



SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT
UNIVERSITY OF MASSACHUSETTS BOSTON

Student Handbook

Doctoral Degree

Global Inclusion and Social Development

**University of Massachusetts Boston
School for Global Inclusion and Social Development
2019–2020**

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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, culture, and social development in communities worldwide. Our transdisciplinary training program recognizes the need for leadership in the non-governmental organization (NGO) sector. We also foster 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 related to gender, race, ethnicity, language, age, disability, religious practice, and other conditions of social, political, and cultural inequality and 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:

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

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

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

SGISD Programs and Certificates

- PhD, Global Inclusion and Social Development
- MA, Global Inclusion and Social Development, with concentrations in:
 - Disability Studies
 - 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 (5 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

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 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, and the School for the Environment.

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

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

What we mean by “transdisciplinarity”: Transdisciplinarity 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 a definition of research questions/problems/solutions seemingly should correspond is incapable of providing the scope of inquiry or reach of influence necessary to achieve sufficient understanding or impact.

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

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

PhD in Global Inclusion and Social Development

Program Description

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

The curriculum covers five core areas:

1. **Theory:** Current and Historical Perspectives on Global Inclusion and Social Development AND International Responses to Social Inclusion
2. **Research and Evaluation:** Research and Evaluation in Diverse Settings: Methods and Implications
3. **Policy and Practice:** Ethics and Professionalism in Global Inclusion and Social Development 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

Students in the PhD 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 culture.
- Relationships between health and wellness and social and culture
- The impact of social exclusion on marginalized populations and other disadvantaged groups.
- Related local, state, national, and international policies and practices.

2. Self-reflection and leadership.

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

3. Ethics and professionalism.

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

4. Critical and creative thinking and translation into practice.

- Think critically and creatively.
- Identify an issue, dilemma, or problem, and explore relevant information through research to resolve it.

5. Communication.

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

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 culture.
 - Use this knowledge to address problems affecting a large number of people and to inform policymakers about their rights and needs.
12. Research, evaluation, and policy analysis.
- Develop a working knowledge of research methods, statistics, evaluation methods, and policy analysis.
 - Use this knowledge to gather, analyze, and evaluate data, and translate findings into practice.

Explanation of Coursework

Core courses

Required core courses.

- 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 (3 cr)
- GISD 802: Innovations Seminar—Domestic Innovation (3 cr)

Elective core courses 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.

Advanced Coursework:

- Elective courses in area of personal focus (6 cr)
- Research elective courses (6 cr)
- GISD 898: Transdisciplinary Research to Practice (6 cr)
- GISD 899: Dissertation Research Seminar (12 cr)

For a full explanation of advanced coursework, see Appendix B.

Sample Full-Time Course Sequence for GISD PhD

Name:

Concentration (if applicable):

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		
GISD 801—International Innovations Seminar	Spring year 2	3		
GISD 802—Domestic Innovations Seminar	Fall year 2	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		
Advanced Coursework				
Research Elective 1	Spring	3		
Research Elective 2	Fall	3		
Elective	Spring	3		
Elective	Spring	3		
898 – Research to Practice	Fall year 2	3		
898 – Research to Practice	Spring year 2	3		
899 – Dissertation Seminar	Fall	6		
899 – Dissertation Seminar	Spring	6		

Concentration option (15 credits)

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

Concentration Areas

- **Human rights:** Focuses on the framework needed to foster inclusive change throughout societies and organizations. A [certificate in human rights](#) is also available.
- **Critical ethnic and community studies:** [Collaboration with the College of Liberal Arts](#). Analyzes migration patterns and other population movements, as well as race/ethnicity, through the lenses of culture, community, identity, and citizenship.
- **Disability studies:** Prepares students to work with people with disabilities in various capacities and to become leaders and advocates in the field. Supported by our colleagues at the [Institute for Community Inclusion](#).
- **Nonprofit management:** Prepares students to lead a nonprofit organization. Students take courses from the [College of Management](#) to gain proficiency in business practices.
- **Gerontology:** Prepares students to understand aging from a social and psychological perspective, and to work in the community or at a policy level. Partner: [Department of Gerontology](#).
- **Rehabilitation counseling:** Help people who face barriers to employment find fulfilling work. We also offer a [master's degree in rehabilitation counseling](#).
- **Transition leadership:** Support people with disabilities to attend college, enter the workforce, and live independently. We also offer a [transition leadership certificate](#).
- **Vision studies:** Advocate for and support individuals with low vision to thrive in their daily lives and in their communities. We also offer a [master's degree in vision studies](#).

Find the form to declare your concentration here:

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

Graduation Requirements

Comprehensive Examination

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

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

Components of the Comprehensive Exam

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

(1) Written examination

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

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

Students have a total of six hours to complete the written component of the comprehensive exam. At the beginning of the exam, students will be given the two questions for a key area and will have two hours to complete one of those questions. At the end of the two hours, the student must submit their answer and then take a break. After a break the students receive the two questions for the next area and they have two hours to complete that question. And the final exam block will address the third key area with students having two hours to respond to one question in that area.

We encourage students to save some time at the end of each writing period to review and edit their examination, since the quality of writing will be considered in the evaluation of the exam. You will not be able to edit your answer to the first two questions when you return from your break, so make sure to complete your review during your first section.

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

(2) Oral examination

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

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

Timing of Comprehensive Exams

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

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

Scoring for Comprehensive Exam

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

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

Preparing for the Exam

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

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

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

Study tips:

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

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

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

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

This does not mean you should neglect detail in your exam answers. Details can add show a real grasp of the material when integrated with more general explanations and examples.

- Prepare outlines, charts, visual summaries, mnemonic devices, etc. to help you remember key concepts.

Suggestions for taking the exam:

Tips for composition (when you are asked to respond to a multi-part essay question and are required to cite sources):

- Begin by drafting an outline of your response and listing the key points that you want to make in each subsection. You may want to spend up to one-third of the time allowed for the question on the outline.
- Make sure that you establish a “working thesis” statement.
- Create an introductory paragraph that introduces the question and your main points.
- There is not a required word or page limit, but you have two hours for each question so make sure that you are providing enough substance in your answers.
- Summarize the question and your main points in a concluding paragraph.
- Use the third person unless the question asks for your opinion.
- Save time to review and edit your questions. All answers should be well articulated and grammatically correct.
- Study guide information was adapted from the [High Point University School of Education Comprehensive exam booklet](#).

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.

Academic Honesty

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

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

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

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

Achieving PhD Candidate Status

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

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

Status While Working on Dissertation

Students who are working on their dissertation are considered full-time students, which can have implications for financial aid and visa status. [Learn more about this status and the related policies here.](#)

When students are taking classes, they can maintain their full-time status by being enrolled in classes totaling 9 or more credits per semester. Doctoral candidates who are engaged in dissertation research and are no longer taking classes are considered full-time students, and can be certified by the SGISD program coordinator that they are working at a full-time status.

Financial aid: You can maintain your financial aid as a full-time student while you are working on your dissertation. Each semester that you are working on your dissertation, you must fill out the Financial Aid form titled [Dissertation/Thesis Status Form](#), and send it to the Graduate Program Director to sign, after which it is submitted to Financial Aid.

Students seeking financial aid should obtain detailed information about full-time and part-time requirements from [Financial Aid Services](#).

Program fee: Doctoral candidates who are no longer taking classes need to register for and pay the program fee each semester. The program fee for dissertation research is CAS 600 on WISER, and you can register through WISER as you would for a regular course.

Registering for the program fee maintains your active status at the University so you can access all University resources. This fee is **not** covered under your assistantship, and you will need to pay it directly via WISER or via check when you receive the bill.

International students: If you are an international student who is not taking classes and you are working on your dissertation, you will still be considered a full-time student for purposes of your visa. You should not need additional documentation, but it is a good idea to be communicating with the [International Student and Scholar Office](#), or ISSO, about your change in status to a doctoral candidate. Sometimes ISSO may ask for a letter from the SGISD program coordinator confirming that you are working on your dissertation and that you are a full-time student.

Dissertation Process

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

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

Throughout their dissertation process, PhD candidates should refer frequently to the guidelines about theses and dissertations [available from Graduate Studies](#).

Dissertation Timeline

All forms referenced below must be submitted to the Graduate Program Director, who then submits the paperwork to the Office of Graduate Studies. The Dean of Graduate Studies must approve the paperwork for each step of the process before the student can proceed.

[All the SGISD dissertation forms referenced in the timeline below may be accessed here.](#)

1. Student successfully completes comprehensive exams (submits Form 1, Notification of Candidacy Form).
2. Student participates in dissertation seminar (GISD 899).
3. Student develops summary of proposed research to use in recruiting committee members.
4. Student identifies committee members (submits Form 2, Proposed Dissertation Committee Form).
5. Committee chair sends proposal to committee members (student should allow 3 to 4 weeks for members to read).
6. Chair authorizes student to schedule proposal hearing at least 2 weeks in advance (student polls committee members and chair as to availability).
7. After successful completion of proposal, student submits electronic version of the proposal and signed **Dissertation Form 3**, Proposal Hearing Result Form. Student can proceed to conduct dissertation research.
8. If appropriate, Institutional Review Board approval is obtained.
9. Chair sends final draft of dissertation to committee members (student should allow 3 to 4 weeks to read).
10. After polling committee members and chair, student schedules defense 3 to 4 weeks in advance. Student submits Form 4, Notification of Intent to Defend Dissertation. This form needs to be signed by the student's committee chair and the GPD, and then is submitted to the Office of Graduate Studies.
11. Three weeks prior to the dissertation hearing, student submits a proposal announcement to the SGISD program coordinator, who will advertise the hearing to the University community.
12. Prior to the defense, the student must contact the UMass Boston Format Editor and submit the formatted signature page of their dissertation for approval. For more information, [refer to these guidelines](#).
13. Following the defense, Form 5 (Results of the Dissertation Defense Form) is submitted.
14. Once any final revisions are completed and approved, the student works with the UMass Boston Format Editor to finalize and submit their dissertation.

Key Dates

May Graduation Timeline

December 15: Candidate sends first full draft to chair.

January 15: Chair sends feedback to candidate.

February 1: Candidate submits revised draft to committee members, allowing 4 weeks for review and feedback.

March 1–March 7: Defense held.

April 10: Revisions must be in for May graduation.

December Graduation Timeline

May 1: Candidate sends first full draft to chair.

May 31: Chair sends feedback to candidate.

September 14: Candidate submits revised draft to committee members, allowing 4 weeks for review and feedback.

October 14–October 31: Defense held.

December 1: Revisions must be in for December graduation.

Dissertation Committee

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

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

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

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

Dissertation chair: The dissertation chair must be a SGISD faculty member, except as noted below. The chair must meet the following additional requirements:

1. Must be a tenured-track faculty member and must have:
2. A doctoral degree (typically a PhD or EdD, but in some instances degrees such as a JD, MD, or DBS may be appropriate); and
3. A record of scholarly publications and/or professional achievement within a period of five years prior to the formation of any dissertation committee that the faculty member chairs.

Dissertation committee members: The first committee member must be a faculty member or affiliated member of the SGISD faculty. The second committee member must be external to SGISD. This member may be from another college within the University, or may be external to the University. Members on the dissertation committees must have:

1. An appropriate terminal degree (typically a PhD or EdD, but in some instances a degree such as a JD, MD, or DBS may be appropriate).
2. A record of scholarly publications and/or professional achievement within a period of five years prior to the formation of the dissertation committee.

If a student believes they would benefit from having a UMass Boston faculty member who is external to SGISD as the dissertation chair, the student must make this request in writing with a justification. The student's advisor will present the student's request and justification to the SGISD faculty team to determine if there will be an exception for an external chair. If the request is approved, the GPD will sign the dissertation committee paperwork and submit to the Office of Graduate Studies with the external member's CV.

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

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

Once the student receives verbal consent from the faculty members of their willingness to serve on the dissertation committee, the candidate must complete Dissertation Form 1, found here:

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

CVs for committee members who are external to the University must accompany this form. The student submits this form to the GPD, who must approve the committee.

The GPD then sends the signed form to the Office of Graduate Studies for the approval of the Dean of Graduate Studies. Once the form is approved by the Dean of Graduate Studies, it is returned to and maintained by the GPD.

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

Dissertation Proposal

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

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

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

Proposal Hearing

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

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

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

- The dissertation chair calls the meeting to order and has the committee members and members of the audience introduce themselves.
- The student presents the dissertation proposal (30–35 minutes).

- The dissertation committee asks questions of the student (20–25 minutes).
- Audience members may ask questions or contribute to the discussion (15–20 minutes).
- The chair calls for the end of the hearing, and excuses the candidate and the members of the audience from the room so the committee can discuss their recommendation (15–30 minutes).
- The candidate returns to the room and the dissertation chair presents the committee’s recommendation to the candidate.
- Committee members sign [Dissertation Form 3](#), and the student takes the form to the GPD.
- The student must submit the signed form and an electronic version of the approved proposal to the GPD.

Results of the Proposal Hearing

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

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

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

	<p>why they should be allowed to begin the process again and create a new proposal. The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.</p>
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If a candidate does not complete revisions within the required time period, they are required to meet with their chair and develop a work plan for timely completion of the revisions.

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

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

Data Collection and Writing

Once the candidate has received approval of the dissertation proposal, they can begin their data collection and writing of their full dissertation.

The chair will work with the candidate on drafting an outline, but a typical dissertation outline would include:

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

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

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

advising the candidate to move forward in scheduling a defense.

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

Multi-Monograph Format

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

The purpose of the **introductory** chapter is to explain the background or context in which the research is set, and to lay out its significance for the field. This chapter connects the individual monographs together. It provides an argument justifying the choice of dissertation topic and articulates a common theme or related themes across the monographs. The introductory chapter would typically specify the theoretical or conceptual framework/s that inform/s the dissertation, as well as provide a literature review demonstrating that the dissertation research was needed to fill a gap and/or solve a puzzle.

The monographs, which form the body of the dissertation, must be of “publishable quality” as deemed by the dissertation committee. Each monograph must clearly present how it builds on existing knowledge by **citing relevant literature**. While the level of detail in the monographs will be agreed upon by the candidate and the dissertation advisor and/or committee, the dissertation must contain a discussion of **methods**. Where the monographs or a subset of monographs emerge from a single research project, the methods of the related monographs may be discussed in a methods chapter that describes the methodology and specific methods.

The dissertation’s **concluding chapter** provides the opportunity to present the broad conclusions of the body of work because it focuses on implications for the field as a whole. In addition, this chapter discusses the **interdependence** of the individual monographs. As in a traditional dissertation, in a multi-monograph, the work must be logically connected and integrated in a coherent manner. The work must be original, and binding reprints or collections of manuscripts together is not acceptable as a dissertation.

The dissertation must also demonstrate mastery of the subject area and transdisciplinary perspective and/or methods, and its focus must be consistent with SGISD’s mission and vision. The total length, excluding references, would generally be 50,000 to 100,000 words. In extraordinary circumstances, students may receive advance permission from the dissertation committee to submit a dissertation outside these parameters.

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

Dissertation Defense

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

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

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

Results of the Dissertation Defense

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

Hearing Recommendations	Action
Approved	The candidate has successfully completed the dissertation. The student must submit an electronic copy of the dissertation, as

	<p>well as the completed Defense Results Form (Dissertation Form 5) to the GPD. The GPD reviews and approves the form and sends it to the Dean of Graduate Studies. The student can submit the dissertation for publishing under the guidelines described by the Office of Graduate Studies.</p>
<p>Approved with minor revisions</p>	<p>The committee must provide the student with a written list of requested revisions within two weeks of the proposal defense hearing. The candidate must submit the requested revisions to the chair within 3 months. Unless specifically requested, the other committee members do not review the dissertation again. Upon approval, the chair sends the signed Defense Results Form (Dissertation Form 5) to the GPD for review and approval. The GPD sends the form to the Dean of Graduate Studies.</p>
<p>Action deferred pending major revisions</p>	<p>The committee must provide the student with a written list of requested revisions within two weeks of the proposal defense hearing. The candidate must work with the chair to make a plan for addressing the required revisions within three months (with possible extension up to a total of six months). Once revisions are complete, the full committee reviews the dissertation and votes on the recommendations. The committee can elect to hold a second hearing to discuss the revised dissertation with the candidate prior to voting.</p> <p>If the dissertation is approved or approved with minor revisions, the candidate moves forward with the steps identified above. The student is responsible for getting the signatures on Form 5: Results of the Dissertation Defense and submitting it to the GPD.</p> <p>If the revised dissertation is not approved, the candidate will generally exit the program. The candidate has the option to put together a brief written request outlining why they should be allowed to</p>

	make additional revisions. The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.
Rejected	If a dissertation is rejected, the candidate will generally exit the program. The candidate has the option to put together a brief written request outlining why they should be allowed to make additional revisions. The request will be reviewed by the dissertation committee and the GPD, who will provide a decision to the candidate within two weeks. If the request is denied, the candidate can appeal the decision to the SGISD academic affairs committee.

Submission and Publication of Dissertation

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

Deadlines for Submission

INITIAL SUBMISSIONS:

- By 11:59 PM (EST/EDT) on the dates below, you must submit a copy of your defended and revised dissertation, approved in full for **content** by your program, to the Office of Graduate Studies via the [UMass Boston/ProQuest/UMI ETD](#) website.

December 1 for a December degree date
 April 10 for a June degree date

FINAL SUBMISSIONS:

- Before your final submission, the **format** of your dissertation must have been approved in full by your Office of Graduate Studies format editor, and you must have been authorized by this advisor in writing to submit the final version of your dissertation.
- You must submit **the final copies** of your dissertation via the UMass Boston/ProQuest/UMI ETD website by 11:59 PM (EST/EDT) on or before the dates below.

December 20
May 15

for a December degree date
for a June degree date

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

Second Language Policy

SGISD requires that each PhD student achieve a certain level of proficiency in a language other than English. For students who are non-native English speakers, their native language fulfills this requirement. For native English speakers, proficiency in another language is a program requirement. American Sign Language (ASL) can be used to fulfill the second language requirement.

Second language proficiency may be demonstrated in a variety of ways:

- (1) A transcript indicating that the student has completed three years of university study of a language other than English (including ASL).
- (2) A transcript indicating that the student completed a BA or MA degree in a language other than English:
 - a. Student needs to present material about former program that indicates the relevant language of instruction within the program.
 - b. School must confirm against official transcript from admission process.
- (3) A certificate indicating that the student was successful in achieving a B2 level of proficiency in the Common European Framework of Reference for Languages.
- (4) A letter from a UMass Boston professor indicating satisfaction that the student was able to read a scholarly document in another language, and with enough comprehension to converse with a professor in English regarding its key points to an extent that confirms the student's basic proficiency in a second language:
 - a. Student needs to identify a UMass Boston professor who speaks the language to be evaluated.
 - b. Professor must identify a scholarly article in the student's field of interest to be used for the assessment.
 - c. Assessment of proficiency will be completed by UMass Boston professor based on rubric provided by SGISD.
- (5) Students can complete an oral proficiency interview through the American Council on the Teaching of Foreign Language. Individuals must obtain an intermediate score on this assessment process.
- (6) Students who elect to use ASL as an alternative language will have proficiency assessed through a conversation with a licensed sign language interpreter. Students will be assessed on vocabulary range and proper use of grammar, as well as their receptive ability to understand the language of the interpreter.

Second language proficiency is important in view of our school's mission. Roughly 7,000 languages are spoken worldwide, but in 2015, [according to *The Atlantic*](#), only 7% of college students in America were enrolled in a language course. There is also significant inequality in language education in the U.S. in terms of which languages students have the opportunity to learn: "In 2013, roughly 198,000 U.S. college students were taking a French course; just 64, on the other hand, were studying Bengali. Yet, globally, 193

million people speak Bengali, while 75 million speak French” ([America’s Lacking Language Skills](#), *The Atlantic*, May 10, 2015).

English has come to dominate professional life globally, but approximately 19 million people in the United States and billions of people worldwide do not speak English. For a program such as ours, which is focused on global inclusion, we consider language to be important to reaching the goal. Because of language’s intimate relationship with culture, our thoughts can be nudged by the concepts embedded in the languages we speak. In fact, language may shape the way we perceive reality—for instance, human agency—and interact with the world around us.

Hence, we regard understanding more than one language as an important part of developing the cultural competence we hope to cultivate as a step toward becoming practitioners in global inclusion and social development. Students need to provide documentation that they have met the second language requirement to the GPD prior to achieving candidacy.

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

Students should contact the Ross Center (Disability Services) if they need accommodations in relation to the language requirement.

Full-time Study and Graduate Assistantships

Full-time students may be offered a graduate assistantship for up to three years of study; responsibilities for those assistantships will be over and above course and seminar requirements. Graduate Assistants (GAs) work 18 hours a week on a grant based within SGISD and including projects within the Institute for Community Inclusion, our disability-focused research and training institute. Efforts are made to match students to projects in their interest area, but that cannot always be accommodated. At the start of each year, students will develop a plan about project activities with their assigned supervisor.

Students' responsibilities under assistantships are work obligations, and projects rely on the GAs to complete project work. Students who do not meet the requirements of their assistantship can be placed on probation and can lose their assistantship if they do not make improvements.

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

On-campus and Online Courses

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

Academic Integrity/Code Of Conduct

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

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

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 register for and pay a program fee for that semester to maintain continuous enrollment status. Look for the CAS 600 option in Wisser and then locate the GISD PhD 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 (“SHP”) 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 Wisser; 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 PhD program need to complete their program within 8 years. A student who fails to complete a program within that established time limit is subject to dismissal. Time limits for completion are included on students' grade reports, class schedules, and invitations to register.

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

Leave of Absence

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

Academic Average for Graduate Degrees and Certificates

A student must maintain a cumulative average of 3.0 in courses taken to satisfy requirements in order to graduate. For complete information on degree requirements, please see the University's graduate bulletin.

Academic Probation

A student is placed on probation when the GPD requests such action. A memorandum explaining the reasons for the recommendation, along with the recommended criteria that the student must meet before the status is removed, is forwarded to the Dean of Graduate Studies and placed into the student's file. Probation can be removed only by the Dean of Graduate Studies, and only upon the recommendation of the GPD. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

Academic Dismissal

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

Maximum Credit Load

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

Retaking Courses

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

Full-time and Part-time Status

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

Withdrawing from the University

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

Readmission

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

Before the applicant can be readmitted, the application must be approved by the graduate program director and the Dean of Graduate Studies. The deadline for readmission

applications is one month before the beginning of the semester for which application is being made.

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

Grades – Not Attending (NA)

The Not Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on 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 the forms you need 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 credits](#) 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

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 [Registrar's website](#).

Frequently Asked Questions

SGISD-Specific FAQs

Where do I get information about course offerings?

This handbook provides descriptions of the core courses of SGISD as well as the specific areas of concentration. For students planning to propose an individualized plan of study, courses from other departments can be accessed online, starting from:

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. Your faculty advisor will work with you to develop a plan of study and to identify which semester you need to take courses to complete your program in your desired timeline. Your faculty advisor will also communicate with you each semester prior to pre-registration to ensure that you are on track to complete your program. Other forms of advisory guidance may be sought from the Office of Academic Affairs, the Office of Academic Services, the Office of Financial Aid, the Office of Diversity and Inclusion, or other offices based on your needs.

How do I register for classes?

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

Students are emailed an invitation to register before each registration period. The email details the date they can begin their registration, and it will also include the late registration date. More information can be found at:

http://www.umb.edu/registrar/registration_courses/register_for_courses

What types/formats of courses are available to me?

The GISD PhD is an on-campus program; however, certain courses will be made available online each semester, and any student may elect to take a course in this manner.

May I substitute a course in place of another?

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

May I waive a course?

Criteria for waiving a course are as follows:

- a) Courses may be waived under specific circumstances, such as having completed a course of similar standing through a previous degree or

preliminary studies at UMass Boston. This applies to academic course work only; professional experience does not apply.

- b) You must have received a letter grade of B or higher.
- c) The course must have been completed within the last seven years.
- d) Core GISD classes can not be waived.
- e) Requests to waive a course must be made within the first semester of a student's acceptance into the program.

May I do an independent study?

Yes. Independent study courses can be added to a student's plan of study if each addresses an educational need. Some students with an 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.

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

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 concentration that will fulfill a professional role or responsibility. This proposal must be reviewed and approved by an advisor and submitted to the Office of the Dean no later than the onset of the third academic semester.

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

Students who complete a concentration in addition to their core courses and advanced coursework will obtain a master's in Global Inclusion and Social Development as well as their PhD.

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

Yes, part-time study is allowed for both the MA and PhD degrees.

How long will it take me to earn my degree?

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

Am I able to contact individual professors 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 professional activities.

General FAQs About Study at UMass Boston

How do I set up an email account?

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

How do I know what books are required for my classes?

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

Where do I purchase books?

The bookstore is so much more than a place to buy textbooks. It also stocks UMass Boston gear, office supplies, computer products, snacks, and more. The Reading Room, home to the occasional book signing, lecture, or movie, is also a great place to relax and study. 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 GWC 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.

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 and answers about 200+ programs, such as Microsoft Office, Adobe Photoshop, Windows and Apple operating systems, and more. Accessing Atomic Learning is easy and can be done by logging in with your full UMass Boston email address and password. For more information, visit the website: www.umb.edu/it/getting_services/training/atomic_learning

Who do I contact about disability services?

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

The Ross Center creates inclusive academic environments by advancing the construct of universal design throughout the university. We accomplish this by providing academic accommodations, resources and training in assistive technology, and information to increase the understanding of disability throughout the university community.

For more information, visit the Ross Center for Disability Services, Campus Center, 2nd floor, or call 617-287-7430. 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. Submit the completed degree application to the Registrar's Office by the degree deadline date.

Find the 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?

We offer graduate assistantships that provide a stipend and coverage of all tuition, and certain amount of fees and health insurance, in exchange for up to 18 hours of work. Graduate assistantships are only available for full-time PhD students, and are offered on a competitive bases. Candidates seeking financial aid should consider filling out the FAFSA form.

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: Explanation of Advanced Coursework

Electives

Students are required to complete four electives as part of their advanced course work. Two classes need to be research courses, and two can be any other courses that the student and their advisor choose. A goal of the electives is to expose students to other disciplines and expand their thinking to consider other perspectives. Research classes should prepare the student for the completion of their dissertation.

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

Transdisciplinary Research to Practice (GISD 898)

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

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

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

- 1.) Participate in a team research effort in conjunction with a local or international non-profit. The non-profit will be identified during the spring semester prior to the start of the course. The student will complete a needs assessment with leadership or key staff at the host entity on the issues the non-profit needs addressed. The student then defines projects that contribute to the whole of their research effort.
- 2.) Student identifies a faculty member to work with in supporting the research interest of the faculty member, or the student develops their own research agenda with the faculty member's support. Faculty could be SGISD or from other colleges at UMass Boston.
- 3.) Student participates in an international fellowship and in conjunction with their work in the fellowship they complete a research project.

Through this experience, students learn how to:

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

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

Dissertation Research Seminar (GISD 899)

This course requirement takes place over two semesters (6 credits each), and will help students plan and prepare for the dissertation proposal, research, and defense processes.