Student Handbook

Doctoral Degree

Global Inclusion and Social Development

University of Massachusetts Boston
School for Global Inclusion and Social Development
2017–2018

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Welcome from the Dean

Welcome to the School for Global Inclusion and Social Development!

We are thrilled that you have joined our team of global change-makers, who are working to achieve our mission: to increase the inclusion of vulnerable populations in their communities. You bring a unique perspective and viewpoint to our program, and we are delighted to have the opportunity to provide you with rich academic and experiential opportunities for learning and engagement.

Through thoughtfully prepared course content, taught by faculty who epitomize the school’s focus on diversity, both culturally and professionally, you will be introduced to concepts that even if familiar can be viewed through a new perceptual lens.

Your classmates and colleagues have travelled from around the globe to join you on the University of Massachusetts Boston campus. Much like the community we learn in, our population of students is varied, including those from multiple continents, countries, and states. Their experiences and interests enrich classroom discussions and serve as the inspiration for research projects and community engagement opportunities. I encourage you to engage with your fellow students by joining the graduate student group, Voices for Global Inclusion and Social Development.

This handbook is your roadmap to the Global Inclusion and Social Development program. You will find information about UMass Boston and our graduate school, and specifics about your program, including course and concentration descriptions, graduation requirements, and frequently asked questions. You will also learn more about the goals and objectives of SGISD, and be introduced to key concepts and terms.

We invite you to ask questions or provide feedback by email: sgisd@umb.edu.

Thank you for bringing your expertise and commitment to our program, and welcome to the University of Massachusetts Boston. I wish you success as you embark on this new journey, and look forward to supporting your many contributions to the communities you serve.

Kind regards,

William Kiernan, PhD
Dean
School for Global Inclusion and Social Development
Introduction

Mission and Vision

The School for Global Inclusion and Social Development (SGISD) was established in 2012 and explores the intersections of health, wellness, culture, and social development in communities worldwide. Our transdisciplinary training program recognizes the need for leadership in the non-governmental organization (NGO) sector. We also foster skills in research, knowledge generation, model demonstration, dissemination, and systemic change from the local through the international levels.

Our programs focus on addressing institutional barriers to inclusion, as well as the strengths, needs, and aspirations of populations who experience exclusion within their societies due to structural and cultural inequalities related to gender, race, ethnicity, language, age, disability, religious practice, and other conditions of social, political, and cultural inequality and injustice.

Courses at the School for Global Inclusion and Social Development (SGISD) focus on research-supported practices that increase inclusion regionally, nationally, and around the world. Instruction is delivered on campus, online, and through international exchange programs.

Our mission statement:

Supporting communities locally, nationally, and internationally to advance wellness, educational access, cultural participation, and social opportunities for all by developing leaders, building knowledge, and demonstrating real-world innovations that embrace inclusion.

To achieve this mission, SGISD faculty, students, and staff make the following commitments:

- To undertake work that creates social change and promotes human rights and justice for individuals who are excluded from their community because of their race, ethnicity, gender, disability, sexual orientation, religion, or other factors.
- To recognize that this work requires advocating for and defending the rights of all.
- To recognize that social change is more effective when it is achieved through partnerships between excluded individuals and experts from various disciplines, all approaching inclusion from unique perspectives. Effective collaboration is based on mutual learning and respect, and requires collegiality and collective intelligence.
- To focus the activities of SGISD on supporting individuals to define their own quality of life and realize their full potential.
- To ground all the activities of SGISD in transdisciplinary education, training, research, and service. All these elements combine to apply theory and evidence-
based research to practice. The knowledge the school produces is translated and disseminated to all communities affected by the issues in question.

SGISD academic programs

- PhD, Global Inclusion and Social Development
- MA, Global Inclusion and Social Development, with concentrations in:
  - Disability Studies
  - Gerontology
  - Human Rights
  - Rehabilitation Counseling
  - Transition Leadership
  - Vision Studies
  - Non-profit management
  - Transnational, Cultural, and Community Studies
  - Independent plan of study
- MS, Rehabilitation Counseling
- MEd in Vision Studies, with three tracks:
  - Teacher of Students with Visual Impairment
  - Orientation and Mobility Specialist
  - Vision Rehabilitation Therapist

BA Minor, Asian American Studies

Graduate certificate programs include:
- Human Rights
- Rehabilitation Counseling
- Transition Leadership

SGISD’s programs prepare our graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those who live in rural, urban, and diverse environments. Our primary goal is to prepare our graduates to serve a multicultural, international population.
Institutional Structure

The University of Massachusetts Boston
The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that community.

The University serves over 16,000 undergraduates and graduate students, distributed among the College of Advancing and Professional Studies, the College of Education and Human Development, the College of Liberal Arts, the College of Management, the College of Nursing and Health Sciences, the College of Public and Community Service, the College of Science and Mathematics, the Honors College, the McCormack Graduate School of Policy and Global Studies, the School for Global Inclusion and Social Development, and the School for the Environment. Its doctoral programs include clinical psychology, education, environmental sciences, gerontology, and public policy.

The School for Global Inclusion and Social Development
SGISD at the University of Massachusetts Boston is an innovative new school focused on developing leaders in the area of inclusion. Established in 2012, SGISD offers programs in Global Inclusion and Social Development (MA and PhD), master’s programs in Rehabilitation Counseling and Vision Studies, certificate programs in Human Rights, Vision Studies, and Transition Leadership, and an undergraduate program in Asian American Studies.

Operating under a transdisciplinary model, the school develops leaders in global inclusion and social development – professionals with grounding in, and transdisciplinary knowledge of, the interrelationship of wellness to social and cultural context as they relate to excluded populations, as well as skills in research, training, and community-capacity development.

Programs in Global Inclusion and Social Development
Programs in the School for Global Inclusion and Social Development facilitate the development of well-rounded, transdisciplinary leaders, who through rigorous course work and experiential learning are prepared to contribute their knowledge and skills to organizations and programs that support excluded populations. Students in these programs will be exposed to leadership training and a curriculum that promotes cultural competency and community capacity building, and that employs research as a means for shaping both policy and practice.
Key Terms and Concepts

At the heart of our school is inquiry and creativity. SGISD embraces open and critical inquiry as it seeks out partnerships, relationships, and affiliations with local and global communities. We view the perceptions, beliefs, and policies of groups and communities as having substance, and offer our students opportunities to examine and debate the efficacy of such perceptions, beliefs, and policies. It is only through doing so that we can teach global inclusion and the development of policies that stress social development and further UMass Boston’s goal to function as a transformative university.

As a diverse and inclusive school, our learning environment nurtures respect for difference, excites curiosity, and embodies civility. SGISD strives to expand our areas of inclusion to more cultures and communities within or adjacent to the University physically, that share the desire to be accepting of other points of view, respect diversity, and seek equality for all.

Engagement calls for us to address critical social issues both locally and globally and involve our students, faculty, and staff in understanding and supporting the inclusion and social development of communities both here and abroad. Our strong outreach and interaction with international partners reflects collaboration, inclusion, and equality of opportunity for all. The recognition of the importance of diversity in wellness and community development are apparent in these outreach efforts.

The lessons learned in fostering social development in the US and other countries serve as a valuable resource to the School and its programs as it seeks to support emerging countries in the core areas of health, wellness, and social development.

GISD programs focus on the development of leaders who will be knowledgeable about different cultures and communities, versed in the strategies of social development, and skilled in supporting the needs and interests of local communities and cultural groups. By creating a transdisciplinary environment, the programs call upon scholars and practitioners to join together to examine, develop, and implement programs and services that are responsive to the needs of diverse communities.

What we mean by “inclusion”: In the School for Global Inclusion and Social Development, we define inclusion as a process of ensuring that everyone can participate in the social, economic, cultural, political, and civil aspects of their communities. We also recognize that as students, and budding experts in this field, you may have your own thoughts on how to capture the meaning of this term that serves as the goal for much of our work. We encourage you to use this opportunity to jot down your own definition of social inclusion, and to see how it evolves throughout your academic and research journey.

What we mean by “social development”: The term “social development” captures the
idea of improving people’s well-being and quality of life, and is often defined in reference to particular social problems. It is the focus on the population as a whole or the inclusive focus, among other things, that distinguishes this concept from how it is used in other disciplines (such as developmental psychology).

What we mean by “transdisciplinarity”: Transdisciplinarity in SGISD refers to examining issues in a manner that crosses disciplinary, academic, and non-academic boundaries, in order to gain both an understanding of the complex interrelationships among health, wellness, and social and cultural development encountered by excluded populations, and to offer improved practices and solutions from this understanding. Transdisciplinary research methods and approaches are employed when it becomes clear that the formal or traditional field or discipline to which a definition of research questions/problems/solutions seemingly should correspond is incapable of providing the scope of inquiry or reach of influence necessary to achieve sufficient understanding or impact.

What we mean by “globalization”: Globalization is the process of interaction and integration among economies, societies, and cultures across the globe through forces such as international trade and transport and advances in communication technology. The term captures the consequences of these forces, both positive and negative. Several definitions emphasize the cultural dimension of globalization as being key to this process. The UN has been advocating for a more balanced approach to globalization - one that promotes more evenly distributed benefits and a fair and inclusive process that is monitored and regulated - to ensure that it improves the lives of socially excluded groups around the world.

What we mean by being a leader in an inclusive global society: Effective leaders in inclusion and social development need to be passionate about the world surrounding them. They must be confident and capable in their ability to communicate and work well with others while maintaining a sense of self-awareness and self-reflection. They must acknowledge their weaknesses as well as their strengths and have the impetus to seek out new knowledge and new skills and translational abilities central to their leadership roles.

Effective leadership in inclusion and social development in a globalized world, where economic, social, and cultural issues are ever-present, requires flexibility, heightened perception, and the ability to think critically and creatively. The changing landscape of societies necessitates transdisciplinary collaboration and a focus on diversity to adapt and respond to changes in critical areas such as politics, science, economics, health care, education, and policy.
PhD in Global Inclusion and Social Development

Program Description

The doctoral program embraces the philosophy of UMass Boston’s School for Global Inclusion and Social Development. The program promotes transdisciplinary research: crossing disciplinary, academic, and non-academic boundaries. Students will also be involved in transnational inquiry, crossing borders and hemispheres. The program develops professionals skilled in integrating policies and practices into community training and capacity-building initiatives that invest in inclusion and social development worldwide.

Program graduates will be effective leaders in this field because of their transdisciplinary knowledge of the relationship of health and wellness to social and cultural development. They will be skilled not only in research, but also in translating that research into practice. A distinctive curricular focus on excluded populations, which is broadly transdisciplinary in its approach, sets our school’s programs apart from others.

The PhD curriculum focuses on research methodology, research execution, and the translation and application of research to policy and practice, with an even greater emphasis on leadership development. Graduates will be prepared for careers as researchers as well as policy and program analysts. They will be prepared to work in top-level leadership positions in the public and NGO sectors, leading teams of professionals in developing evidence-based policy and program solutions.

The curriculum covers five core areas:

1. Theory: Current and Historical Perspectives on Global Inclusion and Social Development AND International Responses to Social Inclusion
2. Research and Evaluation: Research and Evaluation in Diverse Settings: Methods and Implications
3. Policy and Practice: Ethics and Professionalism in Global Inclusion and Social Development OR Cultural Competency: Impacts on Innovations and Model Development
4. Systems Change: Strategies for Systemic Change OR Managing Change: Supporting Communities and Embracing Cultures
5. Leadership and Management: Leadership in Global Inclusion and Social Development OR Population Needs and Global Practices
Learning Objectives for the Global Inclusion and Social Development PhD Program

Students in the PhD program in GISD build knowledge and skills in the following areas:

1. Inclusion, social development, and globalization.
   Demonstrate knowledge of:
   - Concepts of, perspectives on, and approaches to social inclusion and
development, as well as culture.
   - Relationships between health and wellness and social and culture
   - The impact of social exclusion on marginalized populations and other
disadvantaged groups.
   - Related local, state, national, and international policies and practices.

2. Self-reflection and leadership.
   Use self-reflection to examine the impacts and resulting biases of personal values,
beliefs, styles of communication, experience, and upbringing on leadership style.

3. Ethics and professionalism.
   Demonstrate knowledge of accepted ethical principles and values, specifically within
professions focused on social justice and excluded populations.

4. Critical and creative thinking and translation into practice.
   - Think critically and creatively.
   - Identify an issue, dilemma, or problem, and explore relevant information
through research to resolve it.

5. Communication.
   - Communicate effectively in oral, nonverbal, and written modes.
   - Recognize the diversity of the intended audiences and communicate
appropriately.

   - Recognize the characteristics of conflict, and examine its origin in the interest of
all parties.
   - Facilitate a cooperative process to negotiate a mutually agreeable solution.

7. Cultural competency.
   - Recognize the influence of others’ worldviews, personal beliefs, perspectives,
and assumptions.
   - Appreciate and honor those factors to enhance communication and
partnerships.

8. Teaching, training, and mentoring.
   - Adopt a variety of teaching strategies to teach, train, and mentor.
• Act as advocates, coaches, teachers, guides, and role models to positively influence the career development of colleagues and fellow students.

9. Transdisciplinary practice and team building.
• Provide a supportive environment that recognizes the skills and expertise of team members from diverse disciplines.
• Create effective teams by facilitating teamwork, managing team dynamics, and identifying the stages of team development.

10. Working with communities, organizations, and systems.
• Understand the basic features and issues of systems.
• Think systemically about the complexity of policy, practice, and research challenges.
• Demonstrate awareness of how the infrastructures of organizations and businesses work.

11. Policy and advocacy.
• Understand public policy at local, state, national, and international levels in relevant areas of health, wellness, and social and culture.
• Use this knowledge to address problems affecting a large number of people and to inform policymakers about their rights and needs.

12. Research, evaluation, and policy analysis.
• Develop a working knowledge of research methods, statistics, evaluation methods, and policy analysis.
• Use this knowledge to gather, analyze, and evaluate data, and translate findings into practice.


Plan of Study for PhD in Global Inclusion and Social Development

There are two options available for completing a PhD in Global Inclusion and Social Development. Students who have completed a master’s degree prior to entering the PhD program can complete the 52-credit post-master’s track. Students who are interested in earning a second master’s degree, or do not have a master’s degree, can complete the 67-credit post-BA track.

Explanation of Coursework

Students in both the post-BA and post-master’s tracks complete the core cores and advanced course work.

- Core classes (24 cr)
  - GISD 601: Current and Historical Perspectives on Global Inclusion and Social Development (3 cr)
  - GISD 605: International Responses to Social Inclusion (3 cr)
  - GISD 606: Research and Evaluation in Diverse Settings: Methods and Implications (3 cr)
  - GISD 608: Ethics and Professionalism in Global Inclusion OR 609: Cultural Competency: Impacts on Innovations and Model Development (3 cr)
  - GISD 610: Strategies for Systemic Change OR 611: Managing Change: Supporting Communities and Embracing Cultures (3 cr)
  - GISD 615: Leadership in Global Inclusion OR 616: Population Needs and Global Practices (3 cr)
  - GISD 801: Innovation Seminar( two-part/6cr)

For full explanation of core courses, see Appendix A.

Advanced Coursework:

- Research, policy, or management elective courses (6 cr)
- Research elective courses (6 cr)
- GISD 898: Transdisciplinary research to practice (6 cr)
- GISD 899: Dissertation research seminars (10 cr)

For a full explanation of advanced coursework, see Appendix B.
Sample Post-Master’s PhD Program of Study:

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<th>Course</th>
<th>Semester typically offered</th>
<th>Credits</th>
<th>Semester Plan</th>
<th>Completed/Credit</th>
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<td><strong>Core Courses</strong></td>
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<td>GISD 601 Current and Historical Perspectives</td>
<td>Fall year 1</td>
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<td>GISD 605 International Response</td>
<td>Spring year 1</td>
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<td>GISD 606 Research and Evaluation in Diverse Settings</td>
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<td>GISD 608 Ethics and Professionalism or GISD 609 Cultural Competency</td>
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<td>GISD 610 Strategies for Systemic Change or GISD 611 Managing Change</td>
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<td>GISD 615 Leadership in Global Inclusion or GISD 616 Population Needs</td>
<td>Fall year 1</td>
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<td>GISD 801A—Innovations Seminar</td>
<td>Fall year 2</td>
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<td>GISD 801B—Innovation Seminar</td>
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<td><strong>Advanced Coursework</strong></td>
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<td>898 – Transdisciplinary Research</td>
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<td>899 – Dissertation seminar</td>
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<td>899 – Dissertation seminar</td>
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Post-BA track
In addition to the Post-Master’s coursework, students in the Post-BA program will take five additional courses in the concentration area of their choice, and will have the opportunity to select from a variety of predesigned areas of concentration. They may also propose an Individualized Plan of Study (see below for a description of this option).

All students will select a concentration. Students in the Post-Ba track must complete a capstone project as a requirement of their Masters. See the MA handbook for more detail. At the completion of the 67 credits in the post-BA track, the student will have achieved a master’s degree in Global Inclusion and Social Development as well as their PhD.

- Concentration requirement (15 cr)
  - Disability Studies
  - Gerontology
  - Human Rights
  - Rehabilitation Counseling
  - Transition Leadership
  - Vision Studies
  - Non-profit management
  - Transnational Cultural and Community Studies
  - Independent plan of study

For full explanation of concentration courses, see Appendix C.

Concentration Areas
We offer distinct areas of concentration for students to select from based on their personal interests and career goals. Our concentrations include Disability Studies, Gerontology, Human Rights, Rehabilitation Counseling, Transition Leadership, and Vision Studies.

- The disability studies track prepares students to work with people with disabilities in various capacities and to become leaders and advocates in the field.
- Our gerontology track prepares students to understand aging populations from a social and psychological perspective, and to work in the community or at a policy level to help support today’s vast aging populations.
- Our human rights track develops leaders for social justice, preparing students to mobilize local and international movements, and measure efforts and outcomes to advance human well-being, and to promote rights for all.
• Students who choose the rehabilitation counseling track will learn to help people who face barriers to employment (including veterans, refugees, and ex-offenders) find fulfilling work.

• Students who elect our transition leadership track will train as leaders who can help people with disabilities and other vulnerable groups attend college, enter the workforce, or adjust to independent living.

• Students who opt for our vision studies track will develop best practices to advocate for and support individuals worldwide who are blind or have low vision, so that these individuals may increase their independence and thrive in their daily lives and in their communities.

• Non-profit management track classes prepare students for leadership roles in non-governmental organizations (NGOs) or governmental entities that address the needs of excluded populations.

• Students who complete the Transnational Cultural and Community Studies track explore scholarly research, cultural expression, and meaningful community partnerships in order to understand the histories and contemporary lives of racialized communities in the United States, their experiences as part of diasporic communities with transnational linkages, and their agency and self-determination.

• Students can opt to create an individualized plan of study for their concentration. This option is intended for those with specific interests not fully addressed within existing courses, and who have identified an important and relevant area of study within global inclusion and social development studies. Students who wish to pursue this option must take all required core GISD courses. They also must provide a detailed outline of the plan of study they wish to pursue and its connection to the School’s mission. This proposal must be reviewed and approved by a faculty advisor, the graduate program director, and the SGISD academic affairs committee, no later than the onset of the third academic semester.
Sample Post-BA PhD Program of Study

Name:  
PhD Full or Part time:  
Concentration:  
Language requirement:  
Research Assistantship:  

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<td>Elective in Research, Management or Policy</td>
<td>Spring Year 3</td>
<td>3</td>
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<tr>
<td>898 – Research to Practice</td>
<td>Fall Year 3</td>
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<td>898 – Research to Practice</td>
<td>Spring Year 3</td>
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<tr>
<td>899 – Dissertation seminar</td>
<td>Fall Year 4</td>
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<td>899 – Dissertation seminar</td>
<td>Spring Year 4</td>
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Explanation of Graduation Requirements

Comprehensive Examination

Students in the PhD Program in Global Inclusion and Social Development (GISD) are expected to relate the concepts they have learned through their academic program to practical applications. The goal of the comprehensive examination is to determine the student’s knowledge and understanding of theories related to globalization, social development and social inclusion, as well as their capacity to apply these theories in real world situations. Successful completion of comprehensive examination admits the student to candidacy for the PhD degree.

An orientation to the comprehensive examination process is provided by the Graduate Program Director and GISD faculty in October of each academic year for students who will be completing the exam within the upcoming academic year.

Components of the Comprehensive Exam
Students will complete a written and oral examination of content related to the core courses in Global Inclusion and Social Development.

(1) Written examination

The written component of the comprehensive exam is six hours and is scheduled twice per year. This is a closed book exam. Students use a computer provided by SGISD to write the exam. The computers do not have internet access. Students will have 30 minutes to use the computer prior to receiving the exam questions to become comfortable with the equipment.

The exam consists of 6 questions that reflect key issues addressed in the core courses; students must answer 3 of the questions during the exam period. Exam questions will focus on three areas: (1) research, (2) policy and (3) practice/case study. There will be two options within each of these focus areas, and students will be required to answer one question in each of the three focus areas. Questions will call for the integration of concepts taught across the core courses.

Students have a total of six hours to complete the written component of the comprehensive exam. At the beginning of the exam, students will be given the two questions for a key area and will have two hours to complete one of those questions. At the end of the two hours, the student must submit their answer and then take a break. After a break the students receive the two questions for the next area and they have two hours to complete that question. And the final exam block will address the third key area with students having two hours to respond to one question in that area.
We encourage students to save some time at the end of each writing period to review and edit their examination, since the quality of writing will be considered in the evaluation of the exam. You will not be able to edit your answer to the first two questions when you return from your break, so make sure to complete your review during your first section.

The exams will be reviewed and evaluated by two GISD core faculty members; this blind review will ensure that the identity of the student is not known to faculty evaluators.

(2) Oral examination

The graduate program director (GPD) will schedule students for an oral defense of their written examination to take place within two weeks of the completion of their written examination. The oral examination will be led by the faculty members who have reviewed the student’s written exam. The oral examination allows students to expand on their answers in written exam as well as respond to questions regarding overall concepts addressed in the program.

If there is not a consensus among the two faculty members who reviewed the student’s comprehensive examination, a third faculty member will be brought in to review the written material and provide an additional perspective on the evaluation.

Timing of comprehensive exams

The written exam component of the comprehensive exam is offered the fourth week in January and the third week in September. Students must register for the examination by November 15th or May 1st depending on the semester they are taking the exam. They should review their eligibility to sit for the exam with their advisor and then tell the Graduate Program Director (GPD) that they would like to register. Students must complete the written and oral comprehensive exams in the same semester.

To be eligible to sit for the exam, students must have completed, or be completing within the semester they are taking the exam, all of their core, concentration, and elective courses. Students in the post-bachelor’s program will have completed 51 credits, and students in the post-master’s PhD program will have completed 36 credits. PhD students can be participating in the second semester of the transdisciplinary research course (GISD 898) concurrently. Students cannot take comprehensive examinations if they have a pending incomplete in any course.

Scoring for Comprehensive Exam

The overall score for the comprehensive examination will be based on the two components of the exam. Students can achieve a High Pass, a Pass, or a Fail. The two components of the exam are scored separately a student can receive different score for the two components. A High Pass indicates that a student has an exemplary
understanding and ability to present material related to global inclusion and social development. A student who achieves a Pass has a comprehensive understanding of the issues covered in the program and can successfully present that information.

A Fail indicates that the student has not been able to successfully complete at least one component of the examination. For example the student could fail the written component of the exam and pass the oral exam. In that case, the student may retake the written component of the exam that was failed and would not need to retake the oral. If the student fails a second time, they will not be able to progress in the program and will not be able to receive their degree.

Preparing for the Exam

Comprehensive exams require you to integrate the knowledge you have learned through the program and apply it in different contexts (e.g., research, policy and practice). You should be familiar with all of the literature presented in the syllabi from the GISD core courses. Throughout your academic program, collect your syllabi from all of your classes so you have the reading lists from the classes to use in your preparation for the exam.

You should be familiar with major theories, conceptual models, legal standards and best practices that have been covered in your classes and be prepared to discuss how those concepts are applied.

The exam does not focus on your ability to memorize all the materials covered in your classes, but rather how to reflect on the content and then integrate that information into your answers.

Study tips:

You will be required to report in detail about theories and concepts that you have learned but the emphasis of the exam is the application of knowledge, not merely reporting back on what you have studied. Consider the following elements when you are preparing for the exam:

- Carefully review the key concepts from each of your core courses.
- Write down key words, terms, theories, and theorists that you may want to integrate into your responses.
- Review your course materials and focus on key issues and authors in the field. You will need to reference literature to support your answers, so you should know key authors’ names or the titles of theoretical, conceptual or empirical works, or policy documents that support your argument. Not everything requires a citation, but major work should be referenced with
the authors name (and, especially where necessary to distinguish different publications by the same author or multiple authors with the same name) the year of the publication.

You should cite the article in your answer, but are not required to provide full citation in a bibliography.

• Study at a broad overview level rather than focusing on minor details. The questions are broad, with more than one reasonable mode of answering. Developing an overview will help you in synthesizing material.

This does not mean you should neglect detail in your exam answers. Details can add much to your answers by showing a real grasp of the material when integrated with more general explanations and examples.
  o Prepare outlines, charts, visual summaries, mnemonic devices, etc. to help you remember key concepts.

Suggestions for taking the exam:

Tips for composition:
When you are asked to respond to a multi-part essay question and are required to cite sources, the following strategy can be used to ensure that you develop an acceptable response.

• Begin by drafting an outline of your response and listing the key points that you want to make in each subsection. You may want to spend up to one-third of the time allowed for the question on the outline.

• Make sure that you establish a “working thesis” statement.

• Create an introductory paragraph that introduces the question and your main points.

• There is not a required word or page limit, but you have two hours for each question so make sure that you are providing enough substance in your answers.

• Summarize the question and your main points in a concluding paragraph.

• Use the third person unless the question asks for your opinion.

• Save time to review and edit your questions. All answers should be well articulated and grammatically correct.
Academic honesty

As in all elements of the GISD academic program, students must adhere to the University’s academic honesty policy. The following violations of the academic honesty policy are relevant to the comprehensive examination:

The University defines violations to include, but not be limited to, the following:

1. Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one’s own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
5. Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
6. Obtaining answers to examination questions from another person with or without that person’s knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
7. Submitting as one’s own an examination taken by another person; or taking an examination in another person’s place.
8. Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.
9. Failing to adhere to professional standards or ethics of a discipline and/or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.
10. Interfering with an instructor’s ability to evaluate accurately a student’s competence or performance; misleading any person in connection with one’s academic work.

If there is a concern raised regarding academic dishonesty during the comprehensive examination process, the issue will first be discussed with the student and the graduate
program director, and will then be reported to the Office of Graduate Studies for review and possible sanctions.

Achieving PhD Candidate Status

To obtain PhD candidate status, a PhD student must complete all the required academic courses, with the exception of GISD 899, and pass the comprehensive examination. A PhD candidate may also be enrolled in the dissertation seminar (GISD 899) to complete the dissertation proposal. Students should not use the designation of PhD candidate until they have completed the milestones identified above.

To become a PhD candidate, a student must complete the Notification of Candidacy Form and have it signed by the graduation program director, who will then send the form on to the dean of graduate studies.

Dissertation Process

Dissertation research is the candidate’s original contribution to the academic community and marks the transition from student to scholar. The written dissertation is a significant undertaking, and should include the scope of research from conceptualization to recommendations for practice and policy. The dissertation is also the student’s opportunity to share his or her research with the wider academic community.

The dissertation process typically occurs once a student has completed the comprehensive exam and has been accepted to candidacy.

PhD candidates should become familiar the UMass Boston Dissertation Standards Handbook at the start of their dissertation process and refer to it frequently for guidance regarding preparation and formatting.

http://bit.ly/2pM84GO

Dissertation Timeline

1. Student successfully completes comprehensive exams (submits Notification of Candidacy Form).
2. Student participates in dissertation seminar (GISD 899).
3. Student develops summary of proposed research to use in recruiting committee members.
4. Student identifies committee members (submits Proposed Dissertation Committee Form).
5. Committee chair sends proposal to committee members (student should allow 3 to 4 weeks for members to read).
6. Chair authorizes student to schedule proposal hearing at least 2 weeks in
advance (student polls committee members and chair as to availability).

7. After successful completion of proposal, student submits electronic version of the proposal and signed Proposal Hearing Result Form. Student can proceed to conduct dissertation research.

8. If appropriate, IRB approval is obtained.

9. Chair sends final draft of dissertation to committee members (student should allow 3 to 4 weeks to read).

10. After polling committee members and chair, student schedules defense 2 to 4 weeks in advance.

11. Two weeks prior to the dissertation hearing, student submits a proposal announcement to the SGISD program coordinator, who will advertise the hearing to the University community.

12. Following the defense, the Results of the Dissertation Defense Form is submitted.

13. Once any final revisions are completed and approved, the student submits the dissertation, including the signatory page with committee members’ signatures, to the UMass Boston Office of Graduate Studies.

**Dissertation Committee**

Once a student has reached PhD candidate status, she or he begins to assemble a dissertation committee. The student may have consulted with faculty members about serving on the committee prior to this point, but the following steps are required for the creation of a committee.

The student should develop a 2-3-page summary of the intended research and share that with potential committee members. The purpose of this summary is for the student to articulate a research plan and to provide faculty members with an understanding of the project to make a decision about the appropriateness of the match.

Once the summary is completed, the student should share it with faculty members she or he would like to have on the committee and discuss their potential involvement. In developing a dissertation committee, the student should consider the following requirements:

The committee must have at least 3 members, and a maximum of 5 members. It includes a dissertation chair and at least two dissertation readers.

**Dissertation chair:** The dissertation chair must be a faculty member in the School for Global Inclusion and Social Development, except as noted below. The chair must meet the following additional requirements:

1. Must be a tenured-track faculty member and must have:
A doctoral degree (typically a PhD or EdD, but in some instances degrees such as a JD, MD, or DBS may be appropriate); and

A record of scholarly publications and/or professional achievement within a period of five years prior to the formation of any dissertation committee that the faculty member chairs.

Dissertation committee members: The first committee member must be a faculty member or affiliated member of the faculty of the School for Global Inclusion and Social Development. The second committee member must be external to SGISD. This member may be from another college within the University, or may be external to the University. Readers on the dissertation committees must have:

1. An appropriate terminal degree (typically a PhD or EdD, but in some instances a degree such as a JD, MD, or DBS may be appropriate).

2. A record of scholarly publications and/or professional achievement within a period of five years prior to the formation of the dissertation committee.

If a student believes he or she would benefit from having a UMass Boston faculty member who is external to SGISD as the dissertation chair, the student must make this request in writing with a justification and submit the request with the faculty member’s CV to the graduate program director (GPD). If the GPD does not approve of a student’s request for an outside faculty member chair, the student may appeal that decision to the SGISD academic affairs committee.

Dissertation committees may have a maximum of 5 members. In some cases, additional readers with expertise in the student’s research topic may be beneficial to the dissertation committee. If a student is interested in an external reader who does not meet the above criteria for the dissertation committee, the student may request that the individual serve on the committee as a non-voting member. The student must address this request to the GPD.

A non-voting member may provide advice in the development of the dissertation, and may review the dissertation proposal and dissertation, as well as participating in the defense. The non-voting committee member cannot vote on the action following the defense of the dissertation.

Once the student receives verbal consent from the faculty members of their willingness to serve on the dissertation committee, the candidate must complete the Proposed Dissertation Committee Form. CVs for committee members who are external to the University must accompany this form. The student submits this form to the GPD, who must approve the committee.
The GPD then sends the signed form to the Office of Graduate Studies for the approval of the Dean of Graduate Studies. Once the form is approved by the Dean of Graduate Studies, it is returned to and maintained by the GPD.

Once the committee is approved, the student should begin working with the committee chair on the preparation of the dissertation proposal.

**Dissertation Proposal**
Students must complete at least one semester of Dissertation Seminar (GISD 899) prior to submitting a proposal for the dissertation. The dissertation proposal is usually composed of the following:

- A 300- to 400-word abstract.
- An introductory section that establishes the purpose and significance of the research, the conceptual framework, and research questions.
- A literature review that reflects the transdisciplinary perspective of the research. The section must include a consideration of at least two disciplinary perspectives or a transdisciplinary perspective.
- A methodology section that includes a description of the study, the research questions, and a full explanation of the method(s) that the student will use to respond to the questions, including a study plan, anticipated data collection, and any other central parts of the method.
- Draft Institutional Review Board (IRB) application (if applicable).

Once the dissertation proposal is reviewed and approved by the dissertation chair, the student must send it to the other members of the committee. The student must schedule a hearing on the proposal, which usually takes place about four weeks after sending the proposal to committee members.

**Dissertation Proposal Hearing**

All members of the dissertation committee must attend the oral defense of the dissertation proposal. The student is responsible for the following steps in preparation for the proposal hearing:

1. The student should coordinate with members to identify an acceptable hearing date for all.
2. The student should work with the SGISD program coordinator to reserve a room for the hearing.
3. Two weeks prior to the event, the student must submit a proposal announcement to the SGISD program coordinator, who will advertise the hearing to the SGISD community.
4. The student is responsible for the set-up and material preparation for the hearing.
5. The student must bring the Proposal Hearing Results Form to the hearing.

The dissertation proposal hearing is typically an hour and a half to two hours, and can be held anytime during the academic year. The student will work with the committee chair to determine the structure of the hearing, but the typical dissertation proposal defense follows this format:

- The dissertation chair calls the meeting to order and has the committee members and members of the audience introduce themselves.
- The student presents the dissertation proposal (30-35 minutes).
- The dissertation committee asks questions of the student (20-25 minutes).
- Audience members may ask questions or contribute to the discussion (15-20 minutes).
- The chair calls for the end of the hearing, and excuses the candidate and the members of the audience from the room so the committee can discuss their recommendation (15-30 minutes).
- The candidate returns to the room and the dissertation chair presents the committee’s recommendation to the candidate.
- Committee members sign the Proposal Hearing Results Form and the student takes the form to the GPD.
- The student must submit the signed Proposal Hearing Results Form and an electronic version of the approved proposal to the GPD.

Results of the Proposal Hearing

Immediately following the hearing, committee members discuss and come to consensus on recommendations regarding the proposal. The committee may recommend that the proposal be (1) approved, (2) approved with minor revisions, (3) action deferred pending major revisions, or (4) rejected. If the committee is unable to come to consensus on a recommendation at the time of the hearing, the chair reconvenes the committee at another time, and the committee discusses the proposal until it reaches a consensus.

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<tr>
<th>Hearing Recommendations</th>
<th>Action</th>
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<tr>
<td>Approved</td>
<td>The candidate may proceed with the dissertation. The student must submit an electronic version of the proposal, as well as the completed Proposal Hearing Results Form, to the GPD. The GPD reviews the proposal and signifies approval on the form, and then sends it to the Dean of Graduate Studies.</td>
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<tr>
<td>Approved with minor revisions</td>
<td>The committee must provide the student with a written list of requested revisions</td>
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within two weeks of the proposal defense hearing. The candidate must submit the requested revisions to the committee chair within 6 weeks after receiving the list of required revisions. Unless they specifically request to do so, the other committee members do not review minor proposal revisions. Upon approval, the chair sends the signed Proposal Hearing Results Form to the GPD. The student must submit the electronic version of the revised proposal to the GPD.

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<th>Action deferred pending major revisions</th>
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<td>The committee must provide the student with a written list of areas of revisions within two weeks of the proposal defense hearing. The candidate must work with the committee chair to make a plan for addressing the required major revisions and has three months (with possible extension up to a total of six months) to complete the revisions.</td>
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<td>When the student completes the revisions, and the chair has approved, the student submits the revised proposal to all the members of the committee. The full committee votes on the recommendation on the proposal. The committee can elect to hold a second hearing to discuss the revised proposal with the candidate prior to voting.</td>
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<tr>
<td>If the proposal is approved or approved with minor revisions, the candidate moves forward with the steps identified above. The student is responsible for obtaining the signatures on the Proposal Hearing Results form and submitting it to the GPD.</td>
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<tr>
<td>If the revised proposal is not approved, the candidate will generally not be able to continue with their dissertation and will exit the program. The candidate has the option to submit a brief written request outlining why they should be allowed to</td>
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begin the process a second time and create a new proposal.

The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.

Rejected

If the proposal is rejected, the candidate will generally not be able to continue with their dissertation and will exit the program. A candidate has the option to submit a brief written request outlining why they should be allowed to begin the process again and create a new proposal. The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.

If a candidate does not complete revisions within the required time period, they are required to meet with their chair and develop a work plan for timely completion of the revisions.

The candidate should not begin data collection for their dissertation until their proposal has been approved. An electronic version of the proposal, as well as the completed Proposal Hearing Results Form, needs to be submitted to the GPD before the candidate may move forward with research.

Once the proposal is approved, the candidate should submit the application for IRB approval, if appropriate. The IRB application should reflect the final dissertation proposal that the committee approved. This IRB application should be reviewed by the dissertation chair, who must sign the application prior to submission to the University’s IRB. Data collection with human subjects cannot begin until IRB approval is obtained.

The Dissertation

Once the candidate has received approval of his/her dissertation proposal, they can begin their data collection and writing of their full dissertation.
The chair will work with the candidate on drafting an outline, but a typical dissertation outline would include:

- Introductory chapter
- Literature review
- Methodology
- Results/Findings
- Discussion
- Recommendations/Implications

Candidates may also elect to complete the multi-monograph approach to their dissertation (described below). Candidates should talk with chair before making a final decision on their approach to their dissertation.

Throughout the development of the dissertation, the candidate should work closely with the committee chair. The candidate should also consult with the committee members on the extent to which members would like to see drafts of materials. The chair and other committee members must ensure that the dissertation is sufficiently complete prior to advising the candidate to move forward in scheduling a defense.

The University requires that no dissertation defense be scheduled less than seven months after submission of the approved dissertation proposal to the Office of Graduate Studies. This means that to complete the PhD degree for a May graduation, the student must schedule the dissertation proposal hearing no later than early September of the academic year that a student plans to graduate. Copies of the dissertation must be provided to all members of the committee at least one month prior to the defense.

**Multi-Monograph Dissertation Format**

The multi-monograph dissertation consists of three or more monographs, each judged by the dissertation committee to be of a quality and form suitable for publication in the peer-reviewed literature of a relevant field. In addition, comprehensive introductory and concluding chapters are required and, when appropriate, supplementary supporting materials are to be presented in appendices.

The purpose of the introductory chapter is to explain the background or context in which the research is set, and to lay out its significance for the field. This chapter connects the individual monographs together. It provides an argument justifying the choice of dissertation topic and articulates a common theme or related themes across the monographs. The introductory chapter would typically specify the theoretical or conceptual framework/s that inform/s the dissertation, as well as provide a literature review demonstrating that the dissertation research was needed to fill a gap and/or solve a puzzle.
The monographs, which form the body of the dissertation, must be of “publishable quality” as deemed by the dissertation committee. Each monograph must clearly present how it builds on existing knowledge by citing relevant literature. While the level of detail in the monographs will be agreed upon by the candidate and the dissertation advisor and/or committee, the dissertation must contain a discussion of methods. Where the monographs or a subset of monographs emerge from a single research project, the methods of the related monographs may be discussed in a methods chapter that describes the methodology and specific methods.

The dissertation’s concluding chapter provides the opportunity to present the broad conclusions of the body of work because it focuses on implications for the field as a whole. In addition, this chapter discusses the interdependence of the individual monographs.

As in a traditional dissertation, the work in a multi-monograph must be logically connected and integrated in a coherent manner. The work must be original, so binding reprints or collections of manuscripts together is not acceptable as a dissertation. The dissertation must also demonstrate mastery of the subject area and transdisciplinary perspective and/or methods.

The dissertation’s focus must be consistent with the mission and vision of the School for Global Inclusion and Social Development. The total length, excluding references, would generally be 50,000-100,000 words. In extraordinary circumstances, students may receive advance permission from the dissertation committee to submit a dissertation outside these parameters.

When doctoral research is part of a larger collaborative project, the student must be the lead contributor to the work on which the monograph is based, and the student’s contribution must be precisely delineated in the text or in a detailed footnote. Candidates must demonstrate their individual contributions to the collaborative and define what part(s) of the larger project are their own ideas and individual efforts. The candidate must be the sole author of the manuscripts included in the dissertation.

Dissertation Defense

The dissertation defense is a public event and all members of the Dissertation Committee must attend the hearing.

The student is responsible for the following steps in preparation for the proposal hearing:

1. When distributing the written proposals to all committee members, the student should coordinate with members to identify an acceptable hearing date for all.
2. The student should work with the SGISD program coordinator to reserve a room for the defense.
3. Two weeks prior to the event, the student must submit a proposal announcement to the SGISD program coordinator, who will advertise the hearing to the University community.
4. The student is responsible for the set-up and material preparation for the hearing.
5. The student must bring the Results of the Dissertation Defense Form to the hearing.
6. The student must bring the signatory page of the dissertation to the defense for the committee members’ signatures. The student must keep and submit this page with the final dissertation to Graduate Studies for editing and binding (see the UMass Boston Dissertation Standards Handbook for details on final submission).

Results of the Dissertation Defense

All voting committee members of the committee decide on the following recommendations from the dissertation defense: (1) approved, (2) approved with minor revisions, (3) action deferred pending major revisions, or (4) rejected. The University requires a unanimous vote of the committee members for the candidate to pass the dissertation defense. If the committee is unable to come to consensus on a recommendation at the time of the hearing, the chair reconvenes the committee at another time and the committee discusses the proposal until a consensus is reached.

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<th>Hearing Recommendations</th>
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<tr>
<td>Approved</td>
<td>The candidate has successfully completed the dissertation. The student must submit an electronic copy of the dissertation, as well as the completed Defense Results Form to the GPD. The GPD reviews and approves the form and sends it to the Dean of Graduate Studies. The student can submit the dissertation for publishing under the UMass Boston Dissertation Standards Handbook guidelines.</td>
</tr>
<tr>
<td>Approved with minor revisions</td>
<td>The committee must provide the student with a written list of requested revisions within two weeks of the proposal defense hearing. The candidate must submit the requested revisions to the chair within 3 months. Unless specifically requested, the other committee members do not review the dissertation again. Upon approval, the</td>
</tr>
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<td>Chair sends the signed Defense Results Form to the GPD for review and approval. The GPD sends the form to the Dean of Graduate Studies.</td>
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| **Action deferred pending major revisions** | The committee must provide the student with a written list of requested revisions within two weeks of the proposal defense hearing. The candidate must work with the chair to make a plan for addressing the required revisions within three months (with possible extension up to a total of six months). Once revisions are complete, the full committee reviews the dissertation and votes on the recommendations. The committee can elect to hold a second hearing to discuss the revised dissertation with the candidate prior to voting.

If the dissertation is approved or approved with minor revisions, the candidate moves forward with the steps identified above. The student is responsible for getting the signatures on the Results of the Dissertation Defense Form and submitting it to the GPD.

If the revised dissertation is not approved, the candidate will generally exit the program. The candidate has the option to put together a brief written request outlining why they should be allowed to make additional revisions. The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee. |
| **Rejected** | If a dissertation is rejected, the candidate will generally exit the program. The candidate has the option to put together a brief written request outlining why they should be allowed to make additional revisions. The request will be reviewed by |
the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.

Submission and Publication of Dissertation

Details for submission of dissertation are in the UMass Boston Dissertation Standards Handbook.

Deadlines For Submission:

INITIAL SUBMISSIONS:
- By 11:59 PM (EST/EDT) on the dates below, you must submit a copy of your defended and revised dissertation, approved in full for content by your program, to the Office of Graduate Studies (OGS) via the UMass Boston/ProQuest/UMI ETD website.
  
  December 1 for a December degree date
  April 10  for a June degree date

FINAL SUBMISSIONS:
- Before your final submission, the format of your dissertation must have been approved in full by your OGS format editor, and you must have been authorized by this advisor in writing to submit the final version of your dissertation.

- You must submit the final copies of your dissertation via the UMass Boston/ProQuest/UMI ETD website by 11:59 PM (EST/EDT) on or before the dates below.

  December 20 for a December degree date
  May 15  for a June degree date

Adapted from the PhD student handbook of the McCormack Graduate School of Policy and Global Studies.
Second Language Policy

Second Language Proficiency: SGISD requires that each PhD student achieve a certain level of proficiency in a language other than their native language. Sign Language can be used as a second language. Proficiency may be demonstrated in a variety of ways:

(1) A transcript indicating that the student has completed three years of university study of a language other than English (including sign language)

(2) A transcript indicating that the student completed a BA or MA degree in a language other than English:
   a. Student needs to present material about former program that indicates the relevant language of instruction within the program
   b. School must confirm against official transcript from admission process

(3) A certificate indicating that the student was successful in achieving a B2 level of proficiency in the Common European Framework of Reference for Languages

(4) A letter from a UMass Boston professor indicating satisfaction that the student was able to read a scholarly document in another language, and with enough comprehension to converse with a professor in English regarding its key points to an extent that satisfies the student’s basic proficiency in a second language:
   a. Student needs to identify a UMass Boston professor who speaks the language to be evaluated
   b. Professor must identify a scholarly article in the student’s field of interest to be used for the assessment
   c. Assessment of proficiency will be completed by UMass Boston professor based on rubric provided by SGISD

(5) Students can complete an oral proficiency interview through American Council on the Teaching of Foreign Language. Individuals must obtain an intermediate score on this assessment process.

(6) Students who elect to use American Sign Language as an alternative language will have proficiency accessed through a conversation with a licensed sign language interpreter. Students will be assessed on vocabulary range and proper use of grammar, as well as their receptive ability to understand the language of the interpreter.

Roughly 7,000 languages are spoken worldwide; yet, in 2015, only 7 percent of college students in America were enrolled in a language course. There is also significant inequality in language education in the U.S. in terms of which languages students have the opportunity to learn. According to The Atlantic, "in 2013, roughly 198,000 U.S. college students were taking a French course; just 64, on the other hand, were studying Bengali. Yet, globally, 193 million people speak Bengali, while 75 million speak French." It is certainly true that English has come to dominate professional life as a lingua franca.
globally, but approximately 19 million people in the United States and billions of people worldwide do not speak English. For a program such as ours, which is focused on global inclusion, we consider language to be important to reaching the goal. As studies have shown, because of language's intimate relationship with culture, our thoughts can be nudged by the concepts embedded in the languages we speak. In fact, language may shape the way we perceive reality – for instance, human agency – and interact with the world around us. Hence, we regard understanding more than one language as an important part of developing the cultural competence we hope to cultivate as a step toward becoming practitioners in global inclusion and social development.

Students need to provide documentation that they have met the second language requirement to the GPD prior to achieving candidacy.

Many of our doctoral candidates have second language proficiency. If this is not the case for a particular student, assistance will be provided in identifying courses at the university to support such proficiency.

Students should contact the Ross Center (Disability Services) if they need accommodations in relation to the language requirement.
**Full-time Study and PhD Graduate Assistantships**

Full-time students may be offered a graduate assistantship for up to three years of study; responsibilities for those assistantships will be over and above course and seminar requirements. Graduate Assistants (GAs) work 18 hours a week on a grant based within SGISD and including projects within the Institute for Community Inclusion. Efforts are made to match students to projects in their interest area, but that cannot always be accommodated. At the start of each year, students will develop a plan with an assistantship supervisor on project activities. Students’ responsibilities under assistantships are work obligations, and projects rely on the GAs to complete project work. Students who do not meet the requirements of their assistantship can be placed on probation and can lose their assistantship if they do not make improvements.

GAs’ work schedules are based on the academic calendar. Therefore, work responsibilities begin at the start of the academic semester, and break for winter recess, during which time GAs are not required to work. Students receive a stipend for their work, which is paid bi-weekly throughout the academic year. In addition to the stipend, the assistantship supports tuition, educational fees, and health insurance.

**On-Campus and Online Courses**

Certain courses will be made available online, and any student may elect to take a course in this manner. However, full-time doctoral students will be expected to be in residence, as they will have additional responsibilities in the areas of research, innovation, and policy/practice activities.
Academic Integrity/Code Of Conduct

All students in the School for Global Inclusion and Social Development are required to be familiar with and comply with the University Code of Conduct and Academic Integrity. The Code of Student Conduct defines the standards of acceptable behavior for students, and reflects the expectations in all elements of the program.

Information on the Code of Conduct and Academic Integrity can be found at: https://www.umb.edu/life_on_campus/policies/community/code

Taskstream

The School for Global Inclusion and Social Development is adopting an online e-portfolio and assessment system called Taskstream (www.taskstream.com). Taskstream is a way of keeping track of information that is important to you, such as syllabus and papers, research, publications, and other projects.

Its platform allows you to create, share, and use the online portfolio to your advantage. This lets you organize your work during your course of study. Your portfolio will highlight the growth you achieve over your academic career, and demonstrate your preparedness and qualifications to future employers whether in the job market or elsewhere.

Taskstream is advantageous from a personal and professional standpoint. It offers customized ways to organize and showcase your work and learning accomplishments over the course of an academic career and afterwards.
In addition, Taskstream lets you incorporate multimedia components such as videos, MP3s, and slideshows. This will give you the competitive advantage of having a professional and impressive portfolio when job-seeking or applying for further study.

Taskstream is part of our school’s curriculum. Its one-time cost of $142 will be integrated with the student fees charged to your account, and will provide you with a four-year subscription, with the option of renewing after that time.

For additional information, please see the Taskstream FAQ on the College of Education and Human Development’s website: http://www.umb.edu/academics/cehd/student_information/taskstream/taskstream_faqs

UMass Boston offers workshops on how to work with Taskstream, and Taskstream itself provides excellent 24/7 tech support to its users.

You can also learn more about Taskstream here: https://www1.taskstream.com/
**Academic Policies**

The following are academic policies that apply to all students at the University of Massachusetts Boston. Material is adapted from the Graduate Studies website (https://www.umb.edu/academics/graduate).

*Continuous Registration*
Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If the student does not register in any semester for course, thesis, or dissertation credits, he or she will be required to pay a program fee for that semester.
https://www.umb.edu/bursar/tuition_and_fees/program_fee

*Statute of Limitations*
Achievement of a master’s or doctoral degree signifies mastery of one’s chosen discipline. Rather than being merely a collection of courses, a graduate degree requires intense commitment to scholarship and practice within a specific period of time. Such focus and coherence is lost if the degree is not completed within a reasonable time period. Therefore, each program requires that students complete their course of study within designated time limits.

Students in the Global Inclusion and Social Development PhD program need to complete their program within 8 years. A student who fails to complete a program within that established time limit is subject to dismissal. Time limits for completion are included on students’ grade reports, class schedules, and invitations to register.

In exceptional cases, an extension of the time limit may be granted by the Dean of Graduate Studies. In such cases, the student must submit a request to the graduate program director (GPD) with a letter of explanation accompanied by a detailed schedule for completion. A letter from the GPD concurring with the request also must be submitted to the Dean of Graduate Studies.

*Leave of Absence*
A student may obtain a leave of absence up to a maximum of two years by filing a request that must be approved by the GPD and the Dean of Graduate Studies. A leave of absence extends the time limit by the length of the leave, but the student must pay the program fee for each semester of the leave.

*Academic Average for Graduate Degrees and Certificates*
A student must maintain a cumulative average of 3.0 in courses taken to satisfy requirements in order to graduate. For complete information on degree requirements, please see the University’s graduate bulletin.
Academic Probation
A student is placed on probation when the GPD requests such action. A memorandum explaining the reasons for the recommendation, along with the recommended criteria that the student must meet before the status is removed, is forwarded to the Dean of Graduate Studies and placed into the student’s file. Probation can be removed only by the Dean of Graduate Studies, and only upon the recommendation of the GPD. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

Academic Dismissal
A student who in any two semesters, consecutive or otherwise, has semester averages of below 2.8 is subject to academic dismissal upon recommendation of the GPD to the Dean of Graduate Studies.

Maximum Credit Load
A graduate student may register for up to 12 credits during the fall and spring semesters and 9 credits during the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the graduate program director.

Retaking Courses
A student may repeat any course, provided the student has not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student’s transcript, but only the second grade will be computed in the student’s cumulative average.

Full-time and Part-time Status
For most purposes, full-time graduate study is defined as nine or more credits and part-time as eight or fewer credits. Doctoral candidates engaged in dissertation research may be considered full-time students, for some purposes, regardless of the number of dissertation credits for which they register, provided their graduate program certifies that they are working full time on research. Students seeking financial aid should be certain to obtain detailed information about full-time and part-time status requirements from the Office of Financial Aid Services.

Withdrawing from the University
The effective date of withdrawal from the University is that on which all forms are completed, signed, and returned to the Office of Graduate Admissions and the Graduate Registrar. The last day students may withdraw is the last day of classes of the semester. Students withdrawing receive a W for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of F (failure) for all courses at the end of the term. To withdraw from the University, a student must do the following: a) consult with the graduate program director, and b) receive clearance from any University office in which financial charges have been incurred.
Readmission

Graduate degree candidates must maintain continuous registration, either by enrolling for course, thesis, capstone, or dissertation credits, or by paying a program fee. Any student who has failed to maintain continuous registration and who wishes to resume his or her pursuit of the degree must apply for readmission, and will be subject to the policies and requirements in effect at the time of readmission. The applicant must complete a readmission application form and pay readmission and all back program fees before the application will be considered.

Before the applicant can be readmitted, the application must be approved by the graduate program director and the Dean of Graduate Studies. The deadline for readmission applications is one month before the beginning of the semester for which application is being made.

Any student wishing readmission should contact the Office of Graduate Admissions and the Graduate Registrar for further information. Eligibility for readmission is limited to students who were in good standing at the time of their withdrawal, and who are still in compliance with the statute of limitations policy governing the completion of the degree. For complete information, please see the University’s graduate bulletin.

Grades – Not Attending (NA)

The Not Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student’s cumulative grade point average.

The NA grade designation may be replaced on a student’s record by a “W” (withdrawal) provided that the student submits a withdrawal form to the Office of Graduate Admissions and the Graduate Registrar before the withdrawal deadline.

Grades – Incomplete

A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are usually awarded when satisfactory work has been accomplished in the majority of the course and the student is unable to complete course requirements due to circumstances beyond his/her control.

Incompletes are given at the discretion of the instructor. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete. A copy of the written agreement between the faculty member and the student which specifies the work to be completed and the deadline for completion must be kept on file in the program office.

The initiative in arranging for the removal of an “Incomplete” rests with the student.
This regulation does not apply to thesis, dissertation, or capstone credits. In all cases, a student can obtain credit for an “Incomplete” only by finishing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted, an F (Failure) will be recorded.

**Audits**

A graduate student may audit any class on a space-available basis, but may not use that course to complete any degree requirement. Registration for audits is not permitted during pre-registration. To register as an auditor, a student must complete the regular registration or add/drop form (including written permission from the instructor to audit the course), write “AUD” in the course credit column, and submit the form to the Office of Graduate Admissions and the Graduate Registrar by the end of the add-drop period. Once the course is designated “AUD,” the student cannot receive a grade for it. Students are assessed full tuition and fees (including lab fees) for an audited course. Conditions for the audit are negotiated by the student and the instructor.

**Transfer of Courses and Credits**

Applicants who have completed graduate course work at other accredited institutions may transfer towards the completion of a UMass Boston graduate degree up to the equivalent of 6 credits from courses in which the applicant received a grade of B or higher, provided these are courses that a) have not been used to fulfill requirements for another degree, and b) were earned no more than seven years before matriculation in the program into which the student wishes to transfer credit. Transfer credit is subject to the final approval of the graduate program director and the Dean of Graduate Studies.

A maximum of six credits that were earned towards an uncompleted degree may be accepted as transfer credit, provided that they are from an accredited program, and are courses in which the student received a grade of “B” or better. After completing such a course, if the student wishes to transfer its credits to a graduate program, the graduate program director should submit a transfer credit approval form to the Office of Graduate Admissions and the Graduate Registrar. The student should obtain a statement certifying that the course was not used to fulfill requirements for a previous earned degree. Please note: Pass/fail credits may not be transferred.

**Adding or Dropping Courses**

During the “add/drop period”—usually five days at the beginning of each semester—a student may add, drop, or change courses without penalty; that is, no entry will be made on the student’s permanent record. No courses may be added after this period. Please note: a student enrolled in only one course and wishing to drop that course must either pay the program fee to remain active in the program, or withdraw from the program.

**Withdrawing from Courses**

After the add/drop period, a student may withdraw from a course by completing a
course withdrawal form before the withdrawal deadline noted for each term in the academic calendar. Withdrawal forms are available from the Office of Graduate Admissions and the Graduate Registrar, and must be submitted to that office by the published deadline. A grade of W will appear on the student’s transcript for a course the student has withdrawn from.

Refunds and Reductions
Students receive a full tuition refund for each course dropped during the add/drop period. No refunds are given for course withdrawals after the add/drop period. Students withdrawing from the University may receive partial refunds depending on when the withdrawal takes place. For complete information, please see the University’s graduate bulletin.
**Frequently Asked Questions**

*SGISD-Specific FAQs*

**Where do I get information about course offerings?**
This handbook provides descriptions of the core courses of SGISD as well as the specific areas of concentration. For students planning to propose an individualized plan of study, courses from other departments can be accessed online, starting from [www.umb.edu/academics](http://www.umb.edu/academics).

**Where do I go for advising?**
An academic advisor will be assigned to you at the beginning of the year based on your area of concentration. Your faculty advisor will work with you to develop a plan of study and to identify which semester you need to take courses to complete your program in your desired timeline.

Your faculty advisor will also communicate with you each semester prior to pre-registration to ensure that you are on track to complete your program. Other forms of advisory guidance may be sought from the Office of Academic Affairs, the Office of Academic Services, the Office of Financial Aid, the Office of Diversity and Inclusion, or other offices based on your needs.

**How do I register for classes?**
Registration begins at the beginning of November for the spring semester and the beginning of April for the fall semester. Check the academic calendar for the exact date. Students are assigned starting dates based on the number of earned credits so that not all students begin on the first day of registration. All continuing active students must register prior to January 1 for the spring semester and June 1 for the fall semester or they will be assessed the late fee.

Students are emailed an invitation to register before each registration period. The email details the date they can begin their registration, and it will also include the late registration date. More information can be found at [http://www.umb.edu/registrar/registration_courses/register_for_courses](http://www.umb.edu/registrar/registration_courses/register_for_courses).

**May I substitute a course in place of another?**
Possibly. If a situation presents itself where a course is not offered, has been cancelled, or conflicts with the time of another course, you can propose that another course with similar focus serve in its place. The proposed course of substitution must be approved by your advisor as well as the graduate program director.

**May I waive a course?**
Criteria for waiving a course are as follows:
a) Courses may be waived under specific circumstances, such as having completed a course of similar standing through a previous degree or preliminary studies at UMass Boston. This applies to academic course work only; professional experience does not apply.
b) You must have received a letter grade of B or higher.
c) The course must have been completed within the last seven years.
d) Core GISD classes can not be waived.
e) Requests to waive a course must be made within the first semester of a student’s acceptance into the program.

May I do an independent study?
Yes. Independent study courses can be added to a student’s plan of study if each addresses an educational need. Some students with an independent plan of study concentration may create an independent study to allow them to focus on a specific area of interest. Students may also elect to complete an independent study with a faculty member as one of their advanced coursework electives. The proposal for an independent study must be approved by an advisor as well as the graduate program director.

May I do an internship or fieldwork?
Yes. In fact, internships and fieldwork experiences are encouraged. These forms of hands-on learning are not required through SGISD, but they can contribute valuable experience and diverse methods of applying your skills during your time in the program.

Internship and fieldwork experiences are not offered directly through SGISD, but they may be accessed through one of the partnering schools within UMass Boston. An internship may be proposed as an aspect of an individualized plan of study, with the possibility of the credits working toward your degree upon the approval of your advisor and the department chair. More information can be found through the Office of Career Services and Internships (http://www.umb.edu/academics/vpass/career_services/faqs).

May I study abroad?
Yes. Programs within SGISD highlight the international community. Immersing yourself into “the unknown” can be a way of learning not only through academic means but through life experiences as well. Study abroad options can be accessed through the UMass Study Abroad Program (https://www.umb.edu/academics/global/studyabroad) or in partnership with one of the organizations listed in the Student Handbook under Professional Organizations and Affiliates.

May I create a specialization for my degree?
Yes. The opportunity to create an individualized plan of study is designed for students who have compiled a collection of classes that constitute a clearly defined concentration that will fulfill a professional role or responsibility. This proposal must be reviewed and approved by an advisor and submitted to the Office of the Dean no later than the onset
of the third academic semester. Students who complete a concentration in addition to their core courses and advanced coursework will obtain a master’s in Global Inclusion and Social Development as well as their PhD. Students who are in the Post-Masters track are not required to complete a concentration.

Is it possible to enroll in the programs on a part-time basis?
Yes, part-time study is allowed for both the MA and PhD degrees.

How long will it take me to earn my degree?
PhD students may expect to complete the degree program in 3-5 years (full-time) or 5-7 years (part-time). However, tuition support through a graduate assistantship will be available for a maximum of three years.

Am I able to contact individual professors?
We encourage potential (and current) students to make connections with faculty members to discuss their research interests and current areas of work. These discussions may be useful in selecting the specific academic course or concentration to pursue, as well as for advising and mentoring concerning internships, employment, conferences, and other professional activities.

General FAQs about study at UMass Boston

How do I set up an email account?
Information about establishing a UMass Boston email account can be found at http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time. If you need help, send an email to ITServiceDesk@umb.edu or call 617-287-5220. IT service staff are available from 8 a.m. to 6 p.m. Monday through Friday, excluding holidays.

How do I know what books are required for my classes?
If you are taking an online class, the syllabus will be posted on Blackboard and there will be information about necessary books listed there. For in-person classes, you will receive a syllabus at the beginning of the semester. If you would like to purchase your books prior to the start of the semester, you can email the professor.

Where do I purchase books?
The bookstore is so much more than a place to buy textbooks. It also stocks UMass Boston gear, office supplies, computer products, snacks, and more. The Reading Room, home to the occasional book signing, lecture, or movie, is also a great place to relax and study. For more information, call 617-287-5090. Students can also purchase books using online resources.

How do I access the Graduate Writing Center?
The purpose of the Graduate Writing Center (GWC) is to provide one-to-one conferences to students who make a commitment to work with a professional consultant over several weeks. Students who are in the process of completing graduate
coursework at UMass Boston, and who wish to develop their paper writing process, graduate-level research skills, and/or understanding of the general expectations associated with graduate study, should consider signing up for conferences. Generally, a student meets with his/her consultant for weekly one-hour appointments.

The GWC is located in the Campus Center. Frequently asked questions can be accessed online by visiting www.umb.edu/academics/vp PASS/academic support/tutoring/graduate_writing_center. For more information about the GWC, contact them by phone (617-287-6550) or email (Academic.Support@umb.edu).

How do I access the Healey Instructional Research Guide/Guidance?
What has traditionally been called “library research” has become increasingly complex. In support of the teaching mission of the university, Healey Library offers a variety of programs and services to help UMass Boston students engage in key, lifelong critical-thinking and information-seeking skills.

A reference-instruction librarian will meet with you during orientation or in the library’s hands-on Center for Library Instruction. Students will learn to maximize their information literacy skills and effectively use and evaluate relevant print and electronic resources. Each session is tailored to the students, the course subject, and the specific assignment.

For more information, you can contact the library at library.reference@umb.edu or 617-287-5940. You can also find reference staff on the 4th floor of the library.

Is there a counseling center available on campus?
Yes. The Counseling Center at UMass Boston helps students identify and access the most appropriate services for their particular situation.

In the 2011 National College Health Assessment Survey of over 25,000 college students, mental health issues had a significant impact on students’ academic performance. In particular, stress, sleep difficulties, anxiety, and depression were those most frequently cited as affecting students’ academic performance.

Fortunately, mental health professionals can help college students to address these (and other) issues in constructive ways, so that students are able to reach their full potential and make the most of their college experience. More information about the Counseling Center can be found online at http://www.umb.edu/healthservices/counseling_center. You can also contact them directly by visiting the office, Quinn Administration Building, 2nd Floor, or by phone at 617.287.5690.

Where do I go for IT help?
The Information Technology Services Division (ITSD) will be able to help with managing your student password, getting the support you need for full participation in the
classroom, and accessing Blackboard. Accessing the webpage that lists frequently asked questions may be helpful: www.umb.edu/it/getting_help/faq. Otherwise, if you would like direct support, the IT Service Desk is located on the 3rd floor of the library. You can also contact them by phone, 617-287-5229, or email, ITServiceDesk@umb.edu.

What is Atomic Learning and how do I access it?
Atomic Learning is an online training resource that is available 24/7 and open to all UMass Boston students, staff, and faculty. Atomic Learning allows people direct access to "How do I do that?" questions and answers about 200+ programs, such as Microsoft Office, Adobe Photoshop, Windows and Apple operating systems, and more. Accessing Atomic Learning is easy and can be done by logging in with your full UMass Boston email address and password. For more information, visit the web site: www.umb.edu/it/getting_services/training/atomic_learning.

Who do I contact about disability services?
Disability services are provided and overseen by the Ross Center. The mission of the Ross Center is to serve as a resource for the UMass Boston campus community to ensure academic access and inclusion for students, promoting a view of disability informed by social, cultural, and political forces.

The Ross Center creates inclusive academic environments by advancing the construct of universal design throughout the university. We accomplish this by providing academic accommodations, resources and training in assistive technology, and information to increase the understanding of disability throughout the university community. For more information, visit the Ross Center for Disability Services, Campus Center, 2nd floor, or call 617-287-7430.

How and when do I apply for graduation?
Graduate students apply for graduation by filling out the degree application form. We strongly suggest that you print out an unofficial copy of your transcript to make sure all courses, grades, and transfer credit are present. Submit the completed degree application to the Registrar’s Office by the degree deadline date.

Once your degree application is approved, the Bursar’s Office will bill you for the mandatory commencement fee. Graduate students must print the appropriate degree application form for their degree and follow the instructions. More information can be found at http://www.umb.edu/registrar/graduation/applying_for_graduation.

Do you offer financial aid?
We offer graduate assistantships that provide a stipend and coverage of all tuition, and certain amount of fees and health insurance, in exchange for up to 18 hours of work. Graduate assistantships are only available for full-time PhD students. Candidates seeking financial aid should consider filling out the FAFSA form.
APPENDIX A: Core Course Descriptions:

Core Course Descriptions

SGISD 601: Current and Historical Perspectives on Global Inclusion and Social Development
Students will examine the concepts of social inclusion and social development, current approaches to these concepts, and policy and practice implications. Upon course completion, students will be able to apply these concepts to particular policy areas including disability, health, the labor market, and cultural policy affecting particular communities, countries, or regions.

SGISD 605: International Responses to Social Inclusion
This course will strengthen students’ knowledge of international organizations’ approaches and strategies in response to pressing societal issues and crisis, and their impact on cross-cultural communities, vulnerable populations, and social inclusion. The course emphasizes the role of the nongovernmental sector in addressing issues and crisis and in promoting the United Nations’ Millennium Development Goals.

SGISD 606: Research and Evaluation in Diverse Settings: Methods and Implications
This introduction to quantitative and qualitative research methods and program evaluation emphasizes cultural diversity and its implications for design and methods choices, as well as stakeholder participation. The course introduces students to the scientific method, the research process, and the role of ethics in conducting human subjects research.

SGISD 608: Ethics and Professionalism in Global Inclusion and Social Development
Students will examine ethical standards and codes that guide professional practice and conduct. They will learn the influence of ethics on organizational strategies, national priorities and policies, and relationships among international bodies. The course will teach students strategies and techniques to identify and help address ethical issues in practice, research, and evaluation in a variety of contexts and settings. Students can choose to take this course or Cultural Competency: Impacts on Innovations and Model Development.

SGISD 609: Cultural Competency: Impacts on Innovations and Model Development
This course introduces students to the concepts of culture and cultural competency, and examines the impact of cultural differences on inclusion and exclusion. Students build knowledge and leadership skills in cross-cultural communication, conflict resolution, and organizational capacity building, and learn cultural competency models. Students can choose to take this course or Ethics and Professionalism in Global Inclusion and Social Development.

SGISD 610: Strategies for Systemic Change
Students will learn organizational systems theory, including the nature of change and
the change process. Through case studies, they will learn approaches to and strategies for engaging stakeholders in the change process, as well as planning, implementing, and evaluating systemic change. They will also consider the role of culture on systemic change efforts and implications for change agents and practitioners. (Students can choose to take this course or Managing Change: Supporting Communities and Embracing Cultures.)

**SGISD 611: Managing Change: Supporting Communities and Embracing Cultures**

Students will learn to assess communities’ needs and abilities for change and evaluate change efforts, emphasizing stakeholder involvement, considering cultural, racial, ethnic, and socio-economic make-up. (Students can choose to take this course or Strategies for Systemic Change.)

**SGISD 615: Leadership in Global Inclusion and Social Development**

Students will examine the impact of personal values, beliefs, communication styles, and experiences on leadership. They will learn leadership theory, approaches to leadership development, and leader roles and responsibilities (including ethical and socially responsible leadership). They will learn to assess their leadership style through self-reflection, and develop lifelong professional development skills. (Students can choose to take this course or Population Needs and Global Practices.)

**SGISD 616: Population Needs and Global Practices**

This course introduces students to the concept of population and related theories, and reviews major trends in world population changes. It also examines how to address population needs with respect to policy, strategy, and practice. Particular emphasis is placed on population changes and needs related to youth, aging, health and disability. (Students can choose to take this course or Leadership in Global Inclusion and Social Development.)

**SGISD 801: Innovations Seminar**

This seminar series exposes students to the innovative thinking, planning, model development, and actions of national and international leaders seeking to improve inclusion as well as social and economic development opportunities for all—particularly for vulnerable and diverse populations. Seminars will feature professionals in the fields of disability, health and wellness, education, community and workforce development, international development and assistance, public policy, and administration.
APPENDIX B: Explanation of Advanced Coursework

Electives
Students are required to complete four electives as part of their advanced coursework. Two classes need to be research classes, and two can be research, management, or policy classes. A goal of the electives is to expose students to other disciplines and expand their thinking to consider other perspectives. Research classes should prepare the student for the completion of their dissertation.

Electives may be taken in other graduate programs throughout the University, or may be taken at other universities and the credits transferred to the student’s plan of study. Students should work with their advisor to identify electives.

Transdisciplinary Research to Practice (GISD 898)
The transdisciplinary research class is an opportunity to get practical research experience and learn more about the process of conducting research within a transdisciplinary context. Typically, GISD 898 will be offered fall and spring semesters (though there may be some flexibility depending on a student’s research activities).

As part of GISD 898, students will need to participate in the conceptualization and implementation of a research project. If possible, students should complete the entire research process within the two-semester sequence.

The semester prior to registering for GISD 898 (typically spring semester), the student needs to decide if they would like to complete their research project based on the following options:

1.) Participate in a team research effort in conjunction with a local or international non-profit. The non-profit will be identified during the spring semester prior to the start of the course. The student will complete a needs assessment with leadership or key staff at the host entity on the issues the non-profit needs addressed. The student then defines projects that contribute to the whole of their research effort.

2.) Student identifies a faculty member to work with in supporting the research interest of the faculty member, or the student develops their own research agenda with the faculty member’s support. Faculty could be SGISD or from other colleges at UMass Boston.

3.) Student participates in an international fellowship and in conjunction with their work in the fellowship they complete a research project.

Through this experience, students learn how to:
- implement and manage research projects that cross disciplinary boundaries;
- develop, test, and administer data-collection instruments;
- protect the confidentiality and privacy of human research subjects;
- involve stakeholders in providing input on key aspects of the research;
- collect and analyze data using a variety of methods and strategies; and
- translate research results to practice, to meet stakeholders’ various needs.

Students will work with the professor on defining a final project that will contribute to their professional development and could include a journal publication or conference presentation.

**Dissertation Research Seminar (GUSD 899)**
This course requirement takes place over two semesters (5 credits each), and will help students plan and prepare for the dissertation proposal, research, and defense processes.
APPENDIX C: Concentration Options and Course Descriptions

...Disability Studies
...Gerontology
...Human Rights
...Rehabilitation Counseling
...Transition Leadership
...Vision Studies
...Nonprofit Management
...Transnational, Cultural, and Community Studies

CONCENTRATION COURSE DESCRIPTIONS

DISABILITY STUDIES:

- **SGISD 618: Introduction to Disability Studies**
  This class provides an introduction to theories and frameworks that continue to shape the field of disability research and inquiry. It also provides an introduction to disability identity and culture. The individual, medical, and rehabilitative models of disability will be discussed, as well as how these models have evolved over time.

- **SGISD 621: Contemporary Issues in Disability Studies**
  Disability Studies treats disability as an expression of social values, practices, and structures, rather than a cognitive, psychological, or physical impairment. This class will explore how current social structures contribute to the economic, social and political disenfranchisement of people with disabilities. Contemporary issues in disability studies are both global and national. Emerging positive practices and counter-movements that redress traditional approaches to disability will also be examined. Students will undertake a practicum (100 hours) as part of this course, with a view to integrating theory and practice. There will be opportunities to examine pressing societal issues that arise or become politically volatile during the course.

- **SGISD 623: Disability Culture and Identity**
  The establishment of a culture begins with the coalescing of individuals who, thus, create a community. Over time, individuals with disabilities have transitioned from being identified as objects, to incomplete persons, to localized social circles, to national/international communities. Individuals with disabilities have claimed, and defined, a social identity based on personal life experiences, community-wide advocacy, systems change, policy development, and social perceptions and understandings. This class will draw on a wide range of disciplines to identify both the disempowering identities conferred on people with disabilities and the empowering identities emerging from Disability Studies.
theorists and activists. There will be a particular focus on disability culture as expressed through the arts and its significance in the expression of identity.

- **SGISD 620: International Disability Policy**
  The United Nations Convention on the Rights of Persons with Disabilities is creating a common, international understanding of disability and the rights and opportunities that should be available to persons with disabilities. The course will look at variability among policy approaches as well as how these policies reflect evolving models of disability. Students will look at specific employment and education policies in depth and conduct a policy analysis using contemporary models of disabilities as their framework for analysis. We will examine issues related to the UN Millennium Goals and the inclusion of people with disabilities, as well as the challenges in collecting disability and outcome data to determine if goals have been achieved.

**Choice of Electives:**

- **SGISD 619: United States Disability Policy**
  This course introduces students to the structure of U.S. disability laws and policies, the historic trends that have brought us to this point, and newly emerging directions in disability policy. Trends in disability policies will be linked to trends in disability studies and the ever-changing societal concept of disability.

- **SGISD 622: Representations of Disability in Society and the Media**
  This course focuses on issues related to disability and representation in society and the media, including journalism, TV, film, advertising, photography, documentary, comic art, and the Internet. Additionally, this course will offer a sampling of the major scholarly perspectives and professional issues in disability studies, media studies, and social policy. Students will engage with, as well as critique, disability studies scholarship and representations of disability in society and the media. Lastly, this course will provide a structure for student research into societal and media representations of disability and the practices they engender.

**GERONTOLOGY**

- **GERON GR 611: Health and Physical Changes in Aging**
  Those who provide and manage services for the elderly, or are involved in public policy and research concerning the elderly, need knowledge about the physical process of aging. This course describes the physiological changes that accompany the aging process and relates these to social and economic factors that influence health status. Discussion topics include issues of prevention, health promotion, and health maintenance, and selected disorders that affect health and independent living. Course is offered online and on campus.
• GERON GR 623: Issues in Aging Policy
This course introduces students to the development, implementation, and analysis of social policy in the United States on major issues affecting older people. Income security, health care financing, and long-term care receive major attention. Discussions also focus on the programs mandated by the Older Americans Act, and participants examine the major normative, demographic, economic, and political forces that underlie aging policy. Course is offered on campus.

• GERON GR 628: Psychology of Aging
This course focuses on psychosocial processes throughout the second half of life, from middle age through the "young old" and "old old" years. It addresses both normal aging and psychopathology. Of special concern is the question of whether there are any systematic intrinsic psychological or personality changes associated with development in later life. The course also focuses on the processes used to cope with age-associated transitions ranging from the empty nest to impending death. It explores theoretical models for understanding coping and adaptation, developmental changes, and psychopathology. Other topics include clarification of the causes and nature of the most common psychopathologies, depression, and Alzheimer’s disease; and the psychodynamics of institutionalization and family care of the very old. Course is offered on campus.

Choose Two Electives:

• GERON GR 626: Economic Issues in Aging Populations
This course deals with the economic issues raised by aging populations. It begins by introducing population trends and projections, and provides a primer on microeconomic and macroeconomic concepts and analyses. The course then discusses a range of economic issues and some of the major institutions and elements in our society that play important roles in providing people with income and health security: Social Security, private pensions, private savings, public assistance, work, and retirement. Special attention is paid to problems affecting racial and ethnic minorities, women, widows, and the “old old.” Emphasis is also given to the potential for productive aging and for economic relationships across generations. Course is offered on campus.

• GERON GR 650: Service Delivery Issues in Aging
This course focuses on the links between consumers and aging services in organizational settings with well-developed formal services. The aim of the course is to provide students with an understanding of the structural problems that underlie the challenges that consumers face in using formal services. The course covers a wide range of services that older people may need, the complementary relationship between formal and informal services, boundary
issues among service specialties, boundary issues among service specialties and service professionals, service coordination and integration, and the role of both consumer directional and professional case management in negotiating service systems. Course is offered online.

• **GERON GR 660: Organization and Financing of Aging Services**
  This course is offered as a core course in the aging service track of the master’s in Gerontology. Students who are interested in pursuing career opportunities in management of long-term care organizations will benefit from this course content. The influences of organizational and financial forces upon aging service are analyzed, and three sources of public financing -- Medicare, Medicaid, and the Older Americans Act--are examined in depth. The relative strengths of public and private financing are examined with attention to both access and quality issues. It is assumed that the student does not have any background knowledge of accounting and finance. Therefore, foundational elements in accounting and finance will be covered in this course. The student will acquire an understanding of accounting principles, economic decision-making, and industry factors as they pertain to aging service agencies. Course is offered online.

• **GERON GR 724: Race and Culture**
  This graduate course provides an overview of the intersection of race/ethnicity and outcomes at the society and individual level. Thus, the scheduled readings relate to sociological issues and biomedical issues. The course explores historical experience, demographic characteristics, life course trajectories, cultural characteristics, socioeconomic inequality, and social policy as they contribute to the diversity of aging experiences. The cumulative impact of inequity is examined. Course is offered on campus.

• **GERON GR 680: Financial Management in Aging Services**
  The objective of this course is to introduce principles and applications of healthcare/long-term care financial management based on theory and practices in accounting and finance. The course focuses on issues that are important to managers for planning and decision making in the eldercare industry. Given the increased emphasis on financial viability, all aspiring managers in any organization, be it for-profit or not-for-profit, should have a basic understanding of factors that help improve the financial well-being of an organization. The three critical elements of financial management are (1) basic knowledge about accounting information, (2) relevant industry factors, and (3) principles of economics upon which many types of business decisions are made. Although the learner is not aspiring to become a CPA, in order to make informed decisions it is essential to have an understanding of the terminology and techniques of generating and reporting financial information. Also, all organizations work within specific industries and fields, as well as within the competitive and regulatory environment surrounding their industry, which impacts all managerial
decisions. This course provides students with the tools to operate within these contexts. Course is offered online only.

- **GERON GR 760: Policy Analysis Techniques**
The course introduces students to a variety of formal methods used in policy analysis in gerontology. Topics include methods of legal research; projection techniques; factorial survey designs to determine the normative underpinnings of policy; measurement of inequality; measurement of efficiency in targeting; use of matrices for analysis of goals and alternatives; benefit-cost analysis; assessment of political feasibility; assessment of feasibility of implementation; and evaluation research. Students learn how to apply the various techniques through a series of assignments. Course is offered on campus.

**HUMAN RIGHTS:**

- **GISD 624: International Humans Rights Law, Policy and Practice.** The modern human rights movement began after World War II with the creation of the United Nations in 1945. One of the primary purposes of that organization is to promote and encourage respect for human rights for all without distinction as to race, sex, language or religion. This course provides an introduction to international human rights law, policy and practice, examining the progress since 1945 in developing standards and institutions to implement human rights. Students will become familiar with the core international human rights instruments and the United Nations human rights mechanisms as well as their relevance to current human rights challenges in the United States and around the world.

- **GISD 625: Human Rights-Based Approaches to Social Justice.** Over the past two decades, nonprofit organizations and social justice activists around the world have adopted human rights frameworks, strategies and tools to advance their goals. At the international level, Oxfam and Action Aid, for example, have embraced human rights-based approaches to their work. National and local nonprofit organizations and activists from Vermont, Peru, South Africa and India and have also discovered that human rights provide a legitimate and coherent framework for analyzing public policy and organizing people to demand social justice. Drawing on case studies from the United States and globally, this course examines human rights-based approaches adopted by nonprofit organizations to advocate on social justice issues affecting marginalized groups, including women, children, racial and ethnic minorities, people with disabilities and migrant workers.

- **GISD 626: Global Health and Human Rights.** Health and human rights are inextricably linked. This course examines the relationship between health and human rights, including (1) human rights violations that result in ill health, (2)
human rights promotion that benefits health, and (3) health promotion that benefits human rights. Through these relationships the course illustrates the common goals and strategies of the health and human rights communities which both seek to advance the wellbeing of individuals, communities and populations. Much of the course focuses specifically on the right to health, its definition, normative content and methods of implementation. The course uses case studies from around the globe to consider the value of incorporating human rights generally and the right to health specifically into law, policymaking, programming and practice. Students prepare a final project by selecting one health issue and exploring frameworks, strategies and tools to address it from a human rights-based perspective.

REHABILITATION COUNSELING

• **REHAB 602: Medical and Psychological Aspects of Disabilities**
  The course offers students with little or no exposure to advanced life sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities.

• **REHAB 603: Foundations in Rehabilitation**
  This course provides students with basic information about the process of rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues.

• **COUNSEL 605: Principles of Vocational, Educational and Psychological Assessment**
  The course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits. It covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment.

• **REHAB 610: Case Management and Planning in Rehabilitation**
  This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor. Topics include case finding and case planning, service coordination, and client advocacy activities.

• **REHAB 612: Vocational Rehabilitation and Placement**
  This course provides students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral
process, eligibility criteria, comprehensive assessment, vocational training, and placement.

TRANSITION LEADERSHIP

- **SPE-G 654: Youth Development and Self-Determination**
  This course focuses on youth development and the importance of preparing youth to take the lead in their education, career development, and community participation. Students will understand the principles of youth development and self-determination and be able to integrate these principles into their work with all youth. This course includes a requirement of 15 fieldwork hours.

- **SPE-G 655: Career Development and Competitive Employment**
  This course gives participants an overview of the career development process and a youth-centered framework for career preparation. Course goals are based on career-related transition competencies, and help participants assess students’ career interests, use formal and informal career assessments, assist youth to develop a course of study related to career interests, identify and assist youth to engage in career exploration activities, incorporate connecting activities into a youth’s career plan, and develop work-based learning opportunities. Field-based assignments are required.

- **SPE-G 656: Postsecondary Education for Youth with Disabilities**
  This course will give an overview of postsecondary education options and the processes of applying for, enrolling in, and completing a postsecondary education course of study, using a person-centered framework. Participants will learn the importance of better preparing youth with disabilities for college, in terms of both academics and self-determination, and documentation of disabilities to ensure appropriate accommodations from campus disability services. Participants will work directly with a youth with a disability who has expressed an interest in attending college as a bridge to integrated paid employment.

- **SPE-G 657: Transition Topics**
  This course covers a variety of subjects that influence secondary transition for youth with a wide range of abilities and disabilities, healthcare issues, or mental health challenges; those in foster care or the justice system; youth from diverse cultural and linguistic backgrounds or who have dropped out of school; and youth with intellectual and developmental disabilities. Topics include family involvement in planning, interagency collaboration, Social Security and disability benefits, self-determination and guardianship, healthcare issues, community living and social networks, transportation, and technology and accommodations.

- **SPE-G 658: Transition Leadership**
  This course addresses training and sustainability activities required for transition
education to be institutionalized in school districts across the Commonwealth. Participants will be equipped to take a lead in establishing up-to-date transition practices in their school districts. To this end, they will learn how to incorporate district transition data into district-wide transition planning, present school- and district-wide transition goals and plans to key stakeholders, collaborate with district personnel to assess school resources for transition staffing, recommend policy and curricula changes to support transition-age students, and prepare a summary report.

VISION STUDIES

- **SPE-G 614 (VISN 604): Visual Functioning: Education and Medical Rehabilitation of the Eye**
  This course begins with a practical look at the functional impact of visual impairment through the use of simulated exercises. This is followed by a series of medically related lectures by affiliated ophthalmologists. Topics include the structure of the eye, the assessment of normal and abnormal vision, optics, and the functional implications of common pathologies. Students discuss low vision services and participate in hands-on training within a low-vision clinic.

- **SPE-G 616 (VISN 605): Implications of Low Vision**
  This course goes beyond the physical aspects of vision loss introduced in SPE-G 614 to look at functional and psychological aspects. It includes a review of clinical procedures and the interpretation of clinical reports. Emphasis is given to conducting individualized functional vision assessments. The previous study of optics is applied to optical low-vision devices. The course provides a practical, hands-on approach to learning through vision simulation activities and the development of a functional vision-assessment kit.

- **SPE-G 640 (VISN 612): Orientation, Mobility and Independent Living**
  This course examines the functional implications of vision loss on primary activities of daily living, with emphasis on basic methodologies of orientation and mobility and rehabilitation teaching. Exploration of life skills essential to independence will be addressed, with attention to a diverse population of children with a variety of visual capabilities. Weekly lecture content will be enhanced by functional lab activities.

- **SPE-G 623 (VISN 640): Psychosocial Aspects of Visual Impairment**
  This course will investigate the psychosocial aspects of vision loss. Coping techniques and issues of self-esteem will be explored, along with principles of self-determination. Other topics include the psychosocial aspects of personal life management such as orientation and mobility, use of volunteers, sexuality, and the Americans with Disabilities Act. Psychosocial issues specific to people from diverse cultures will also be addressed.

Non-Profit Management
Required Courses:

**MBAMGT 687: Nonprofit Management**: Nonprofit organizations aim to improve society while facing similar management challenges to any organization as they provide valued goods and services. This large and growing sector includes colleges and universities, hospitals and social service entities, human rights.

**PPOL-G 751: Public Policy Challenges Facing Urban Nonprofit Organizations**: Through theoretical readings and case studies, this course considers a variety of public policy issues related to the role of nonprofit organizations in American cities including: tax exemption, the increasing commercialization of the nonprofit sector, charitable choice provisions guiding the distribution of federal funds, and the role of nonprofit organizations in political advocacy.

**MBAMGT 684L: Social Enterprise and Poverty Alleviation**
Social enterprise thus represents an organization crossbreed, blending defining elements of the business and nonprofit models. Like a business, social enterprise tries to pay its own way with income derived from buying and selling, and like a nonprofit, it aims to fill a particular social deficiency or correct a certain market failure associated with poverty. As opposed to maximizing shareholder value the way a prototypical business does, a social enterprise may retain its surplus to further its social mission, distribute it to its membership, or even repay its creditors and investors at a modest return. MBAMGT 684L and UPCD 684L are the same course.

**MBAMGT 665: Cross-Cultural and Comparative Management**: This course provides students with frameworks to understand, analyze critically, and practice cross cultural/international management under globalization. In an economically interconnected world, the historical context of geopolitical and socio-cultural relations among nations and people are important to not only conceptualizing management but also to understanding why different nations/people may have fundamentally different notions and practices of management. To this effect, this course allows students to gain an in-depth understanding of an critically analyze the ways in which cross cultural differences in values have consequences for management behaviors in terms of cooperation, ethics and decision making, leadership, negotiation, team work, and human resources. This approach will allow students to gain an understanding of how the broader context of difference and dependence among nations and people materializes into individual and group differences in conceptualizing and practicing cross cultural/international management.

**MBAMGT 666: Diversity in the Global Workplace**: This course will delve into a number of issues related to diversity in the global workforce: how to understand and appreciate the dimensions of diversity in the global workforce (including gender, race, nationality, religion, sexual orientation, disability, class); how to learn across differences in order to work more effectively together; how to contribute to and manage teams with diverse
composition; how to be a leader and change agent on issues regarding diversity and inclusion; how corporations can be on the leading edge of policies to enhance economic opportunity for a diverse workforce; how diversity is understood and approached globally.

Possible Electives:

**HMS G 633: Fund Raising and Grant Seeking:** Students will describe and analyze the range of funding options available to human service organizations and be able to develop a plan for implementing a fund-raising strategy for a particular human service program or organization.

**MBAMGT 683: Leadership Management in 21st Century:** This course will explore leadership as it is practiced in corporate and public-sector environments. The course will emphasize the role of leaders in guiding organizations through turbulent business climates, in motivating subordinates and teams, and in crafting strategic visions for their organizations. Change management, globalization, and human resource management factor strongly into discussions and readings.

**MBAMGT 651: Personnel Management & Human Resource Planning:** This course familiarizes students with concepts of human resources management and the principles of planning and forecasting for human resources needs. Issues to be addressed include career planning and internal labor market analysis, equal employment opportunity and affirmative action practices. Students examine job design and pay systems, methods of personnel selection and training, issues of productivity and hours of work, the effect of government regulations on working conditions, and personnel administration.

**MBAMGT 653: Organizational Diagnosis and Change:** This course focuses on the theory, research, and techniques of organizational diagnosis and change. Students learn how to engage in systematic structural and behavioral analyses and to design effective strategies for intervention and change.

**PAF G 606: Non-Profit Organizations and Public Policy:** The goals of this course are to (1) familiarize students to the nonprofit sector in the United States, (2) discuss the various roles that nonprofit organizations play as policy actors, and (3) to introduce students to a range of empirical and theoretical work on nonprofit organizations. Using theoretical and empirical readings, this course considers a variety of issues related to the role of nonprofit organizations in public policy including: tax exemption, the increasing commercialization of the nonprofit sector, charitable choice provisions guiding the distribution of federal funds, and the role of nonprofit organizations in political advocacy.

**Transnational, Cultural, and Community Studies**
TCCS Required Core Courses

Topics in Transnational, Cultural and Community Studies (TCCS 610, Loan Dao, Asian American Studies) addresses topics that frame the field. These include: racialization and racial formation, power and privilege, epistemological exploration, history and contemporary experience, interactions and connections between national and transnational contexts. This course is offered to both MS and PhD students in their first semester (fall) and it would be recommended that students in the SGIS TCCS concentration take it first.

Migration and Diaspora (TCCS 611, Marisol Negron, American Studies or Aminah Pilgrim, Africana Studies) This course will explore the most recent scholarship and most dominant theories in the field of migration and diaspora studies. New technologies, climate change, economic crises as well as contemporary iterations of terrorism and warfare have all intensified the global movements of people, goods, ideas, cultures, and money. This has reinvigorated the study of migration in earlier periods, with many arguing that related phenomena have been endemic to the human population since our beginning. New frameworks that emphasize networks and relationality, and bring into the foreground interculturalism, borders and borderlands, and hybridic formations have begun to replace older ways of reading human cultures and civilizations. This course is offered in the spring semester.

Community Formation and Development (TCCS 612, Lorna Rivera, Gender & Women’s Studies) This course explores the idea of community as contested: its definition is not clear lacking a consistent body of knowledge with theories about its origins, functions and use in contemporary society. Scholarship in post-colonial and transnational studies has redrawn conceptual maps. The course also explores decolonizing traditional understanding(s) of community. As we enter the Twenty-first century, we are presented with new notions of community and our “sense of belonging” may be challenged. Under the forces of globalism and neoliberalism, global-wide migrations, particularly from former colonized societies to previous metropolitan/imperial nations, challenge previously accepted notions of nation and citizenship. This course is offered in the fall semester.

Possible TCCS Electives

Theoretical Approaches Electives (students may select up to two).

TCCS 710 Globalization and Population Movements (Sofya Aptekar, Sociology)
TCCS 711 Culture and Transculturation (Jorge Capetillo, Sociology)
TCCS 712 Circuits of Migration (Loan Dao, Asian American Studies)
TCCS 714 Colonization, Development, and Modernization (Cedric Woods, NEIAS)
TCCS 713 Identity, Sovereignty, Resistance, and Activism (Karen Suyemoto, Clinical Psychology)

Research Methods Electives (students may select only one as part of the concentration).
TCCS 623 Transdisciplinary Research Methods (Rosalyn Negron, Anthropology):
TCCS 622 Transdisciplinary Research in Practice (Shirley Tang, Asian American Studies)
TCCS 732 Literary Analysis (Rajini Srikanth, English and Honors College)
TCCS 733 Historical Approaches (Lynnell Thomas, American Studies)
TCCS 734 Community Based Participatory Research (Loan Dao, Asian American Studies)