

Gerontology

GERON 779

Seminar in Productive Aging

This course provides advanced doctoral students with an opportunity to examine and critique research and scholarly discourse on the economic and social roles of older people in contemporary society. Students analyze the major positions and debates about productive aging and review the most recent research concerning productive activities of older people. Though the primary focus is on the United States, there are also readings and discussion about other industrialized nations.
3 Lect/Disc Hrs, 3 Credits

GERON 796

Independent Study in Aging Policy

Independent research under the direction of a faculty member.
Hrs by arrangement, 1-6 Credits

GERON 798

Internship in Gerontology

Students participate in policy research or policy analysis of aging-related issues in various settings, including but not limited to government agencies, research institutes at other universities, and nonprofit organizations. Each internship is supervised by a faculty member. Students receive credit on the basis of a paper that reflects the substantive work accomplished through the internship and/or the general knowledge gained through the internship about policy research or policy analysis. Students may register for this course as often as they like but may apply no more than 3 credits toward their degree.
1-3 Credits

GERON 891

Dissertation Seminar

This course assists students in preparing the dissertation proposal and in the design and data collection phases of the dissertation process.
3 Disc Hrs, 3 Credits

GERON 899

Dissertation Research

Research conducted under faculty supervision that leads to the presentation of a doctoral dissertation.
Hrs by arrangement, 1-9 Credits

HISTORY (MA)

HISTORY TRACK, HISTORY TEACHING TRACK, HISTORICAL ARCHAEOLOGY TRACK

Faculty

Lester Bartson, PhD, *Harvard University*

• Ancient Archaeology and History • History of Monarchy

Paul Bookbinder, PhD, *Brandeis University*

• History of Germany • Holocaust • Political Violence

Vincent Cannato, PhD, *Columbia*

University • 20th Century American Political History • Urban History • Immigration

Michael Chesson, PhD, *Harvard University*

• Civil War and Reconstruction • Old South • Slavery

Jonathan M Chu, MSL, *Yale Law School*,

PhD, *University of Washington* • Colonial America • American Revolution • American Legal History

Spencer DiScala, PhD, *Columbia University*

• Modern Italy • History of Socialism • 19th- and 20th-Century Europe

David Hunt, PhD, *Harvard University*

• French Social History • Peasant Society • Vietnam

Esther Kingston-Mann (American Studies

Program, History Department), PhD, *Johns Hopkins University* • Modern Russian Soviet and Post-Soviet History • Peasants and Issues of Economic Development • The Cold War

Ruth Miller, PhD, *Princeton University*

• Modern Middle East • Ottoman Islamic Law in the Modern Period

David B Landon (Anthropology

Department), PhD, *Boston University* • Historical and Environmental Archaeology

Stephen Mrozowski (Anthropology

Department), PhD, *Brown University* • Historical and Urban Archaeology

Amy Den Ouden (Anthropology

Department), PhD, *University of Connecticut* • Cultural Anthropology • Ethnohistory • Native American History • North America • Eastern United States

William A Percy, PhD, *Princeton University*

• Medieval History • Gay History

Timothy Sieber (Anthropology

Department), PhD, *New York University* • Urban Anthropology • Anthropology of Education • Ethnicity

Woodruff Smith, PhD, *University of*

Chicago • German and Modern European History • African History

Malcolm Smuts, PhD, *Princeton University*

• History of England to 1850 • Early Modern Europe

Steven Silliman (Anthropology

Department), PhD, *University of California, Berkeley* • Prehistoric and Historical Archaeology • Culture Contact • North America • California • Eastern United States

Heather Trigg (Fiske Center for

Archaeological Research), PhD, *University of Michigan* • Prehistoric and Historical Archaeology • Culture Contact • Paleoethnobotany • North America • Southwest • Eastern United States

Julie Winch, PhD, *Bryn Mawr College*

• Afro-American History • Maritime History

Judith Zeitlin (Anthropology Department),

PhD, *Yale University* • Prehistoric and Historic Archaeology • New World Colonialism

The Program

The History Department offers a master's degree in history with a choice of three tracks: a history track; a history teaching track; and (with the Anthropology Department) a historical archaeology track.

History

The Master of Arts Program in History offers a rigorous, individually planned set of courses and supervised research and writing. Both demanding and flexible, it suits those students who intend to pursue a PhD or a career in secondary-school teaching, as well as those who seek to test their capacity for graduate work. Not all students enter directly from college; many return at the beginning graduate level after long absences from school. The student body includes teachers at the secondary level who desire to improve their knowledge of the field. Students who simply wish to pursue advanced studies for their own intellectual enjoyment and development also benefit from the program's design. Graduate enrollment is small, affording the graduate student close faculty attention and support. All graduate courses consist of seminars that are capped at 15 students.

History

History Teaching

The history teaching track is specially designed to meet the needs of current and prospective secondary-school teachers of history/social studies. It emphasizes extensive and varied course work in history culminating in a teaching-oriented capstone project rather than a thesis. It is not a teacher licensure program. Students interested in teacher licensure should consult with the Graduate College of Education's Teacher Education Program to determine the requirements for licensure at either the initial or professional level. Those requirements may be satisfied in coordination with the History MA Program.

History/Historical Archaeology

The History/Historical Archaeology track offers a program of study in anthropology and history with concentrations in historical archaeology, ethnohistory, and the comparative study of colonialism. Students may also receive specialized training in environmental archaeology working with faculty and staff of the Fiske Center for Archaeological Research. With additional course work, students may choose to pursue a concentration in historical archaeology and GIS (Geographic Information Systems). The program is designed for students interested in receiving a comprehensive master's degree before going on for a doctorate or those interested in careers in cultural resource management or museums. Area concentrations are available in North America and Mesoamerica, subarea concentrations in Northeastern United States, California, American Southwest, Chesapeake, and Andean South America. Students are expected to take four required courses, three in anthropology, one in history, and four electives in anthropology, history, American studies, or geographic information systems. Research opportunities are available through the Fiske Center for Archaeological Research. Museum internships are available with several area museums, including Plymouth Plantation, Old Sturbridge Village, and Strawberry Banke. Research assistantships are available that carry tuition waivers and stipends.

The Historical Archaeology Track is administered by the Anthropology Department. For further information, contact them at 617.287.6850.

Degree Requirements

The MA in History

Students in this track take 30 credit hours: seven 3-credit courses, a 3-credit thesis preparation course, and the MA thesis (6 credits). A maximum of two courses at the 300 level or above may be counted toward graduate credit; extra work is required of all graduate students in these courses. There are three required courses: HIST 600 (Research Seminar): an introduction to historical research and methods, with special attention to primary sources, usually given in American history; HIST 605 (Colloquium): an introductory course in historiography, normally given in European history, with topics varying each semester; and HIST 690 (Thesis Preparation): a course in which the student works with an advisor to develop a thesis topic and produce a formal proposal. Other courses are electives, chosen according to the student's interests. The thesis, normally undertaken after completion of course work, should be approximately 60 pages long and based on original research. It is prepared under the guidance of an individual faculty advisor and defended before a committee of three faculty members. Students enrolled in the History track must demonstrate a reading proficiency in one foreign language—French, German, Spanish, or another judged relevant to the student's major area of interest. This requirement is met through passing a test administered by the program.

The MA in History Teaching

This track requires 30 credit hours: nine 3-credit courses and a capstone project (3 credits). Two courses are required: HIST 600 (Research Seminar) and HIST 605 (Colloquium). There are seven electives, three of which may be upper-level undergraduate courses (extra work is required of graduate students in undergraduate courses). There is no foreign-language requirement.

For the capstone project, the student prepares a 30-page research paper, under the supervision of an individual faculty member, on a topic of the student's choice. The paper includes a curricular section indicating how the topic or subject area could be taught to secondary-school students. The capstone project is presented and defended before a three-member faculty committee.

The MA in History/Historical Archaeology

Students in this track complete 36 credit hours, as follows:

ANTH 525	(Historical Archaeology)
ANTH 540	(Archaeological Methods and Analysis)
ANTH 565	(Graduate Seminar in Archaeology)
HIST 685	(Topics in Atlantic History)

Four elective courses in Anthropology or History, chosen in consultation with the student's faculty advisor (12 credits).

Also required:

ANTH 585	(Field Research in Archaeology) (6 credits)
ANTH 599	(Thesis Research) (6 credits)

Special emphasis is placed on the growing internationalization of the field, theoretical issues, the interpretation of material culture, and interdisciplinary analysis in historical archaeology. Specialized training in environmental archaeology, forensic osteology, and Geographic Information Systems (GIS) applications (in conjunction with the Geography Department) is also available. Thesis research normally involves the analysis of material culture or environmental data from archaeological sites, collections-based research, or documentary analysis. The thesis is prepared under the supervision of a faculty advisor and defended before a committee of three faculty members.

Additional Requirements for All Students

Students may choose to pursue the master of arts degree either full or part time. In normal circumstances, it is expected that all requirements for the degree will be completed within five years (History, History Teaching) or six years (Historical Archaeology) of each student's first enrollment.

Each student in the History and Historical Archaeology tracks must pass an oral thesis defense before being awarded the master of arts degree. The examining committee consists of the student's thesis supervisor and two additional readers (one of whom may be from outside the History Program or Anthropology Department), to be chosen by consultation among the supervisor, the student, and the relevant graduate program director. To pass this examination, the student must receive at least two affirmative votes. A student who fails may repeat the examination two times at intervals of not less than three months.

History

A student who has not passed the examination within two calendar years from the date upon which it was first taken will be removed from degree candidacy and will be readmitted only through a special petition to the History Graduate Committee.

No grade below B- awarded to a graduate student will count toward fulfilling the requirements for a master of arts degree in history.

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication.

Applicants must submit evidence that they are able to perform graduate work at a high level of competence. Graduate Record Examination scores should be submitted if available (History and History Teaching Tracks). Applicants for the Historical Archaeology Track are required to present strong scores on the Graduate Record Examination (verbal and quantitative sections).

Students with insufficient background in history and/or anthropology may be required to complete prerequisite undergraduate courses before being fully admitted to the program.

Applicants interested in history will normally be expected to have maintained a 3.0 cumulative average in history courses as undergraduates. Applications from persons who did not major in history as undergraduates will be considered, but such persons, if admitted, may be asked to pursue a program of reading or course work designed to remedy any deficiencies in their preparation for graduate study.

Applicants for the historical archaeology track will normally be expected to have maintained a 3.0 cumulative average, with a major in anthropology, history, American civilization, or another related field. Any deficiencies in history or anthropology must be remedied by taking prerequisite undergraduate courses before taking the graduate courses in that field. These required background courses should be taken in the first year of study along with graduate courses for which students have completed the preparation.

Eligibility for Courses

Please note: Graduate courses are open to graduate students, and to undergraduates by permission of the instructor only. History 600 and 605 are not open to undergraduates.

History Courses

HIST 600 Research Seminar

This is the introductory course in historical research and methods. Readings draw upon diverse historical materials, with special attention to primary materials. Emphasis is given to the development of research and writing skills. It is normally taught in American history. (Course offered every semester.)

3 Lect Hrs, 3 Credits

Mr Di Scala, Ms Winch, and Staff

HIST L602 (AMST L602) Historical Sequence I: American Society and Political Culture: 1600-1865

The course follows the evolution of American society and political culture from the colonial period to the Civil War. The concept "political culture," as used here, embraces institutions, public behavior, and above all, attitudes—beliefs, values, expectations, fears—regarding the distribution and exercise of political power. Two momentous events, the wars for independence and union, are major course milestones at which the development of political culture is assessed from the perspective of different social groups, including leaders, artists, writers, women, workers, and slaves. A central theme is the interplay between regional divergences and national convergences. Thematic questions running through the course are: Did a common political culture emerge? Who was included, who excluded? Was American political culture distinctive?

3 Lect Hrs, 3 Credits

Mr Chu and Staff

HIST 605 Colloquium

This is the introductory course in historiography. A topic, varying from year to year, is treated in the light of past and present schools of historical thought. Emphasis is given to the development of analytical skills. The colloquium is normally taught in European history. (Course offered every semester.)

3 Lect Hrs, 3 Credits

Mr Di Scala, Mr Smith, Mr Smuts, and Staff

HIST 610 American Historical Tradition

The history of American historical writing from the eighteenth century to the present. Topics include the Progressive, Consensus, New Left, New Social, and other schools of historical interpretation. (Course offered every year.)

3 Lect Hrs, 3 Credits

Ms Winch

HIST 615 European Historical Tradition

The history of European historical writing from Voltaire to the present, including both classic and contemporary historians. (Course offered every other year.)

3 Lect Hrs, 3 Credits

Staff

HIST 631 Fall of the Roman Empire

This course examines one of the great problems of European history and in the process surveys the entire period from the third century to the early seventh. It considers the reasons for the fall of the Roman empire and discusses some of the explanations that have been proposed. Topics include the crisis of the third century; Diocletian and Constantine; the Germanic invasions; and the reign of Justinian.

3 Lect Hrs, 3 Credits

Mr Bartson

HIST 636 Weimar Germany

An examination of German life and culture under the Weimar Republic, chiefly through studies of diverse primary sources ranging from memoirs and public addresses to literature, the arts, and architecture. Each student investigates one aspect of Weimar history using the available primary source material (in translation) and delivers an oral presentation and a final major paper.

3 Lect Hrs, 3 Credits

Mr Bookbinder

HIST 646 The Early New England Town

This course uses the early history of New England towns to examine the social life of Americans from the first settlements to the American Civil War. Through the study of the town, students consider topics in social, political, legal, economic, demographic, and environmental history.

3 Lect Hrs, 3 Credits

Mr Chu

History

HIST L650 (AMST L650) Leadership in 19th-Century Antebellum America

This course explores leadership in 19th-century America and the contributions of various leaders to the development of the nation. Topics include reform leaders, political leaders, and lesser-known leaders.
3 Lect Hrs, 3 Credits
Staff

HIST 681 Topics in European History

Examinations of important themes in European political, social, cultural, and intellectual history. Topics vary.
3 Lect Hrs, 3 Credits

HIST 682 Topics in American History

Examinations of important themes in American political, social, cultural, and intellectual history. Topics vary.
3 Lect Hrs, 3 Credits

HIST 685 Topics in Atlantic History

This course is an examination of important themes in the history of the Atlantic world between the sixteenth and nineteenth centuries. Such themes will involve economic, cultural, social, and/or political interactions between peoples and countries on both sides of the Atlantic.
3 Lect Hrs, 3 Credits

HIST 689 Capstone Project

A 30-page research paper on a topic selected by the student and approved by the graduate program director. The paper must include a curricular section discussing the methods and materials that would be used in teaching this topic or subject area on the secondary school level. The paper will be defended before a committee consisting of a faculty supervisor and two other readers.
Hrs by arrangement, 3 Credits

HIST 690 Thesis Preparation

This is a one-semester supervised individual course to help students develop a viable thesis topic. Subjects will vary according to the student's interest and will include extensive guided reading.
Hrs by arrangement, 3 Credits

HIST 696 Independent Study

Advanced course of independent readings under the guidance and subject to the examination of the instructor. Areas and topics according to student need. May be taken only once.
Prerequisite: Permission of graduate program director.
Hrs by arrangement, 3 Credits

HIST 699 Master of Arts Thesis

Under the supervision of the appointed advisor. All topics must be previously approved by the program's graduate committee. The thesis will be defended before a committee of three faculty members who will also judge its suitability as partial fulfillment of the requirements for the master of arts degree.
Hrs by arrangement, 6 Credits

HIST L747 (PPOL G L747) Law and Public Policy

This course exposes students to differing theoretical perspectives in the academic literature, as well as to important areas of law. The course focuses on judicial policy making and on the nature of the litigious US society. In addition to examining why the courts are such central actors in US policy making, participants also explore the consequences of the distinctive role the courts play in various policy areas—for example, abortion, civil rights, desegregation, the environment, health care, labor policy, social legislation, special education, and welfare.
3 Lect Hrs, 3 Credits
Ms Bussiere

Anthropology Courses

ANTH 515 Public Archaeology

An examination of cultural resource management in New England and the United States. This course studies the significance of state and federal environmental and historic preservation legislation, and the implementation of these laws from drafting proposals and the granting of contracts to the collection of data and its analysis for recommendations to mitigate the impact of construction on archaeological sites. Students learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work.
Prerequisite: ANTH 241 or equivalent, or expertise in contract archaeology.
3 Lect Hrs, 4 Credits
Mr Mrozowski

ANTH 525 Graduate Seminar in Historical Archaeology

This course provides an overview of the field of Historical Archaeology. Since its emergence in the 1960's, historical archaeology has grown to become the most rapidly expanding field of archaeological research. Starting with a focus on North America, historical archaeology is now a global field that concentrates on the study of the emergence of the modern world and other complex societies. Drawing on a rich palette of interdisciplinary approaches, historical archaeology explores complex global processes such as colonization, industrialization, urbanization, and globalization. This course will focus on the methods employed by the field's practitioners, the various contexts in which this work is conducted, and the theoretical underpinnings of the field as a whole.
Prerequisite: ANTH 240 or equivalent.
3 Lect Hrs, 3 Lab Hrs, 5 Credits
Mr Mrozowski

ANTH 530 Seminar in the Prehistory of the Americas

The course introduces key topics and literature in the precontact traditions, politics, lifeways, and material practices of the indigenous people of the Americas. The course is designed as a seminar discussion that runs concurrently with a lecture-based course at the undergraduate level. Topics will vary per semester among the following four options: Ancient North America, Ancient Peru, Ancient Mesoamerica, and New England Prehistory. By approval of the Graduate Committee, the course may be repeated for credit if topical focus varies.
3 Lect Hrs, 3 Credits

ANTH 540 Archaeological Methods and Analysis

This course introduces the practice of historical archaeology in the laboratory and in the field through considerations of research design, methodology, material culture, and technical analyses of archaeological remains. The first portion of the course will involve discussions and readings on research design, field methodology, and sampling and recovery. The remaining segments will cover material culture and technical analyses in the laboratory, with a focus on ceramics, metal, glass, stone, plant remains, animal remains, and conservation techniques. The latter component of the course will be strongly devoted to hands-on, practical training in laboratory techniques and material identification.
3 Lect Hrs, 3 Credits

History

ANTH 545

Topics in Environmental Archaeology

This course provides an overview of tools and techniques archaeologists use to investigate the interrelationship between culture and their environments. We will explore how archaeologists and environmental scientists study past human-environment interactions, including human alteration of the environment and cultural responses to environmental change. Discussions of case studies provide examples of the interpretive power of interdisciplinary environmental archaeology research. Laboratory work with collections from archaeological sites provides practical experience and the basis for student research projects.

3 Lect Hrs, 3 Credits

ANTH 550

Materials in Ancient Societies

A one- or two-semester laboratory course offered as part of the teaching program of the Boston Area Center for Materials Research in Archaeology and Ethnology, of which UMass Boston is a member. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis. The course may be taken more than once.

3 Lect Hrs, 7 Lab Hrs, 5 Credits

ANTH 565

Graduate Seminar in Archaeology

This course is designed to provide students with a comprehensive background in current archaeological method and theory. It focuses on the major theoretical schools in archaeology, and their historical development. The course includes lectures and discussions on theory and method in archaeology, as well as discussions of methods employed in other historical disciplines. Emphasis is also given to the articulation of social theory as developed in anthropology, history, and archaeological research.

Prerequisites: ANTH 240 and 241 or equivalent.

3 Lect Hrs, 3 Credits

Mr Mrozowski

ANTH 570

Research Methods in Historical Archaeology

This course introduces the methods, analytical concerns, and theoretical approaches employed by anthropologists investigating past societies through documentary evidence. Readings for the course will range from the foundational literature of ethnohistory, with its primary focus on the historical study of marginalized cultures traditionally the subject of anthropological scrutiny, to recent trends in historical archaeology that reflect both a broader global bias and a heightened sensitivity to issues raised by feminist, postcolonial, and indigenous scholars. Using historiographic tools outlined in class, students will conduct small documentary research projects during the term.

3 Lect Hrs, 3 Credits

ANTH 572

Culture Contact and Colonialism in the Americas

This course explores the multifaceted nature of colonial encounters between Europeans and indigenous people. Using the Americas as the geographical focus, the course devotes special attention to the analytical and theoretical discourse-shaping anthropological approaches to colonialism through the topics of material culture, gender, ideology, ethnicity, race, identity, labor, class, and resistance. Readings and discussions will draw on data and perspectives from ethnohistory, historical archaeology, and cultural anthropology to tackle the simultaneously global and local nature of colonialism.

3 Lect Hrs, 3 Credits

ANTH L575 (AMST L575)

Cultural Theory in Anthropology

This course surveys 20th century sociocultural theory, providing students in historical archaeology, American studies, and other disciplines with a complementary background in cultural anthropology. The emphasis is on American anthropologists, their theories of culture, and the attention these theories give to history, as well as the discursive contexts within which these various theories have emerged.

3 Lect Hrs, 3 Credits

ANTH 585

Summer Field School in Historical Archaeology

Summer field survey or excavation in historical archaeology for 6-8 weeks in the Boston or New England area. Credit will be given for any other appropriate field school or internship at another institution.

Prerequisites: ANTH 525 and 565.

3 Lect Hrs, 6 Credits

Mr Mrozowski

ANTH 596

Individual Research in Archaeology

Students may take this course in addition to those required in the program in order to pursue research relevant to the program of study.

Prerequisite: Permission of instructor.

4 Credits

ANTH 597

Special Topics in Archaeology

The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member who may teach this course on a one-time basis.

Prerequisite: Permission of instructor.

4 Credits

ANTH 598

Practicum in Archaeology

For this course, graduate classroom education is applied in a practical situation, such as field work or a research project for a public archaeology contract agency, a museum, an archaeological laboratory, an historical commission, or a preservation agency. In the practicum students develop a wide range of valuable skills and experience related to possible future employment.

Prerequisites: ANTH 525, 565, and permission of instructor.

Variable Hrs (depending on credits), 4-10 Credits

HUMAN SERVICES (MS)

History

ANTH 599

Thesis Research Projects in Historical Archaeology

In this course, an MA thesis will be developed from a problem-oriented analysis of documentary and archaeological data. The MA thesis will include a description of the problem in the context of the disciplines of anthropology and history, its application to the data, a description of the analyses undertaken, and their results with reference to the problem. In the conclusion the results of the research project should be discussed in relation to other current research in the field. The MA thesis must be read and approved by an examining committee made up of three faculty readers, one from the History Program, one from the Anthropology Department, and one from a department to be determined.

Prerequisites: ANTH 525, 565, 585, and permission of instructor.

6-10 Credits

Faculty

Luis Aponte-Pares, PhD, *Columbia University* • Strategic Planning • Urban Planning

William M. Holmes, PhD, *Ohio State University* • Criminal Justice • Research Methodology • Family Violence

Chi-Kan Richard Hung, PhD, *Indiana University* • Public Policy • Public Finance

Sylvia Mignon, PhD, *Northeastern University* • Substance Abuse • Criminal Justice • Family Violence

Margaret Rhodes, PhD, *Brandeis University* • Ethics and Social Policy

Miren Uriarte, PhD, *Boston University* • Race, Ethnicity, and Gender in Human Services • Human Services Program Development and Evaluation

Ann Withorn, PhD, *Brandeis University* • Social Welfare • Politics and Human Services

The Program

The Master of Science Program in Human Services is designed to meet the graduate educational needs of practitioners in a broad range of human service jobs. It allows experienced people to acquire the knowledge, skills, and direction necessary for moving into new or more advanced positions in the field of human services. The MS in Human Services Program is unique in that it is outcome-based. This approach to education—in which competencies (defined through learning outcomes) are earned through demonstration of knowledge and skills in a particular area—provides a variety of options for learning, all aimed at assuring that the graduate's knowledge and skills are relevant to the real world of practice. Students receive grades based on their demonstration of these competencies. Each competency is equivalent to three credit hours.

The curriculum content, carefully constructed to match workforce needs, is designed to provide professional orientation to the context and core values of human services practice as a foundation for planning and managing people, programs, finances, and information systems. The program objectives are to provide professional education that

1. prepares experienced human services professionals for leadership positions that provide opportunities to participate in shaping the future of human services; and

2. prepares competent planners and managers who are knowledgeable about the core values of human services and about the professional, legal, ethical, and policy context of human services practice and who can apply this knowledge in managing and planning human services.

In order to accommodate the needs of the majority of students in the program who are employed full time, most courses and other activities are offered in the evenings and on weekends. Students are admitted to the program only for the fall semester, and are invited to an orientation held during the summer before the fall term begins.

Degree Requirements

The MS in Human Services requires successful completion of 13 competencies (39 credits), including the capstone project, according to the following guidelines:

- I. Six core competencies (18 credits):
HMS-G 601, 602, 603, 606, 628, 634.

- II. Four competencies (12 credits) in an area of management or planning concentration.

Management: HMS-G 620, 621, 623, 625, 626, 627.

Planning: HMS-G 626, 630, 631, 632, 633, 649.

The student may elect a concentration in gerontology or dispute resolution, with the permission of the appropriate program director and the director of the Human Services Program. For further information on these programs, see the "Dispute Resolution" and "Gerontology" sections of this publication.

- III. Two elective competencies (6 credits) chosen from among those required for other concentrations, as listed above, and/or from the following: HMS-G 609, 622, 648.

A capstone project: HMS-G 655 (one competency, 3 credits)

Students demonstrate competencies through coursework and a combination of independent study and prior learning. All students are required to complete the program within the four-year statute of limitations. Entering students who bring with them a substantial amount of classroom and work experience may complete the degree in two academic years.