Student Handbook

Master's Degree

Global Inclusion and Social Development

University of Massachusetts Boston
School for Global Inclusion and Social Development
2016-2017

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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 in classrooms on the University of Massachusetts Boston Campus. Much like the community we learn in, our population of students is varied including those from 3 continents, 5 countries and 6 states. Their personal and professional 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 and to take the time to get to know those who share your commitment to cultivating inclusion in formal and informal settings.

You should view this handbook as a roadmap to the Global Inclusion and Social Development program. In these pages you will find logistical information about the University, the School for Global Inclusion and Social Development and specifics about your program including course and concentration descriptions, graduation requirements and a list of frequently asked questions. You will also learn more about the goals and objectives of SGISD, and be introduced to key concepts and terms. While the handbook is meant to be comprehensive, we also seek to personalize programming to meet student needs and invite you to ask questions or provide feedback by e-mail at: sgisd@umb.edu.

On behalf of the School for Global Inclusion and Social Development I want to thank you for bringing your expertise and commitment to our program and welcome you again 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, cultural development, 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 increased skills in research, knowledge generation, model demonstration, dissemination, and systemic change from the local through the international levels.

Our programs particularly 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:

Empowering communities locally, nationally, and internationally to advance wellness, educational access, cultural participation, and social opportunities for all their citizens 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 citizens.
- 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 empowering 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 offers the following 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
  - Independent plan of study
- MS, Rehabilitation Counseling
- MEd in Vision Studies (3 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 are designed to 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 currently serves over 16,000 undergraduates and graduate students, distributed among the College of Advancing and Professional Studies, the College of Arts and Humanities, the College of Sciences, the College of Education & Human Development, the College of Nursing, the College of Public Policy, the College of Public and Community Service, the College of Management, the School for Global Inclusion and Social Development, and the School for Environmental Sciences. 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 is focused on developing leaders in global inclusion and social development – professionals with grounding in, and transdisciplinary knowledge of, the interrelationship of wellness to social and cultural development 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 are designed to 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 curriculum that promotes cultural competency, 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, learning environments nurture respect for difference, excite curiosity, and embody 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 point of view, respect diversity, 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 issues of health, wellness, and inclusion will highlight the value of social and cultural development. 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 will 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 the resources of scholars and practitioners, to join together to examine, develop, and implement programs and services that are responsive to the needs of diverse communities.

**What is meant by “inclusion”:** In the School for Global Inclusion and Social Development we define social inclusion as a process of ensuring that everyone can participate in the social, cultural, political and civil aspects of their communities. While this definition is meant to encompass the many themes of the inclusionary process, we also recognize that as students, and budding experts in this field you may have your own thoughts on how best to captivate the meaning of 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 is meant by “social development”:** Frequently 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 is meant 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 deemed necessary to achieve sufficient understanding or impact.

**What is meant 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 - one that promotes more evenly distributed benefits and a fair and inclusive approach that is monitored and regulated - to ensure that it improves the lives of socially excluded groups around the world.

**What is meant by being a leader in an inclusive global society:** Effective leaders in inclusion and social development in a global world 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 in the global world necessitates transdisciplinary collaboration and a focus on diversity in order to adapt and respond to changes in critical areas such as politics, science, economics, health care, education and policy.
MA in Global Inclusion and Social Development

PROGRAM DESCRIPTION

General description. The master’s program embraces the philosophy of UMass Boston’s new School for Global Inclusion and Social Development. The program promotes transdisciplinary research: crossing disciplinary, academic, and non-academic boundaries. They will also be transnational inquiry, crossing borders and hemispheres. It aims to develop 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. A distinctive curricular focus on excluded populations, which is broadly transdisciplinary in its approach, sets these programs apart from others.

The MA curriculum focuses on leadership development in core areas of inclusion

Graduates will be prepared for careers within the community and will be prepared to work in leadership roles within the public and NGO sectors,

The curriculum covers 5 core areas as follows:

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 MA Program:

Students in the MA 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 cultural development.
   - Relationships between health and wellness and social and cultural development.
   - 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 cultural development.
• 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 MA in Global Inclusion and Social Development

Explanation of Coursework:

Students in the master’s program complete the core cores and concentration coursework.

- 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

In addition to the above coursework, students in the MA program will take five courses in the concentration area of their choice and will have the opportunity to select from a variety of pre-designed areas of concentration. They may also propose an Individualized Plan of Study (see below description of this option). All students will select a concentration, the completion of which concentration will be noted on their university records. At the completion of the 39 credits, the student will have achieved a master’s in Global Inclusion and Social Development.

- Concentration requirement (15 cr)
  - Disability Studies
  - Gerontology
  - Human Rights
  - Independent plan of study (such as non-profit management)
  - Rehabilitation Counseling
  - Transition Leadership
  - Vision Studies

For full explanation of concentration courses, see Appendix B
**Concentration Areas:**
We offer distinct areas of concentration for students to select from based on personal interest and visions for career-based application. Our current 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, to promote rights for all.
- Students who choose rehabilitation counseling track will learn to help people worldwide who face barriers to employment, including veterans, immigrants, and other populations, find fulfilling work.
- Students who elect our transition leadership track will train as leaders who can help persons 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 in order to advocate for and support individuals who struggle worldwide with low vision so that they may thrive in their daily lives and in their communities.
- 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 provides 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. Students 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 Master’s Program of Study:

Name:
MA Full or Part time:
Concentration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester typically offered</th>
<th>Credit</th>
<th>Semester Plan</th>
<th>Completed/Credit</th>
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<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>GISD 601 Current and Historical Perspectives</td>
<td>Fall Year 1</td>
<td>3</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>
<td>Fall Year 1</td>
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<td>GISD 608 Ethics and Professionalism or GISD 609 Cultural Competency</td>
<td>Spring Year 1</td>
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<tr>
<td>[GISD 610 Strategies for Systemic Change] or GISD 611 Managing Change</td>
<td>Spring Year 1</td>
<td>3</td>
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<td>GISD 615 Leadership in Global Inclusion or GISD 616 Population Needs</td>
<td>Fall Year 2</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>
<td>Spring Year 2</td>
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<td><strong>Concentration Courses</strong></td>
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<td>Concentration Course</td>
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<td>Concentration Course</td>
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EXPLANATION OF GRADUATION REQUIREMENTS

Graduation Requirements:

The 39-credit MA in Global Inclusion and Social Development is awarded to students who: (1) complete 24 credits of core requirements; (2) complete either 12 credits in a concentration area plus three credits of elective coursework, or 15 credits in a concentration area; and (3) pass a capstone project. Students must achieve a grade of 3.0 or higher in all core courses and an overall GPA of 3.0 or higher.

Final Capstone Project:

Each student submits a final capstone project that demonstrates both a comprehensive understanding of global inclusion and social development studies and highlights his or her particular interests, work, and academic accomplishments. The capstone project includes: (1) a Master's Writing Project, which is a 7,000-8,000 word paper, and (2) a public oral or poster presentation of the project.

Students work with their faculty advisor to determine the project design and scope. There are several options for developing capstone projects. Students may conduct a research project, carry out a policy analysis, develop a program, or write a grant application (see below for details). In selecting the type of capstone project, students should consider their post-graduation plans and which project may be most helpful in preparing them for this type of work.

In the semester prior to their anticipated graduation, students should submit a two-page proposal to their advisors regarding the type of projects and general topics that will be addressed in their capstones. If a student feels there is another faculty member who would be better able to support him or her on the capstone project, the student may request that in the proposal.

During the semester the student is expected to graduate, he or she should submit a detailed outline to the advisor three weeks after the start of classes. The final capstone project will be due one month prior to end of the semester. During this month, the student will need to schedule a time to present the paper to other students and faculty members. When there are multiple candidates completing their capstones, a single date will be arranged for a reception that includes poster and/or oral presentations.

Options for Master’s Writing Project

Students can select one of following options as the structure for their Master’s Writing Project.
(1) Research Paper: For students who are considering pursuing a terminal degree or those planning to publish their research, a research paper may be a good option. Research papers should generally address the following areas:

- Problem statement
- Literature review that describes the problem and the existing research to address the problem
- Data collection plan or description of research design and methodology
- Analysis of data
- Recommendations based on findings

If a student plans to submit a paper to a particular journal to be considered for publication, the student should follow the formatting instructions for authors provided by the journal. Otherwise, the research paper should be in APA format.

(2) Policy Analysis Project: For students who are considering working in public policy in government, nongovernmental organizations or think tanks, the policy analysis project may be a good option. Policy papers should generally include the following areas:

- Problem statement: What is the issue that needs to be addressed by a new policy or policy change?
  - What is the evidence of the need?
  - What is the magnitude of need?
  - What population is affected by the problem, and how?
- Existing policies that address the problem or are related to the problem
- Policy examples from other countries (states, cities, or communities) that have addressed the problem
- Pro’s and con’s of other policies
- Recommendation for new policy
- Implementation plan for the new policy
- Strategy for monitoring and evaluating the effectiveness of the policy

(3) Program Development Project: For students who are considering working in program development for governments, nongovernmental organizations or the private sector, the program development project may be a good option. Program development papers should generally include the following areas:

- Problem statement: What is the need that will be addressed by a new program design?
  - What is the evidence of the need?
  - What is the magnitude of the need?
  - What population is faced with the need, and how?
- Existing programs that address the need:
  - Reasons why they do not sufficiently address the need and a new option is needed
- Design of new program:
  - Population served
  - Range of services provided
• Funding options for services
• Regulatory considerations in developing a program
• Potential scope of impact of the program

• Implementation plan for program design
• Potential obstacles to be anticipated and a plan to address them
• Strategy for monitoring and evaluating the effectiveness of the new program

(4) Grant Application: A student may write a grant application for a research project or program. The application must include a substantive component that is equivalent to options 1, 2, and 3 above. Therefore, an application with a two-page description of the research project or program would not satisfy this requirement. A federal grant application from entities such as the National Science Foundation, or the Departments of Education, State or Labor could be examples of research or program grant applications that would satisfy the capstone requirement.

If there is a specific competition that the student is considering, he or she should provide the evaluation criteria to the advisor. The application must be customized to respond to the grant competition, but in general a grant proposal for a program should include the following items:

• Statement of need: What is the need addressed in the proposal? What literature supports the stated need?
• Program/research/training program/intervention design:
  o Activities to be accomplished
  o Timelines for when activities will occur
  o Personnel to implement activities
• Project operation/management
• Personnel qualifications
• Program evaluation
• Budget and budget justification

(5) Self-Directed Paper: A student interested in completing his or her Master’s Writing Project with a different focus than outlined above may do so with the advisor’s and the GPD’s consent. To request to carry out a self-directed paper, the student should provide a detailed proposal that includes the focus of the paper, the issues that will be addressed, and the intended benefit to the student in completing this type of writing assignment.

Self-directed papers cannot be simply a review of existing literature, but could include a reflection by the student on how he or she uses the knowledge learned in the program and is applying it in a new context.

Academic Honesty

As in all academic undertakings, students must complete their capstone project with academic integrity. In relation to the capstone, it is important that all writing is the original work of the student; has not been used for previous academic or
professional reasons; and that no one else has contributed to the development of the material.

For additional information about academic honesty please refer to the university policy:
https://www.umb.edu/life_on_campus/policies/community/code

Scoring for Capstone

The overall score for the Master’s Capstone is based on the Master’s Writing Project and the presentation. Each student’s capstone will be evaluated by two faculty members: the student’s advisor and a second faculty member who is familiar with the student’s area of study.

Students may achieve a High Pass, a Pass, or a Fail. 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 section of the capstone.

If the student fails the written component of the capstone, he or she will have one opportunity to make revisions and to submit the work again for a re-evaluation. If the student fails the oral presentation related to the capstone, he or she will need to schedule another presentation of the capstone. If the student is not able to satisfactorily complete the capstone in the second attempt, he or she will not be eligible to graduate from the program.

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 highlighted:

1. The University defines violations to include, but not be limited to, the following:
2. 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.
3. Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
4. Submitting as one’s own work material that has been produced through unacknowledged or unauthorized collaboration with others.
5. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
6. 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.

7. 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.

8. Submitting as one’s own an examination taken by another person; or taking an examination in another person’s place.

9. 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.

10. 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.

11. 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 the academic dishonesty at any point during a student's academic career, or during the final paper 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.

ACADEMIC INTEGRITY/CODE OF CONDUCT

All students in the School of 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 standard 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 $105 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://bit.ly/2oy6G8U

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 Policy

The following are academic policies that apply to all students at the University of Massachusetts, Boston. Material is adapted from the Graduate Studies web page.

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.

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 SGISD MA program need to complete their program within 5 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 student’s graduate program director concurring with the request must be submitted to the Dean of Graduate Studies with the student’s request.

**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 graduate program director requests such action. A memorandum explaining the reason(s) for the recommendation along with the recommended criteria which 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 graduate program director. 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 graduate program director 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 nine 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 appropriate 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 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
Please note: 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 FAQ's:

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 and Individualized Plan of Study, courses from other departments can be accessed on-line, 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 identify which semester you need to take courses to complete your program in you desired timelines. 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).

What type/format of courses are available to me?
The GISD MA is an on-campus program; however certain courses will be made available online each semester, and any student may elect to take a course in this manner.

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. This applies to academic course work only; professional experience does not apply.
b) 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 courses elective. 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. 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 specifically for students who have compiled a collection of classes that constitute a clearly defined specialized 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.
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?
MA students may expect to complete the degree program in 3 to 4 semesters (full-time) or 5-6 semesters (part-time).

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 means of participating in professional activities.

General FAQ's about study at UMass Boston:

How do I set up an e-mail account?
Information about establishing a UMass e-mail account can be found at [http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time](http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time). If you need help, you can send an email to ITServiceDesk@umb.edu or call 617-287-5220. We 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 are willing to 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 Graduate Writing Center is located in the Campus Center. Frequently asked questions can be accessed online: http://bit.ly/2pMoSO2

For more information about the Graduate Writing Center, you can 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 today's world. 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 your class in your classroom 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 your students, the course subject, and your assignment. For more information, you can contact the Library at library.reference@umb.edu or 617-287-5940. You can also find them in person on the 4th Floor of the Library.

**Is there a counseling center available on campus?**
Yes. The Counseling Center at UMass Boston is available to help students identify and access the most appropriate services for their particular situation. In the Fall 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 responsible for causing students to do less well than they otherwise would or could have. 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, 617.287.5690.

**Where do I go for IT help?**
The Information Technology Services Division (I.T.S.D) strives to provide a superior level of service to all members of the university community – students, faculty and their research staff, departments and their staff and new and incoming students. The 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 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, [http://www.umb.edu/it/getting_services/training/atomic_learning](http://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 in order to ensure academic access and inclusion for students, promoting a view of disability informed by social, cultural, and political forces. The Ross Center strives to create 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 (RCDS), 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 Bursars office will bill you for the $191 commencement fee. This is a mandatory 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](http://www.umb.edu/registrar/graduation/applying_for_graduation).

**Do you offer financial aid?**
We are at times able to offer graduate assistantships to MA students on a limited basis, which provide a stipend and coverage of all tuition and a percentage of fees. However, candidates seeking financial aid should plan to filling out the FASFA 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: Concentration Options and Course Descriptions:

...Disability Studies
...Gerontology
...Human Rights
...Transition Leadership
...Vision Studies
...Rehabilitation Counseling

CONCENTRATION COURSE DESCRIPTIONS

DISABILITY STUDIES:

• **SGISD 618 Introduction to Disabilities Studies:**
  This class will provide an introduction to theories and frameworks that have and continue to shape the “field” of disability research and inquiry. It will also provide an introduction to disability identity and culture. The individual, medical and rehabilitative models of disability will be discussed and 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 have an opportunity to 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. Issues related to the Millennium Goals (REF) 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 Elective:*

**SGISD 619 United States Disability Policy:**
This course will introduce students to the current 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. This course will encourage students to 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 in this course. 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 do 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 the 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 is user oriented and focuses on issues that are important to managers for planning and decision making in the eldercare industry. Given the increased emphasis on financial viability, it is felt that 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. For any 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 user 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 and they have to work within the competitive and regulatory environment surrounding that industry that impacts all managerial decisions. This course provides students with the tools to operate within these contexts. Course will 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**

- **COUREH 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.

- **COUREH 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. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment.

- **COUREH 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.

- **COUREH 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 insure receiving 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, participants 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. The course 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 in 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.
APPENDIX C:

FORMS:

I. LINK TO GENERAL COMMON FORMS

II. GRADUATE ADVANCED STANDING FORM

III. PROPOSAL FOR INDEPENDENT STUDY FORM

General Important Forms:

Attending the University is an exciting journey. However we recognize that navigating the walls of the school can be challenging at times. Therefore, as a courtesy to our students, we have gathered a database of important forms that you may need as you join our community. Below you will find a link that provides you with a comprehensive listing of many commonly used and/or needed forms. We hope this is helpful in making your time with us as seamless as possible!

Link to Commonly Used Forms:

https://www.umb.edu/registrar/forms