poorer citizens appears to be widening in the United States and elsewhere, what could be done to reverse this trend, and how the widening disparity affects major issues of public policy. Usually offered every year.

Mr. Shapiro

HS 120a Race and the Law

[ss]

This course may not be repeated for credit by students who have taken WMNS 120a in previous years.

Explores how race has been defined and used to uphold or undermine the principles espoused in the Constitution and other sources of the law in the United States. Issues discussed range from treatment of Native Americans at the nation's birth to the modern concept of affirmative action. One of our premises is that ideally the law represents the synthesis of the narratives of various elements of a society. Usually offered every year.

Ms. Hill

HS 124a Dilemmas of Long-Term Care

[ss]

Fifty million Americans have a disability. What kinds of help do they want? What are the responsibilities of families, friends, and communities to help? Current U.S. approaches to service delivery, financing, and organization are reviewed and alternatives considered. Usually offered every second year.

Mr. Leutz

(200 and above) Primarily for Graduate Students

HS 215f Corporate Finance

Prerequisites: HS 251f and HS 246f. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken HS 215b in previous years.

Introduces the modern theory of corporate finance and the institutional background of financial instruments and markets.

Considers ways to measure value. Explores alternative forms of financing and ways to analyze them. Considers the financing tools appropriate for for-profit and nonprofit organizations.

Mr. Friedman

HS 225a Fundraising and Development

Examines the critical role of fundraising and development in successful nonprofit organizations. Students learn to analyze, plan, and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. Explores management and leadership issues associated with the rapidly changing field of development and philanthropy.

Mr. Whalen

HS 229f Health Financing in Developing Countries

Meets for one-half semester and yields half-course credit.

Examines the mobilization of resources for the health system as a whole and the funding of individual providers for health services in developing countries. Provides the tools for examining broad reforms as well as refinements of individual components of the health-care system.
Mr. Shepard

HS 233a Managing Policy and Practice Change in Health Services

Begins with definitions of policy and how policy is made from both theoretical and practical perspectives. Examines several frameworks for analyzing policy implementation and for planning implementation strategies. Several sessions will focus on the management skills and tools useful to planning and managing the implementation of policy change. Students will have the opportunity to bring conceptual knowledge and skills together in analysis of several case studies.
Ms. Holcombe

HS 234f National Health Accounts: Applications to Low- and Middle-Income Countries

Meets for one-half semester and yields half-course credit.

National Health Accounts (NHA) is a globally accepted framework and approach for measuring total national health expenditure. Provides an overview of the concepts and methodology of NHA. Students will understand the international classification systems used to categorize health expenditures, be able to construct NHA tables, and understand the uses to which NHA data can be put.
Mr. Nandakumar

HS 236a International Health Systems

Studies how global movements in dealing with health have shaped health systems, the emerging challenges developing countries are facing, and how these might affect health systems. Students will study the link between health and development, how health systems are organized, how health care is financed, and the role of public and private sectors in providing health care, regulation, and consumer behavior.
Mr. Nandakumar

HS 237f MS Capstone I

Meets for one-half semester and yields half-course credit.

Provides focused attention on health policy and management topics that are of special significance and require in-depth exploration. Uses fundamental and core readings on each topic, supplemented by descriptions and analyses of health-care programs and interventions relevant to each topic.
Mr. Nandakumar

HS 238f MS Capstone II

Meets for one-half semester and yields half-course credit.

Integrates all aspects of the MS curriculum. Management and policy aspects in this course span mission, strategy, and operations. Students are expected to incorporate lessons from their previous course work, including management concepts and techniques and policy frameworks, to assess decision-making, planning, implementation, and evaluation issues at the organizational, institutional, and individual levels.
Ms. Bhalotra

HS 239b International Health Economics

Provides a rigorous economic framework that addresses positive and normative issues in the economics of health in developing countries. Topics include: relationship between health outcomes and macro economic performance; micro economics of health-care and insurance markets including demand for health-care services, insurance, supply of physician services, and other medical services; normative analysis for health policy and projects including market failure and public intervention; and emerging issues in international health in low- and middle-income countries. Usually offered every semester.
Mr. Nandakumar

HS 241f Information System Strategies

Meets for one-half semester and yields half-course credit.

Introduces students to fundamental issues related to management information systems (MIS). Managers need an understanding of all of their organizational functions along with ways to measure all aspects of business operations. For effective management, this ongoing flood of information needs to be ordered, monitored, evaluated, processed, and utilized in a number of ways. An effective MIS can provide both a framework and a set of tools to enable managers to accomplish each of these tasks in order to make proper strategic choices and informed decisions. A major part of our work will be to uncover what types of information we need and how best to measure and use this information effectively.
Mr. Fournier

HS 242f Social Entrepreneurship

Meets for one-half semester and yields half-course credit.

The field of social entrepreneurship is relatively new. It involves creating new ventures that pursue the dual missions of social benefit and financial return on investment. There are nonprofit, for-profit, and hybrid social enterprise ventures that have a social mission and aim to be financially self-sufficient or are profit-driven. The field is innovative in management approaches to social problems. It is also focused on social issues amenable to these approaches. The field is more involved in social investment than in charitable giving, looking for practical ways to get sustainable social change. Since social enterprises generally start small, basic issues are planning for their social impact, scale, replication, and sustainability. The aims of this course are to introduce the concepts and challenges of social entrepreneurship while also providing students with the tools to be effective social entrepreneurs.
Ms. Carlson

HS 245f Economics

Meets for one-half semester and yields half-course credit.

Begins with the analysis of markets and introduces the concept of market failure. Considers the theory of the firm, modifications necessary for mission-driven organizations, and special economic issues that arise for mission-driven organizations.
Mr. Friedman

HS 246f Statistics

Meets for one-half semester and yields half-course credit.

Presents students with an introduction to the fundamentals of parametric statistics. Covers the essentials required for students to understand issues related to measurement and how to generate descriptive information and statistical analyses from these measurements. Focuses primarily on understanding the importance of summary measures along with a study of fundamental statistical distributions.
Mr. Fournier

HS 247f Evaluation for Managers

Meets for one-half semester and yields half-course credit.

Focuses on program evaluation techniques of interest to managers, including balanced scorecard methods, needs assessment, participatory evaluation methods, process/implementation analysis, impact analysis, cost-benefit analysis, and utilization-focused evaluation. These techniques are discussed in the context of building "learning organizations" that enable the organization and its managers to know whether they are succeeding.
Mr. Hahn

HS 248b Financial Management

Prerequisite: HS 251a.

Develops students as educated consumers of financial information. Covers financial management problems encountered by today's human service professionals in a real-world perspective based on sound financial and accounting theory. Includes topics such as financial statement analysis, budget development and control, managing growth, cash flow management, and management controls.

Mr. McLaughlin

HS 249f Social Justice, Management, and Policy

Meets for one-half semester and yields half-course credit.

Allows students the opportunity to explore the management implications of "Knowledge Advancing Social Justice." Examines historical and contemporary thinkers, justice issues, and management activities. Students grapple with the daily management dilemmas faced by managers and change agents both inside and outside organizations.

Ms. Bhalotra

HS 250a Financial Accounting

Develops a fundamental understanding of financial accounting and reporting issues as they apply to nonprofit and for-profit organizations. Students will learn about the importance of fiscal responsibility and integrity in the efficient utilization of an organization's resources relative to organizational goals. Accounting practices that are unique to nonprofit organizations will be introduced, discussed, and differentiated from those practices employed by for-profit entities. Emphasis will be placed on interpreting financial statements to understand how accounting information, in a variety of settings, can be utilized by decision makers.

Ms. Anderson

HS 251b Managerial Accounting

Provides general introduction to the concepts, problems, and issues related to managerial accounting. Managerial accounting predominantly addresses the internal use of economic information regarding the resources used in the process of producing goods and providing services. Fundamental aspects of cost behavior and cost accounting will be discussed, but always from the perspective of the manager who must make decisions rather than the accountant who prepares the information.

Ms. Anderson

HS 252b Strategic Management

Provides students with the theoretical constructs and practical tools necessary to create and manage organizations strategically. Includes strategic process, organizational design, and development of planning tools and cycles. All students perform an applied strategic analysis for an actual organization.

Mr. McLaughlin

HS 253b Leadership and Organizational Behavior

Focuses on leadership and managing organizations. Uses cases on a variety of organizations to expose students to problems and to improve their effectiveness in analyzing, diagnosing, and leading people in organizations. Students learn organizational concepts, analytic frameworks, and models, and practice their leadership skills in class. Uses case discussions, simulations, role-playing, mini-lecturing, and experimental exercises. Provides an opportunity to develop leadership skills through group work and reflection.

Mr. Chilingerian

HS 254a Human Resource Management

Considers how human resource management might aid in achieving organizational excellence. Focuses on the development of concepts and strategies that can increase your effectiveness in developing policies and practices to enhance the value of people in the organizations you serve.

Ms. Gittell

HS 256f Community Building for Managers

Meets for one-half semester and yields half-course credit.

Focuses on the elasticity of the term "community building," some historical themes, and how a term originally focused mostly on neighborhood revival is now also used in the context of building stronger ties among people who share specific interests and used by managers who would like to reinvent the workplace around community principles. With community-building jargon increasingly entering into management and public policy literature, managers must understand the parameters of this "movement" and acquaint themselves with some of the skills and developments that people doing this work have found useful.

Mr. Hahn

HS 258a Operations Management in Service Organizations

Explores how operations management skills can help organizations to deliver high-quality services while using resources efficiently. Students develop skills including quality assessment, process mapping, productivity analysis, wait-time analysis, and scheduling.

Ms. Gittell

HS 259f Topics in Sustainable Development

Meets for one-half semester and yields half-course credit.

Topics may include, but are not limited to: household economics; culture, power, and development; masculinity and gender; HIV/AIDS as a public policy issue; gender and globalization; and theories of social change.

Staff

HS 260f Introduction to International Organizations

Meets for one-half semester and yields half-course credit.

A broad overview of major international organizations: the United Nations system, the World Bank and International Monetary Fund, the World Trade Organization, and the European Union. Examines these organizations from the perspective of NGOs and other civil society organizations, with particular emphasis on access by communities to information, oversight of practices, and participation in decision making.

Ms. Green

HS 261b Rights-Based Approaches to Development

Serves two purposes: first, to provide students with a solid understanding of international human rights standards and systems; and second, to explore in some depth the implications of a rights-based approach to poverty and to development.

Ms. Green

HS 262f Culture, Power, and Development

Meets for one-half semester and yields half-course credit.

Students engage with constructs of cultural superiority, debate about modernization, and learn about what motivates individual and cultural change. Students are introduced to alternative theoretical approaches to culture and development and learn how to apply those theories to different historical contexts as well as to contemporary situations.

Ms. Ready

HS 263f Applied Geographic Information Systems (GIS)

Meets for one-half semester and yields half-course credit. Prerequisite: HS 297F or permission of the instructor.

Builds on the introductory GIS course, further enabling students to develop technical skills in the use of ARCView GIS software; qualitative skills in data gathering, analysis, and presentation; and understanding of the potential of GIS as a tool for planning and evaluating development projects. Includes a computer lab.

Mr. Lakshmiathan

HS 264b Natural Resource Management and Coexistence

Focuses on the historical and political backdrop to conflict over resources and on generalizations derived about these conflicts. The class examines several case histories on basic principles of cooperation in the management of natural resources. Identifies potential areas of future cooperation that could lead to coexistence of ethnic or economic groups within a country, between neighboring countries using the same resources, or of larger regions where group members may have different requirements.

Mr. Klein

HS 264f Principles of Ecology for Development Planners

Meets for one-half semester and yields half-course credit.

Introduces ecological principles that influence the sustainability of national and local development programs throughout the world.

Mr. Olson

HS 265f Applied Ecology for Development Planners

Prerequisite: HS 264f. Meets for one-half semester and yields half-course credit.

Deepens the understanding of ecology through the exploration of case studies of development programs.

Mr. Klein

HS 266f Economic Concepts for Development Practitioners

Meets for one-half semester and yields half-course credit.

Covers basic principles of microeconomics, focusing on the supply and demand framework with applications and examples to developing countries.

Mr. Godoy or Mr. Suaya

HS 268f Principles of Law and Development

Meets for one-half semester and yields half-course credit.

Through a primer on law and legal institutions, examines the use of the legal order to solve problems of poverty, vulnerability, and environmental degradation in developing nations.

Ms. Seidman

HS 269f Food Security and Nutrition

Meets for one-half semester and yields half-course credit.

Explores how international and national agencies define and measure food security and nutritional status and set goals for strategic interventions.

Mr. Lockwood

HS 270f Seminar in Health and Human Rights

Meets for one-half semester and yields half-course credit.

A seminar with a focus on reading, discussion, and student research rather than on lectures. What are the implications of a "rights-based approach" to health for policymakers, medical professionals, health-related industries, and patients? What roles do civil and political rights like participation, freedom of speech, and non-discrimination as well as the notion of a right to health itself play in health policymaking and policy implementation? Each student is expected to draft and present a substantial seminar paper. Usually offered every semester.

Ms. Green

HS 271a Framework for Development

Provides a conceptual umbrella for all the coursework in the SID program. Introduces students to the major currents of thinking about sustainable development. Topics include poverty, inequality, globalization, human rights, the environment, and the role of institutions. Students examine what is known about the drivers of development as well as the links between global and national policies, and actions for sustainable development.

Ms. Holcombe

HS 272f Creating Microfinance Institutions and Partnerships

Meets for one-half semester and yields half-course credit.

Covers building and staffing large-scale, cost-effective microfinance institutions and explores strategies for partnerships with local NGOs and village-level organizations to expand outreach.

Mr. Ashe

HS 274a Directed Readings in Sustainable Development

Usually offered every year.

Staff

HS 274b Directed Readings in Sustainable Development

Usually offered every year.

Staff

HS 274f Directed Readings in Sustainable Development

Meets for one-half semester and yields half-course credit.

Usually offered every semester.

Staff

HS 275a Directed Research in Sustainable Development

Usually offered every year.

Staff

HS 275b Directed Research in Sustainable Development

Usually offered every year.

Staff

HS 275f Directed Research in Sustainable Development

Meets for one-half semester and yields half-course credit.

Usually offered every semester.

Staff

HS 276f World Health

Meets for one-half semester and yields half-course credit.

A primer on major diseases and problems of health care in developing nations. Topics include descriptions of disease incidence and prevalence, including infectious, chronic, and mental disease; determinants of health, including culture and behavior; the roles of nutrition, education, and reproductive trends and poverty; demographic transitions, including aging and urbanization; the structure and financing of health systems; and the globalization of health.

Ms. Bhalotra

HS 277f Planning and Implementation: A Primer

Meets for one-half semester and yields half-course credit.

Studies analytical methods utilized in development planning. The issues and methods of project implementation are taught. Drawing on case studies the class examines the complex interactions between beneficiary communities, social mobilization, training, marketing strategies, and other factors that affect achievements.

Staff

HS 278f Monitoring and Evaluation

Meets for one-half semester and yields half-course credit.

Explores issues and methods of development project monitoring and evaluation, including economic, social, and environmental issues and how these functions are critical to project management.

Ms. Snell

HS 279a Planning and Implementation: Concepts and Methods

For students who wish to study in more depth analytical methods utilized in development planning. Issues and methods of project implementation are discussed, and, drawing on case studies, the course examines the complex interactions between beneficiary communities, social mobilization and leadership, participation and training, and other factors that affect accountability and achievement.

Ms. Howard or Mr. Simon

HS 280f Microenterprise Development and Finance

Meets for one-half semester and yields half-course credit.

Covers a broad range of operational issues related to the design, implementation, and evaluation of microfinance initiatives reflecting a range of methodologies and approaches.

Mr. Ashe

HS 281f The Learning Organization: Research and Advocacy

Meets for one-half semester and yields half-course credit.

Introduces concepts and methods for using organizational program experience to strengthen internal management, program planning, and public policy. Examines the experience of noted NGOs.

Mr. Arena-DeRosa

HS 282f Environmental Impact Assessment

Meets for one-half semester and yields half-course credit.

A primer on the basic concepts and methods of formal environmental impact assessments and adaptations for community-led small projects.

Mr. Boyer

HS 283f Gender and Development

Meets for one-half semester and yields half-course credit.

Gender, as a social construct, is explored in diverse cultures and societies. Examines gender's major influence on the development process.

Ms. Ready

HS 284f Gender Analysis in Development Planning

Meets for one-half semester and yields half-course credit.

Examines recent concepts and methods for gender analysis as an integral factor in program planning across cultures.

Mr. Obote Joshua

HS 285a Marketing

An overview of marketing with a focus on how to formulate marketing strategies and identify and evaluate strategy-based tactics in order to achieve organizational marketing goals. Topics include strategic market planning, market research and analysis; consumer behavior; market segmentation, targeting, and positioning; social marketing; and the marketing mix-product, price, distribution, promotion, and marketing communications.

Ms. Lu

HS 285f Rights-Based Approach to Development

Meets for one-half semester and yields half-course credit.

Provides a broad introduction to international human rights laws, mechanisms, and practices, including special protections for vulnerable groups and the key debates underpinning the rights-based approach to development and poverty. Also covers the international and regional institutions that exist to protect human rights.

Ms. Green

HS 286f Civil Society and Nongovernmental Organizations

Meets for one-half semester and yields half-course credit.

The phenomenal growth in nongovernmental organizations throughout the world in the past two decades has transformed the delivery of development assistance and relationships between the North and South. Examines the nature of civil society, types of and relationships among NGOs, and NGO relationships with the state, multilateral and bilateral organizations, and community organizations.

Ms. Roper

HS 287f Land Reform: Models and Experience

Meets for one-half semester and yields half-course credit.

Examines the evolution of land reform theory and practice around the world, including the current model encouraged by the World Bank.

Mr. Simon

HS 288f Sustainable Energy: Technology and Economics

Meets for one-half semester and yields half-course credit.

On global and community levels energy remains a constraint to development and often has negative environmental impacts. Technologies for cheap and renewable energies are opening up new possibilities for poor communities. Explores several of those technologies and their economies.

Mr. Kamal

HS 289f The Demographics of Development

Meets for one-half semester and yields half-course credit.

A primer on population growth and the socioeconomic dynamics of reducing fertility rates.

Ms. Holcombe

HS 291f Development in Conflict Situations

Meets for one-half semester and yields half-course credit.

Enhances skills in humanitarian work in conflict situations by looking at concrete practices and reflecting on fundamental issues involved. Gives a broad look at different aspects of work in conflict situations. The theory of the course is rooted in the analysis that there is not a relief-development continuum, but rather different processes that go back and forth between each other. Aims to give students an overall framework for looking at humanitarian work in conflict situations by giving an overview of the issues and debates in development theory.

Ms. Quintiliani

HS 292f Geographic Information Systems for Development Planners

Meets for one-half semester and yields half-course credit. Prerequisite: HS 297f or permission of instructor.

Meets the growing demand for GIS in international development planning and provides students with hands-on experience in implementing a GIS, with emphasis on data analysis and presentation. Prepares students for extensive use of GIS in their second-year master's project. The planning process presented in the seminar teaches students how to develop a planning proposal. The seminar also focuses on how to determine an organization's GIS requirements, focus on those requirements during the planning process, and use the requirements to assess the size and scope of the system needed. Each student will complete a GIS data analysis project and will present work in progress.

Mr. Lakshmikanthan

HS 293f Religion and Development

Meets for one-half semester and yields half-course credit.

Explores the connections between religion and development from theoretical, activist (engaged religious), and practitioner (faith-based NGO) perspectives. Considers (1) basic social science perspectives on the connections of religious cosmology, beliefs, and practices to social and cultural identity, solidarity, and ideas about human dignity, social inequalities, and the desirability or inevitability of social change, and (2) notions of religious obligations and the role of religion as a motivating force or barrier to social transformation and sustainable development. This module seeks to build a positive understanding of the potential contributions of religious forces, with attention to peace-building and economic-development activities.

Ms. Messer

HS 294f Regional/Country Development Studies

Meets for one-half semester and yields half-course credit.

Staff

HS 295b MBA Capstone

Prerequisite: Completion of all required management courses in the MBA program.

Integrates all aspects of the MBA curriculum. Aspects of management covered in this course span strategy and operations. Topics covered include general management, leadership, organizational design, marketing, communications, corporate responsibility, human resource management, business policy, management of technology and innovations, ethical and legal issues in management, quality and risk management, and management of diversity in the workplace. The course uses a comprehensive case study approach, combined with theoretical readings. Explores relationships among the context, content, and process of managing organizations and illustrates the complexities created by overlapping interests and by differences in perceptions, values, and goals.

Ms. Curnan

HS 295f Natural Resource Development Planning

Meets for one-half semester and yields half-course credit.

Investigates major issues of natural resource management affecting the sustainability of development.

Mr. Godoy

HS 297f Introduction to Geographic Information Systems

Meets for one-half semester and yields half-course credit.

A primer for nonspecialists on GIS and its capabilities as a tool for planning and monitoring. Includes a computer lab.

Mr. Lakshmikanthan

HS 298f Development Management

Meets for one-half semester and yields half-course credit.

Examines contextual factors that influence the implementation of development, as well as the management skills necessary to implementing sustainable development programs.

Mr. Short

HS 299b Team Consulting Project

A capstone educational experience for students nearing the end of the MBA program. Working under the supervision of a faculty advisor, teams of three to five MBA and Heller/Hornstein students provide management consulting services to nonprofit, community-based health and human services agencies.

Mr. Bailis

HS 299f NGOs: Structure and Governance

Meets for one-half semester and yields half-course credit.

Run as an NGO management workshop responding to issues and problems identified by students. Issues typically include mission statements, structure, governance, participation, and funding.

Mr. Short

HS 300a Theories of Social Policy, Social Justice, and Social Change

Develops theoretical perspectives on social policy, social justice, and social change and a framework for analyzing and developing social policies. Identifies major institutional systems that function in any society throughout human evolution and that are key variables of social policy and social change practice.

Mr. Gil

HS 300f Integrated Conservation and Development

Meets for one-half semester and yields half-course credit.

Conservation biologists and economic development planners have often had conflicting priorities and means. The class reviews methods of achieving biodiversity conservation and community development through an integrated approach.

Ms. Howard

HS 301a Oppression and Social Movements

Explores the nature of oppression in contemporary and past human societies and the dynamics and role of social movements in confronting oppression and pursuing social change toward human liberation. The seminar is based on the assumption that all types of oppression throughout social evolution have common origins and functions. Examines these common aspects, as well as specific manifestations, such as racism, sexism, social class discrimination, colonialism, etc.

Mr. Gil

HS 302f Theories of Development

Meets for one-half semester and yields half-course credit.

Focuses on the alternative available theories proposed in industrial and developing worlds as potential guides for explaining and finding solutions to development problems.

Ms. Seidman

HS 303a Historical and Contemporary Developments in Social Welfare

Examines the development of social welfare over time by reviewing policy arguments within a historical context and using an analytic framework centered on eligibility, benefits, administration, financing, and behavioral incentives to assess perennial issues in social welfare and analyze contemporary challenges.

Mr. Doonan

HS 303b Policy, Implementation, and the Lawmaking Process

This course may not be repeated for credit by students who have taken HS 303f in previous years.

Provides students with a sufficient background in legislative theory, methodology, and techniques to enable them to conceptualize how to translate policy into effectively implemented law and to assess bills purporting to resolve particular social problems.

Ms. Seidman

HS 304f Regional Development Studies

Meets for one-half semester and yields half-course credit.

Examines the experience of one group of countries at developing joint efforts at development trade, cross-boundary environmental management, and conflict resolution.

Staff

HS 305f Environmental Treaties

Meets for one-half semester and yields half-course credit.

Studies major goals and implementation mechanisms for selected international environmental conventions and protocols. Also provides students with a basic understanding of the scientific underpinnings for each treaty (for instance, the nature of ozone-depleting substances and their effect on the atmosphere).

Staff

HS 306f Survey Design and Data Analysis for Development

Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who took HS 259f-7 in spring 2006.

An introduction to survey design and applied principles of data analysis in development. Topics covered include: research design (hypothesis formulation, model building, experimental research design), data collection (principles of survey design, definition and measurement of variables, cross-sectional and panel surveys, focus groups and pilot tests of surveys), and data analysis (statistical and social significance, univariate and bivariate analysis, multivariate analysis). Usually offered every year.

Mr. Godoy

HS 309f International Law for Development Practitioners

Meets for one-half semester and yields half-course credit.

An introduction to the basic principles of international law for nonlawyer professionals working in international development. Covers core terminology of international law that development practitioners are likely to encounter, explains how international agreements such as treaties are created and implemented, and examines how international disputes, on issues ranging from environmental laws to the use of force, are resolved. Also provides an overview, in an international law context, of the roles of international institutions such as the United Nations and the World Court and of private actors like corporations and NGOs. Usually offered every year.

Ms. Green

HS 312f National and International Perspectives on Youth Policy and Programs

Meets for one-half semester and yields half-course credit.

Young people (10–24 years of age) account for 29 percent of the population in low- and middle-income countries. Over 100 countries have a significant bulge in their youth populations and vulnerability in terms of literacy, employability, skill training, life skills, and more. Of special interest in this course are the subset of policies and programs that aim to connect young people to the economic and education mainstream. It is these latter programs that will be the special but not exclusive focus of this course. Usually offered every year.

Mr. Hahn

HS 316a Violence in Everyday Life: Sources, Dynamics, and Prevention

Explores the meaning, sources, and dynamics of social-structural and interpersonal violence and the relations among these destructive phenomena. Traces the social, psychological, economic, political, and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations from local to global levels.

Mr. Gil

HS 317b The Social Policy and Management Context for Children, Youth, and Families

Provides an overview of populations, social policies, and programs in the United States that affect the well-being of children, youth, and families. Human development theory, as well as prominent policy and management themes, are embedded throughout the course. These include defining and measuring meaningful outcomes for children, youth, and families and using knowledge to advance social justice on behalf of America's diverse populations. The objective of this course is to engage students in critical thinking, dialogue, and debate about the populations, policies, and programs in their chosen field. Provides essential information for understanding the problems, supports, and opportunities related to children, youth, and families in the United States and for considering the policies and programs that have been, or may be, developed to improve the well-being of these populations.

Ms. Curnan and Ms. Klerman

HS 319a Work and Individual and Social Development

Explores changes in the organization and design of work and the exchange of work products throughout the evolution of human societies, and the consequences of these changes for individual and social development. Facilitates insights into work as a universal, existential process whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival and development, and as they gained knowledge of nature and enhanced their technological capacities and skills. Explores essential attributes of modes of work conducive to optimal human development and liberation.

Mr. Gil

HS 322b Sociological Inquiry

Introduces students to the basic research literature on social stratification, social mobility, and inequality. The theme of this seminar is an analysis of rising inequality worldwide, placing the United States in this context. An examination of the sources for this phenomenon includes globalization, economic restructuring, public policy, and social mobility.

Mr. Shapiro

HS 330b Child-Related Policies in the United States

Provides students with information about the health problems that children face from birth to early adulthood and the policies that have been developed to prevent or ameliorate those problems in the United States. Particular attention is paid to the development of federal policies, the agencies that implement them, and the legislation under which they operate. Explores the role of local health initiatives and of the private sector, including providers, advocacy groups, and other not-for-profit organizations.

Ms. Klerman

HS 350a Economics for Management and Social Policy

Introduces techniques of economic analysis, mainly from microeconomics. These tools are applied to problems of management and social policy. Uses case studies and frequent exercises to develop application and quantitative skills.

Mr. Godoy

HS 355f Social Policy Frameworks

Meets for one-half semester and yields half-course credit.

Provides frameworks for thinking about social policy and its implications for managers. Examines policy in terms of the organizations that initiate and deliver policy. Looks at the tools of social policy, especially those associated with the welfare state, such as social insurance, social assistance, and a wide variety of social services. Explores the underlying economic, social, and demographic trends that can drive changes in social policy. Considers issues of process in designing policy, democratic accountability, rights, opportunities for minority interests, and advocacy.

Mr. Friedman

HS 360b Critical Factors for Successful Leadership in Health and Human Services

Provides students with an understanding of what leadership is and how it can be exercised in today's complex health and/or human service organizations. Allows for analyses and conclusions to be based on observations, feedback, and reflections either made from personal experience or gained through readings, case studies, and exposure to similar themes in the core curriculum. Each session provides one or more case examples of specific challenges that will enable students to debate competing views and theories. Allows future health and human services leaders to begin to formulate their own concept of leadership.

Staff

HS 372b Economic Theory and Social Policy

Prerequisite: A recent course in microeconomics.

Applies economic analysis to problems of importance to social policy. The particular applications may vary from year to year but may include such topics as unemployment and inflation, Social Security, and the economics of race and gender.

Mr. Friedman

HS 373a Children and Families of Color

Using frameworks from cultural and ecological perspectives and psychological and sociological disciplines, examines the adaptations and well-being of four selected groups: African, Hispanic, Asian, and Native American. Provides a broad overview of the adjustment of minority children and families and examines processes that affect their adjustment, especially those that relate to racial and cultural issues and social and demographic factors. Explores current events, social policies, and their implications for ethnic minority groups. Class activities examine conceptual and methodological issues in research on minorities and study their implications for theory, practice, and policy.

Ms. Nguyen

HS 401b Research Methods

Prerequisite: Completion of, or current enrollment in, a graduate-level statistics course.

Provides a basic foundation in social science research methods. Focuses on skills needed to understand and initiate policy-oriented social research. Theoretical as well as practical issues involved in the interpretation and conduct of social research are considered. The perspective is multidisciplinary and emphasizes investigations of substantive health, education, and social welfare problems. Students have the opportunity to review and redesign research in their own area of interest.

Mr. Tompkins

HS 403b Qualitative Research

Open to PhD students only.

Acquaints students with the theory and practice of qualitative research. Provides basic experience in pure observation, participant observation, keeping memos and field notes, in-depth interviewing, interpretation, and presentation of findings. Readings and discussion focus on philosophical, historical, and theoretical foundations of qualitative methods and their practical relevance for social policy. Students will also become familiar with key aspects of qualitative research and will grapple with issues related to reliability and validity, as well as political and ethical dimensions of qualitative research.

Ms. Kammerer

HS 404b Applied Regression Analysis

An applied course in multiple regression analysis. Emphasis placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found.

Mr. Fournier

HS 405a Applied Econometrics

Prerequisite: HS 404b. Limited to students in the Heller PhD program.

Focuses on applications of regression analysis and extensions to areas where the standard assumptions do not hold. Introduces applications of logit and its extensions, probit, corrections for censoring and sample selection bias, and simultaneous equations. Each student designs and carries out a research project.

Mr. Friedman

HS 407b Survey Research Methods

Prerequisite: HS 404b or equivalent.

Focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development, and administration. Implementation issues considered include interviewing strategies and other data collection procedures, field supervision, code book development, and documentation data management. Data analysis issues include scale and index construction, reliability and validity assessments, and general analysis strategies.

Mr. Saxe

HS 408a Evaluation Research

Prerequisite: Completion of a graduate-level research methods course.

Provides participants with an understanding of the basic concepts of evaluation research and their application to a diverse set of social policy problems. Emphasizes methodological issues and their application to social interventions and the delivery of human service programs. Exemplars of the application of evaluation research strategies are drawn from specific social intervention problems in social services, mental health, education, criminal justice, and health care. Students also have a chance to design their own evaluation study.

Mr. Saxe

HS 409a Advanced Econometrics

Prerequisites: HS 404b and HS 405a.

Builds on the econometrics course to further develop students' skills in using multivariate statistical techniques, particularly for time-series and longitudinal data. Based on examples from human service and health-care research. Students read/critique papers using each technique studied and learn to apply it in the computer lab.

Mr. Hodgkin

HS 410a Applied Research Seminar: Quantitative

Designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students gain competency in manipulating data from a large, complex data set; summarizing the methodology of findings from previous studies; and synthesizing and communicating the results of data analysis—placing study objectives and results in the context of prior research.

Mr. Ritter

HS 411b Applied Research Seminar: Qualitative

Prerequisite: HS 403b or permission of instructor.

Provides students with hands-on experience in qualitative research, with an emphasis on data analysis and presentation. A series of exercises reviews the process of research from design through presentation of findings. Using a large qualitative data set, class members explore data collection, preparation, and analysis strategies. Readings and discussion link qualitative analysis to crucial research design and validity issues. Each student completes a data analysis project and presents work in progress.

Ms. Kammerer

HS 412b Substance Use and Societal Consequences

Provides an overview of the use and abuse of alcohol, tobacco, and other drugs. Examines the consequences of abuse from a societal perspective and reviews types of policy approaches to dealing with the problems associated with substance abuse. Specific topics include an overview of biological and clinical aspects, theories of addictive behavior, epidemiology, medical and economic consequences, prevention and education, and policy approaches including taxation and regulation.

Ms. Horgan

HS 414f Ethical Issues in Social Science Research

Meets for one-half semester and yields half-course credit.

Provides students an opportunity to explore the ethical dimensions of social science research. Ethical considerations are an integral part of social science research because such research often involves the use of human participants from vulnerable populations. While social science researchers are expected to have an understanding of the ethical issues associated with their discipline, few have the opportunity to develop this knowledge. In this course students examine different topics associated with research design, data collection, data interpretation, and publication of study findings.

Mr. Saxe

HS 415f Introduction to Statistical Programming Using SAS

Meets for one-half semester and yields half-course credit.

Introduces students to SAS programming in a Windows operating system. Covers two specific areas: (1) how to operate within the SAS interactive environment and (2) how to use the SAS programming language to build usable data sets and perform analyses.

Mr. Ritter

HS 422f Cost-Effectiveness

Meets for one-half semester and yields half-course credit.

Addresses the application of the technique of cost-effectiveness analysis to evaluate health and other types of programs in the United States and in developing countries. Presents the theoretical foundations and applications of cost-effectiveness analysis. Uses interactive discussions and computer exercises where students learn to perform cost-effectiveness analyses and apply the technique to a problem of their choice.

Mr. Shepard

HS 423f Policy Analysis

Meets for one-half semester and yields half-course credit.

Provides an overview of approaches to and tools for policy analysis and an assessment of their strengths and limitations. Begins with a brief overview of the stages of policy process, including policy formulation, rule making, and implementation. Includes a survey of policy analysis quantitative techniques. Considerable attention is spent probing imbedded assumptions in each model. Focuses on the impact of values on policy analysis and the goals of efficiency, equity, security, and liberty. The ethics and role of the policy analyst are discussed, and students have the opportunity to write and present a policy analysis critique.

Mr. Doonan

HS 425f Case Study Methodologies

Meets for one-half semester and yields half-course credit.

Provides students with the preliminary tools to conduct and critique case studies. Begins with an examination of the appropriateness, strengths, and weaknesses of this method. Threats to internal and external validity are examined along with techniques to properly collect and document data from multiple sources. Techniques are reviewed for case selection, data analysis, and study presentation. The final class is spent critiquing actual case studies.

Mr. Doonan

HS 427f The New Immigrants: Contexts, Adaptation, and Policies

Meets for one-half semester and yields half-course credit.

An introduction to the complex dynamics of immigration in the United States. An interdisciplinary course drawing on scholarship in sociology, political science, psychology, and social welfare is built upon three central themes: migration, membership, and everyday life. Provides an overview of issues faced by new immigrant families and describes the ways in which U.S. public policy impacts these issues.
Ms. Nguyen

HS 428f Immigrant America

Prerequisite: HS 427f. Meets for one-half semester and yields half-course credit.

International migration is a preeminently global phenomenon that plays a central role in the formation of multinational societies, especially so in the United States. Its study has become one of the most vital interdisciplinary fields for theory and research. Immigration is a transformative force, producing profound and unanticipated social changes in both sending and receiving societies, in intergroup relations, and among the immigrants themselves and their descendants. Immigration is followed predictably not only by acculturative processes on the part of the immigrants, but also by varying degrees of nativism and xenophobia about the alien newcomers on the part of the natives, which in turn shape the immigrants' adaptation. And quintessentially, immigration begets ethnicity-collectivities, who perceive themselves and are perceived by others to differ in language, race, religion, national origin, ancestral homeland, cultural heritage, and memories of a shared historical past. Usually offered every year.
Ms. Nguyen

HS 472b Policy and Program Implementation

Provides doctoral students with frameworks of use for the study of the implementation of public policies. Considers the implementation process in the United States from a broad perspective, ranging from the context of legislation and the role of courts to how the role of street-level bureaucrats can be studied. Political science, organizational theory, and sociological perspectives are used to develop frameworks for understanding the process through which public policy is realized and how it impacts institutions and individuals.
Mr. Prottas

HS 505f Quality and Performance Measurement in Health Care

Meets for one-half semester and yields half-course credit.

A conceptual and analytic framework of the field of quality of health care, which includes quality improvement and performance measurement; understanding of the contemporary research and policy initiatives that relate to quality of health care; and insights into the ways that quality relates to issues of provider payment, organization of health-care facilities, and costs and access to health care. By the end of the module, students should have an understanding of the centrality of quality of care issues in contemporary health services research, health-care policy, and management of health-care organizations.
Ms. Garnick

HS 507f State Health Policy

Meets for one-half semester and yields half-course credit. Prerequisite: HS 513a or permission of instructor.

Examines the role of the states in the U.S. health-care system. Provides an overview of state activities in health, including state responsibilities for managing health programs and institutions. Models to understand the nature of policymaking and politics in states are presented and discussed. Examines major state health programs such as Medicaid. Outlines and explores the policy and legislative processes. States' efforts to reform their health-care systems are discussed with special attention to implementation issues, barriers, limits of state action, and prospects for the future of state health reform.
Mr. Doonan

HS 508f Managed Care

Meets for one-half semester and yields half-course credit. Prerequisite: HS 513a or permission of instructor.

Provides an overview of the evolution and taxonomies of managed care and describes some of its most significant organizational and operational characteristics. Specific areas of focus include its role in Medicaid and Medicare, as well as special strategies such as those adopted for behavioral health care. Draws upon health policy and management literature to inform a discussion about future directions for managed care.
Ms. Bhalotra

HS 509a Policy and Program Evaluation in Development Settings

For students who have learned how to manage in a health or human services policy environment and wish to know whether the public policies they are helping to implement are working. Reviews methods, tools, and strategies to help managers assess measurable impacts of implementation of policies and programs. Teaches students how to assess policies and to evaluate programs—what evaluation is, how to do it, and, most important, how to critically review studies done by others.
Mr. Hahn

HS 511b Contemporary Issues in the Management of Child, Youth, and Family Services

Managing human service systems and programs to benefit children, youth, and families in America today means managing people in a time of fiscal constraint and dramatic social, economic, and political change, and, on the other hand, in a time of great organizational and civic innovation. Builds on the analytic tools students have begun to hone in the master's program and helps them learn how to apply these tools to effectively implement policies and programs in the not-for-profit sector.
Ms. Curnan

HS 513a Issues in National Health Policy

An overview of the U.S. health-care system is followed by a critical analysis of the major issues and trends in the health-care field. Concentrates on the activities of federal and state governments and the private sector. Also explores likely future issues affecting our health system. Of special concern is the issue of the large number of Americans with no or inadequate health insurance. A related problem is the rising cost of medical care, which results in increases in the number of uninsured.
Mr. Altman and Mr. Wallack

HS 515a Race/Ethnicity and Gender in Human Services Research

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human services practices, programs, and policies in the United States. Begins by examining current data on racial/ethnic and gender differences in health, mental health, functional status, and lifestyle. Attention then turns to alternative accounts of the causes of these differences. Although primary focus is on patterns of race/ethnicity and gender differences in health outcomes and services that have received the most comprehensive attention, the course offers perspectives on research methods and analytic frameworks that can be applied to other issues.
Staff

HS 516f Race/Ethnicity and Gender in Health Services Research

Meets for one-half semester and yields half-course credit.

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human service practices, programs, and policies in the United States. Justice concepts as guides to policy, practices, and research on inequalities in life chances are examined first. The course then explores current data on racial/ethnic and gender differences in health, behavioral health, functional status, and life course. With this background, attention turns to alternative accounts of the causes of these differences. Examined in turn are theories and research strategies that look for quantitative explanation for unequal life outcomes. Although we will focus on the patterns of race/ethnicity and gender differences in health outcomes and service use that have received the most comprehensive attention, the course offers examples and perspectives on research methods and analytic frameworks that have been applied to other issues.
Staff

HS 518a Management of Health-Care Organizations

Introduces students to the concepts, theories, and practical problems of managing people in health-care organizations. Case material is drawn from hospital, HMO, group practice, public health agency, and for-profit company settings. Students gain a better understanding of the range of strategic and operational problems faced by managers, some of the analytic tools to diagnose problems, and the role of leadership (and management) in improving performance.
Mr. Chilingerian

HS 519a Health Economics

Prerequisite: An introductory microeconomics course.

Economic models of demand, production, and markets for goods and services can be used to analyze the key resource allocation questions in health care. Applies economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency, and accessibility of care. The incentives and behavior of consumers and producers of health care are considered using these models.

Ms. Bishop

HS 520a Payment and Financing of Health Care

Examines current payment practices to health-care providers, the problems with current methods, and possible modifications. Focuses only upon hospital care, physician services, and managed care. Covers the different ways that managed-care organizations are structured. The payment and performance of managed-care organizations and how performance is related to organizational strategies are included.

Mr. Wallack

HS 521a Political and Organizational Analysis in Health Policy

Focuses on refining the analytical skills useful to students for understanding the political and organizational factors influencing health care and health-care policy. The readings and issues discussed are not a survey of current issues in health politics. Most readings were selected because they represent an innovative, interesting, or challenging piece of analysis. The goal of each class is to identify and critique the core arguments of the work, the conceptual categories and assumptions on which the argument is based, and the data presented in its support.

Mr. Prottas

HS 523a Economics of Aging and Disability

Provides students with background and tools to carry out economic analysis of individual and public decision making with respect to life-cycle risks of disability and retirement, including long-term-care services that compensate for functional disability. Students will compare and contrast issues and analysis for two groups: elders and working-aged persons with disabilities.

Ms. Bishop

HS 524a Long-Term Care: A Policy Perspective

One of the most important health policy issues facing the nation is how to finance and provide long-term-care for persons with chronic illness and disabilities. Uses historical and political economy frameworks to analyze the origins of current long-term care policies and programs. Topics covered include home care, institutional care, concepts of need, informal care, choice and autonomy, acute-care connections, integration, private approaches, international comparisons, and reform options. Primary focus will be on the aged, but other populations with disabilities will be considered.

Mr. Leutz

HS 525a Aging Issues and Policies

Provides students with a base of knowledge about the policy arena and the politics of aging and an opportunity to explore selected policy issues in some depth. Focuses on a few areas that provide fertile ground for policy development and/or analysis and has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers provide students opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place.

Ms. Mutschler

HS 526a Organizational Theory and Behavior

An introduction to organizational theory and behavior from a policy and management perspective. Examines a number of major perspectives on the nature and process of organization. The course objectives are: to develop an awareness of what organizational theory is and why it is important in providing analytical lenses to see (or ignore) phenomena which might be overlooked; to review how some theorists have analyzed organizations; to develop a critical attitude toward the literature; and to encourage the development of an integrative (and creative) point of view.

Ms. Gittell and Mr. Chilingerian

HS 527a Law and Policy: Gender Equality in Theory and Practice

Students will (1) be able to identify the most important legal issues related to women's rights in the U.S. and around the globe; (2) understand the constitutional, statutory, and international law frameworks for analyzing gender issues, including basic equal protection and due process analyses; (3) recognize the relationship between the development of law, policy, and social change; and (4) understand and apply the different models of gender equality employed by the courts and legal theorists. Lecture, discussion, and case study/Socratic methods are used.

Ms. Hill

HS 527f Law and Society: Gender Equality

This course may not be repeated for credit by students who have taken HS 527b in previous years. Meets for one-half semester and yields half-course credit.

Explores issues of gender equity that arise in different contexts, including in the state's treatment of its citizens in the workplace and within the family. Central to the course is the study of laws that impact women's lives. These include civil rights laws as well as laws related to sexual coercion and exploitation of women. The course is loosely divided into three areas of study. During the first few weeks the course examines the history of women's rights and the development of constitutional protection of them. Next, it looks specifically at laws aimed at securing women's economic equality with emphasis on workplace antidiscrimination provisions. In the final weeks, it examines the problems of violence against women in the home and elsewhere and the law's response to it.

Ms. Hill

HS 528f Law and Society: Race and Class

This course may not be repeated for credit by students who have taken HS 528a in previous years. Meets for one-half semester and yields one-half course credit.

Explores race in American society from the framework of civil rights law. Using the case method, it attempts to facilitate a multicultural inquiry into antidiscrimination law by presenting civil rights issues as integrated social problems. Though the cases are organized around the traditional civil rights categories of education and housing, it also offers exploration of emerging areas such as the rights of language minorities and people with disabilities.

Ms. Hill

HS 529a Inequalities, Social Policy, and Population Groups

Gives a broad introduction to some of the fundamental challenges for human services policies and programs that advance justice by examining alternative accounts of inequality and exclusion with respect to population characteristics such as race/ethnicity, gender, disability, and age. Uses a range of demographic and social science concepts and methods to explore the changing definition, life chances, social and health program experiences, and political participation of groups defined by demographic and social location characteristics. Concludes with examination of social movements, policy approaches, and institutional restructuring as means to promote equality and inclusion.

Ms. Nguyen

HS 532b Social Policy Analysis: Technique and Application

Examines approaches to policy analysis and assesses strength and limitations of various methods. Exposes students to a range of methods and theoretical frameworks for exploring and understanding contemporary social problems and policy challenges. Begins with an overview of the stages of policy process, including policy formulation, rule making, and implementation. Policy analysis will be defined and a distinction made with policy research. The course also focuses on the criteria for evaluating policy options, including efficiency, equity, security, and liberty. Ethics and the role of values in shaping analysis will be explored. Actual policy analysis is evaluated in the areas of children and family policy, health, and welfare policy. Students have the opportunity to write and present a policy analysis critique.

Mr. Doonan

HS 534b Assets and Social Policy

The class conducts a thorough and rigorous examination of the central features, assumptions, and implications of asset-based policy, focusing on four central aspects of asset-based policy. Explores the analytic features of an asset perspective and determines whether such policies could make a significant difference. Reviews evidence regarding the impact of asset-based policies from demonstration projects just now becoming available. Also examines in detail the implications for social policy.

Ms. Boguslaw

HS 543b Measurement of Inequalities

For PhD students only.

Students will (1) develop a theoretical understanding of the causes of inequalities across different levels of social organization, such as households, communities, and nations; (2) review the evidence of how economic inequalities affect classic indicators of quality of life, such as health, empowerment, life expectancy, and psychological well-being, and; (3) develop a simple, practical method to define and measure inequalities and quality of life that can be applied across cultures and scales. The best recent theoretical and empirical literature on inequality and quality of life and on practical exercises is drawn upon. Some of the class time is spent conducting practical exercises on how to measure quality of life along multiple dimensions and how to integrate the different measures into a simple, comprehensible index with intuitive appeal. Practical exercises with statistical software to estimate various forms of inequalities in populations are also used.

Mr. Godoy

HS 544f Vulnerable Youth: Policy and Programmatic Responses

Meets for one-half semester and yields half-course credit.

Examines the status of and our response to the problems of children and youth who are at risk of not becoming self-sufficient as young adults. Examines topical issues from a variety of perspectives, borrowing from recent literature on preschool programs, education programs, second-chance job training programs, teen parenting programs, comprehensive community change initiatives/community development, and antipoverty initiatives.

Mr. Hahn

HS 572a Economics of Behavioral Health

Applies economic analysis to policy and research issues in the mental health sector, including cost-effectiveness, managed care, benefit design, and adverse selection. Studies the impact of different approaches to financing treatment and paying providers in the public and private sectors.

Mr. Hodgkin

HS 586a Issues in Substance Abuse Treatment

Provides an overview of issues related to clinical prevention and treatment services for alcohol, tobacco, and other drug abuse. Examines the organization, delivery, and financing of abuse services. Specific topics include the structure of the treatment system, access to service, the process of treatment, and the effectiveness, cost, cost-effectiveness, and quality of treatment. Examines the impact of managed care on the way services are organized and delivered and on clinical outcome.

Ms. Horgan

HS 602c Children, Youth, and Families Dissertation Seminar

Staff

HS 603c Health Policy Dissertation Seminar

Staff

HS 604c Assets and Inequalities Dissertation Seminar

Staff

HS 605c Behavioral Health Dissertation Seminar

Staff

HS 777a Social Welfare Tutorial

Staff

HS 777f Social Welfare Tutorial

Staff

HS 800g Proseminar

Priority given to Heller students; other students may enroll with permission of the instructor. Yields one-quarter course credit (one credit). May be repeated for credit as the seminar topic varies.

Staff

HS 801g Proseminar: Genocide

Open only to Heller students. Yields one-quarter course credit (one credit). May be repeated for credit as the seminar topic varies.

Ms. Green