



SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT
UNIVERSITY OF MASSACHUSETTS BOSTON

Student Handbook

Master's Degree

Global Inclusion and Social Development

**University of Massachusetts Boston
School for Global Inclusion and Social Development
2020-2021**

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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, and includes people from multiple continents, countries, and states. Their personal and professional experiences and interests enrich classroom discussions, and serve as the inspiration for research projects and community engagement opportunities.

This handbook is a roadmap to the Global Inclusion and Social Development program. Here you will find information about the university and our school, and specifics about your program. You will also learn more about the goals and objectives of SGISD, and be introduced to key concepts and terms.

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

On behalf of the School for Global Inclusion and Social Development, 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,

Sheila L. Fesko, PhD
Associate Dean and Director
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 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. These inequalities may be related to gender, race, ethnicity, language, age, disability, religious practice, and other conditions of social, political, and cultural injustice.

Courses at 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 Programs and Certificates

SGISD offers the following programs:

- PhD, Global Inclusion and Social Development
- MA, Global Inclusion and Social Development, with the following concentration options:
 - Gerontology
 - Human Rights
 - Nonprofit Management
 - Critical Ethnic and Community Studies
 - Individualized Plan of Study
- MS, Rehabilitation Counseling (2 tracks)
 - Clinical Rehabilitation
 - Vocational Rehabilitation
- MEd, Vision Studies (4 tracks):
 - Teacher of Students with Visual Impairment
 - Orientation and Mobility Specialist
 - Vision Rehabilitation Therapist
 - Assistive Technology
 - Cortical/Cerebral Visual Impairment

BA Minor, Asian American Studies

BA Individualized Major, Asian American Studies

Graduate certificate programs include:

- Human Rights
- Rehabilitation Counseling
- Transition Leadership
- Vision Studies (Orientation & Mobility)
- Vision Studies (Vision Rehabilitation Therapy)
- Vision Studies (Assistive Technology)
- Vision Studies (Cortical/Cerebral Visual Impairment)

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 (UMass 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 an 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, SGISD, and the School for the Environment.

The School for Global Inclusion and Social Development

Established in 2012, SGISD is an innovative school focused on developing leaders in the area of inclusion. 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. SGISD is now a school within the College of Education and Human Development, but continues to maintain its distinct identity and mission.

Programs in Global Inclusion and Social Development

Programs in SGISD 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 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, we 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 points of view, respect diversity, and seek equality for all.

Engagement calls for us to address critical social issues both locally and globally, and to 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.

Our programs focus on the development of leaders who are 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 is meant by “inclusion”: At SGISD, we define social inclusion as a process of ensuring that everyone can participate in the 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 the 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”: 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 refers to examining issues in a manner that crosses disciplinary, academic, and non-academic boundaries. The purpose of this approach is to gain 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 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 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, is fair and inclusive, and 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 must 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 be driven 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. With this approach, our students, faculty, and alumni 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

The master's program embraces the philosophy of SGISD. It promotes *transdisciplinary research*, crossing disciplinary, academic, and non-academic boundaries, as well as *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.

The MA curriculum focuses on leadership development in core areas of inclusion. Graduates are prepared for careers within and beyond their community, and are prepared to work in leadership roles within the public and NGO sectors.

The curriculum covers 5 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 AND Cultural Competency: Impacts on Innovations and Model Development
4. **Systems Change:** Strategies for Systemic Change AND Managing Change: Supporting Communities and Embracing Cultures
5. **Leadership and Management:** Leadership in Global Inclusion and Social Development AND Population Needs and Global Practices

Learning Objectives for the Global Inclusion and Social Development MA Program

Students in the MA program 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.

6. Negotiation and conflict resolution.

- 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 courses and concentration course work.

Core courses (21 credits)

Required core courses (12 credits):

- 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 801: Innovations Seminar—International Innovation **OR** GISD 802: Innovations Seminar—Domestic Innovation (3 cr)

Elective core courses (9 credits): Choose 3 of the following:

- GISD 608: Ethics and Professionalism in Global Inclusion (3 cr)
- GISD 609: Cultural Competency: Impacts on Innovations and Model Development (3 cr)
- GISD 610: Strategies for Systemic Change (3 cr)
- GISD 611: Managing Change: Supporting Communities and Embracing Cultures (3 cr)
- GISD 615: Leadership in Global Inclusion (3 cr)
- GISD 616: Population Needs and Global Practices (3 cr)

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 areas of concentration. They may also propose an Individualized Plan of Study (see description below).

All students will select a concentration, the completion of which will be noted on their university records. At the completion of the 36 credits, the student will have achieved a master's in global inclusion and social development.

Concentration requirement (15 credits)

- Gerontology
- Human Rights
- Nonprofit Management
- Critical Ethnic and Community Studies
- Individualized Plan of Study

For full descriptions of concentration courses, see Appendix B.

Concentration Areas

- **Gerontology:** 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.
- **Human rights:** Develops leaders for social justice. Readies students to mobilize local and international movements, measure efforts and outcomes, advance human well-being, and promote rights for all.
- **Nonprofit management:** Graduates work in mid- or top-level managerial positions in the NGO and non-profit sectors, including poverty reduction programs, advocacy organizations, community service organizations, social welfare, and human service providers.
- **Critical ethnic and community studies:** Introduces students to different forms of exclusion that affect substantial populations both within and outside of the US, also allowing students to explore the linkages between global and local forms of exclusion, and develop solutions to them.
- **Individualized plan of study:** This option is intended for those with specific interests not fully addressed within existing concentrations. Students who wish to pursue this option must take all required core GISD courses, and 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 start of the third academic semester.

Find the form to declare your concentration here:

<https://globalinclusion.umb.edu/academics/student-forms>

Sample Full-Time Course Sequence for MA in Global Inclusion and Social Development

Name:

Concentration:

Course	Semester typically offered	Credits	Semester Plan	Completed/Credit
Core Courses				
GISD 601: Current and Historical Perspectives	Fall year 1	3		
GISD 605: International Response	Spring year 1	3		
GISD 606: Research and Evaluation in Diverse Settings	Fall year 1	3		
Choose 3 of the following 6 courses				
GISD 608: Ethics and Professionalism	Spring year 2	3		
GISD 609: Cultural Competency	Spring year 2	3		
GISD 610: Strategies for Systemic Change	Spring year 1	3		
GISD 611: Managing Change	Spring year 2	3		
GISD 615: Leadership in Global Inclusion	Fall year 1	3		
GISD 616: Population Needs	Fall year 2	3		
Choose 1 of the following 2 courses				
GISD 801—International Innovations Seminar	Spring year 2	3		
GISD 802—Domestic Innovation Seminar	Fall year 2	3		
Advanced Coursework				
Concentration	Spring year 1	3		
Concentration	Fall year 2	3		
Concentration	Fall year 2	3		
Concentration	Spring year 2	3		
Concentration	Fall year 2	3		

Explanation of Graduation Requirements

The 36-credit MA in Global Inclusion and Social Development is awarded to students who: (1) complete 21 credits of core requirements, (2) complete 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 their 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.

Students should work with in the following timelines to have adequate time to complete their capstone and graduate in their final semester. The following deadlines apply to a student planning to graduate in May:

- **November 1:** Student submits proposal with topic and outline of capstone to advisor.
- **November 15:** Advisor reviews and provide approval or suggestions for revisions.
- **January 15:** Student submits first draft of capstone to advisor.
- **February 1:** Student receives feedback from advisor.
- **March 15:** Student submits final version to advisor and a second reader.
- **April 30:** Student gives capstone oral presentation by this date.

Timeline for students wishing to graduate in December:

- **May 1:** Student submits proposal with topic and outline of capstone to advisor.
- **May 15:** Advisor reviews and provide approval or suggestions for revisions.
- **September 15:** Student submits first draft of capstone to advisor.
- **October 1:** Student receives feedback from advisor.
- **November 15:** Student submits final version to advisor and a second reader.
- **First week of December:** Student gives capstone oral presentation by this date.

If a student feels there is another faculty member besides their advisor who would be better able to support them on the capstone project, the student may request that in the proposal.

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 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
- Pros and cons 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, they 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:
 - Activities to be accomplished
 - Timelines for when activities will occur
 - Personnel to implement activities
- Project operation/management
- Personnel qualifications
- Program evaluation
- Budget and budget justification

(5) **Self-Directed Paper:** A student interested in completing the 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 they use the knowledge learned in the program and are applying it in a new context.

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 on each element of the capstone. 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, they 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, they will need to schedule another presentation of the capstone. If the student is not able to satisfactorily complete the capstone in the second attempt, they will not be eligible to graduate from the program.

Capstone Award

Each academic year, GISD faculty may choose to present a student with an award for an outstanding capstone, if warranted. The following criteria will be used to determine an awardee:

The extent to which a capstone:

- Relates to the mission of program/school
- Addresses a need/gap in the area of study/field
- Possesses quality/depth of research
- Demonstrates clarity of work/writing/argument
- Makes new contributions to an area of knowledge
- Utilizes an innovative and/or rigorous conceptual or theoretical framework, and methodology

Professional and Ethical Behavior and Academic Success

Academic performance is only one indicator of success for UMass Boston graduate students. Professional behavior is expected across a wide variety of environments, whether the student is engaged in classroom instruction, peer or faculty interaction, or research.

Students are obligated to meet all of the following conduct and training obligations throughout their enrollment in classroom and fieldwork experiences:

1. Policies of UMass Boston, including the Code of Conduct
https://www.umb.edu/life_on_campus/policies/community/code
2. Professional dispositions (as outlined below)
3. Rules/policies of the cooperating school, partner, or agency partners that do not conflict with UMass Boston policy

Professional dispositions include the attitudes, values, and beliefs demonstrated through both academic and non-academic behaviors as students interact with faculty, other students, professional colleagues, and communities.

In the context of the program, it is expected that students demonstrate respect to faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. Assignments are prepared professionally and turned in on time. In-class activities are completed with care and efficiency. Students take responsibility for their own learning by asking questions and by clarifying instructions as needed.

Correspondence (written and electronic) and telephone communications should be conducted in a professional manner. Keep in mind that your choice of email name and your outgoing voicemail message give information about you to faculty, research supervisors, and potential employers. When you complete your program, you may be requesting a reference from faculty who will be taking all of the above factors into account.

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional ethics	Adheres to ethical guidelines of research, as outlined by ORSP and policies of UMass Boston, including Code of Conduct. Can identify difference between right and wrong.
Professional behavior	Behaves in professional manner towards supervisors, peers, & clients (includes appropriate communications, dress, & attitudes). Able to collaborate with others.
Professional & personal boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.

Knowledge of & adherence to site policies	Demonstrates understanding & appreciation for <i>all</i> counseling site policies & procedures.
Task completion and record-keeping	Completes assignments on time, or requests extensions. Completes <i>all</i> weekly record-keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural competencies	Demonstrates awareness of, appreciation of, & respect for cultural difference (e.g., gender, race, ethnicity, spirituality, sexual orientation, disability, SES).
Emotional stability and self-control	Demonstrates emotional stability (congruence between mood & affect) & self-control (impulse control) in relationships with faculty, students, staff, & other colleagues. Demonstrates insight about psychological or other barriers that may hinder academic and professional success, and takes appropriate measures.
Motivated to learn & grow / initiative / responsibility for problem-solving	Demonstrates engagement in learning & development of counseling competencies. Demonstrates initiative and is proactive in solving problems. Takes responsibility for ensuring course expectations are met and uses initiative to solve issues.
Openness to feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & adaptability	Demonstrates ability to flex to changing circumstances, unexpected events, & new situations.

Congruence & genuineness	Demonstrates ability to be present and be true to themselves.
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Academic Honesty

As in all elements of the GISD academic program, students must adhere to the University’s academic honesty policy. In relation to the capstone, it is important that all writing is the original work of the student, and has not been used for previous academic or professional reasons. It is also essential 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

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 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 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

SharePoint

The School for Global Inclusion and Social Development is adopting the use of the Microsoft Office application SharePoint, which is accessible through your UMB email account, and provides more seamless access to important forms, documents, courses, and schedules, all in one place. It also allows members of our school and program communities to post information of benefit to others. You will be given access to SharePoint when you join the program. Please consider SharePoint as a primary resource when needing to locate critical information during your time at SGISD.

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, they will be required to pay a program fee for that semester to maintain continuous enrollment status. Look for the CAS 600 option in Wiser and then locate the GISD MA section in order to register for the program fee. (note: you do not have to register for CAS 600 over the summer semester to maintain continuous enrollment status). See also:

https://www.umb.edu/bursar/tuition_and_fees/program_fee

Health Care Coverage

Massachusetts state law requires students enrolled in 75% of full-time curriculum (7 or more credits) in any Massachusetts institution of higher education to participate in a school-sponsored qualifying Student Health Insurance Program ("SHIP") or an alternate health plan with comparable coverage.

The UMass Boston Student Health Insurance Plan offered through Blue Cross Blue

Shield meets SHP requirements. Students who are at least 75% of full time are automatically billed for the Student Health Insurance Plan. All other students should inquire as to their eligibility to purchase the insurance by contacting the [Bursar's Office](#).

Students may opt out of the SHP by completing their online waiver on your WISER account, indicating that they have comparable coverage under another plan. Please note that you cannot waive the student health insurance plan if you are currently covered by Mass Health Limited, Health Safety Net or Children's Medical Security Plan. The deadline to waive coverage is October 1.

Please note that student health insurance lapses as of August 1 each year, and you will be without coverage after that period, unless you maintain continuous enrollment (see above entry about the importance of enrolling in CAS 600 to maintain continuous student status).

(Language taken from UMass Boston website)

Holds:

Students may receive a hold on their account for a variety of reasons. Common instances include outstanding account balances/unpaid student bills; a failure to update personal and emergency information in Wiser; outstanding library returns; graduate admissions materials; missing immunizations, and other healthcare related documentation.

You can always check your student account in Wiser to determine if you have a hold or not and what the reason for the hold is. Failure to address the reason for a student hold can result in a variety of complications, such as an inability to register for classes; request transcripts; graduate; and receive a diploma.

Holds should be addressed and resolved with the relevant office (Bursar, Library, Health Services, Graduate Admissions, etc.).

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. 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 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 their 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 their control.

Incompletes are given at the discretion of the instructor and require a contractual agreement. Students need to meet with their professors to make sure the contract and terms of completing the course are determined. The incomplete contract form must be returned with proper signatures to the Registrar's Office by the faculty member or

departmental staff. Incomplete contracts should be filed with the Office of the Registrar **before the last day of class** to ensure timely posting of grades. It is the student's responsibility to follow up with faculty to make sure the terms of the contract have been met and a grade has been submitted within the proper time limits.

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.

Find these forms here:

<https://globalinclusion.umb.edu/academics/student-forms>

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. Within the first month of the semester, you may be able to receive a refund of a percentage of the tuition. After that period, your tuition will not be refunded if you withdraw from the class.

Withdrawal forms are available from the Office of Graduate Admissions and the Graduate Registrar, and must be submitted to the Registrar 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 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 and Individualized Plan of Study, courses from other departments can be accessed online, starting from:

https://www.umb.edu/academics/course_catalog/courses/grd_GISD_all

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 your 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

What types/formats 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 substitution must be approved by your advisor as well as the graduate program director (use the [waiver form here](#)).

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.
- f) Waiving a course is only allowed if you are replacing it with another course. You still need to complete 36 credits to complete the MA 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 individualized 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 electives.

The proposal for an independent study must be approved by an advisor as well as the graduate program director. Students may also choose to complete an internship as an independent study, as long as it also has an academic component and has been approved by their advisor and 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).

International students should check with the International Student and Scholar Office (<https://www.umb.edu/academics/global/iss>) about their options around employment in the US.

May I study abroad?

Yes. Programs within SGISD highlight the international community. You need to work with your advisor to integrate any study abroad effort into your plan of study. Learn more about [study abroad programs](#) at UMass Boston.

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 specialized concentration that will fulfill a professional role or responsibility. This proposal must be

reviewed and approved by an advisor and submitted to the graduate program director no later than the onset of the third academic semester.

[Use the form here to declare your Individualized Plan of Study.](#)

Is it possible to enroll in the program on a part-time basis?

Yes, part-time study is allowed.

How long will it take 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 other than my advisor?

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 FAQs 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. If you need help, you can send an email to ITServiceDesk@umb.edu or call 617-287-5220. IT support is 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 or rent 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. Students can also purchase books through other vendors, including online sources. The bookstore also offers price-matching options.

For more information, call 617-287-5090.

How do I access the Graduate Writing Center?

The purpose of the Graduate Writing Center is to provide one-to-one sessions through which students may 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 sessions. Generally, a student meets with their consultant for weekly one-hour appointments.

The Graduate Writing Center is located in the Campus Center. Learn more here: www.umb.edu/academics/vpass/academic_support/tutoring/graduate_writing_center You can also contact them by phone (617-287-6550) or email (Academic.Support@umb.edu).

How do I access the Healey Instructional Research Guide/Guidance?

Library research has become increasingly complex in today's world. 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 you can always go to the hands-on Center for Library Instruction (Floor 4). 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 course subject and your assignment. For more information, you can contact the Library at library.reference@umb.edu or 617-287-5940.

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. Mental health issues can have a significant impact on students' academic performance. Stress, sleep difficulties, anxiety, and depression can frequently cause 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 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 will help with managing your student password, getting the support you need for full participation in the classroom, and accessing Blackboard. [Their FAQ page](#) is helpful. 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 website: 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. They 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. Staff from the Ross Center will work with you on identifying needed accommodations, and then you should work with faculty in your classes to develop a Student Plan for each class.

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. Watch for an email from the Registrar's Office letting you know that you are eligible for graduation. Submit the completed degree application to the Registrar's Office by the degree deadline date.

Find the degree application form here:

<https://globalinclusion.umb.edu/academics/student-forms>

Once your degree application is approved, the Bursar's office will bill you for the \$200 commencement fee. **This is a mandatory fee, whether or not you choose to walk in the graduation ceremony.** 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?

United Way of Massachusetts Bay and Merrimack Valley has created a Global Inclusion and Social Development Fellowship to provide some tuition support to GISD MA students. There will be an annual application for the fellowship. Information on the application process will be distributed to all students. Students seeking financial aid should plan to fill out the FASFA form and work with the financial aid office.

You can learn more about our graduate school's funding options, including some external funding sources, at:

umb.edu/sgisdfunding

Appendix A: Core Course Descriptions

GISD 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.

GISD 605: International Responses to Social Inclusion. This course introduces students to international organizations that address the social development and social inclusion of populations around the world. The goal is to increase students' understanding of the range of approaches and strategies that these organizations use to respond to pressing societal issues (in areas such as health, education, housing, water, sanitation, climate change, and human rights), and also of the impact that these issues can have on cross-cultural communities and vulnerable populations. A particular emphasis is placed on the role of the United Nations and nongovernmental organizations in promoting and implementing the United Nations Millennium Development Goals (MDGs). In this course, students will learn how to interpret the world of data, opinion, ethics, judgment, need, and urgency as it is driven by what is known and what is transmitted. They will realize the importance of communication, public awareness, and understanding of ethical and moral concerns, and how these interrelate with social inclusion at all levels. This is a core course for both the master's and doctoral programs in global inclusion and social development.

GISD 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.

GISD 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.

GISD 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.

GISD 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.)

GISD 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.)

GISD 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.)

GISD 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.)

GISD 801: Innovations Seminar—International Innovation. This course will expose students to international leaders seeking to improve inclusion as well as social and economic development opportunities for all—particularly for vulnerable and diverse populations—through innovations and model development in policy and practice. This will be achieved by inviting these leaders (in person or via teleconference) as guest speakers to the seminars as well as students working on proposals for international entities to help address challenges identified by the NGO. Seminars are aimed at engaging leaders in the fields of disability, health and wellness, education, community and workforce development, international cooperation and development, public policy, administration and other fields. They may be policymakers, practitioners, business leaders, researchers, scholars, community leaders, advocates, public officials or others. Through exposure to this caliber of leaders and their innovative thinking, planning and actions, the seminars intend to provide students with real-life examples of leaders to whom they are encouraged to aspire.

GISD 802: Innovations Seminar—Domestic Innovation. This course will expose students to local and national leaders seeking to improve inclusion as well as social and economic development opportunities for all—particularly for vulnerable and diverse

populations—through innovations and model development in policy and practice. This will be achieved by inviting these leaders (in person or via teleconference) as guest speakers to the seminars and working in conjunction with local NGOs to identify areas of need and develop a plan for community-engaged activity. Each student will work with an NGO of their choice throughout the course of the semester.

Appendix B: Concentration Options and Course Descriptions

- Gerontology
- Human Rights
- Nonprofit Management
- Critical Ethnic and Community Studies
- Individualized Plan of Study

Concentration Course Descriptions

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 Masters 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.

Nonprofit 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 684 L: 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.

Critical Ethnic and Community Studies:

Required CECS Core Courses

TCCS 610: Topics in Transnational, Cultural and Community Studies. This course 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 SGISD TCCS concentration take it first.

TCCS 611: Migration and Diaspora. 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.

TCCS 612: Community Formation and Development. 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 CECS Electives

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

TCCS 710: Globalization and Population Movements

TCCS 711: Culture and Transculturation

TCCS 712: Circuits of Migration

TCCS 713: Identity, Sovereignty, Resistance, and Activism

TCCS 714: Colonization, Development, and Modernization

Research Methods Electives (students may select only one as part of the concentration):

TCCS 623: Transdisciplinary Research Methods

TCCS 622: Transdisciplinary Research in Practice

TCCS 732: Literary Analysis

TCCS 733: Historical Approaches

TCCS 734: Community-Based Participatory Research