

Catalog Home

Graduate Academic Programs, Courses, Policies, and Procedures

Published by the University of Massachusetts Boston, September 2023

The content of this publication is managed by Academic Affairs.

Information contained within this catalog is accurate as of the date(s) of publication and subject to change.

Using This Catalog

This catalog contains important information about graduate courses, academic programs, departments, policies and procedures, and resources at the University of Massachusetts Boston.

Information is organized into sections which can be found using the menu on the left-hand side of all catalog pages or by using the catalog search feature at the top of the menu.

As information presented in this catalog may change after publication, it is recommended that individuals consult relevant university departments and officials when making academic decisions.

Course Descriptions

If you wish to find a particular course description, you can click on the Course Descriptions link in the navigation bar on the left and search by:

- department
- course number
- course prefix
- keywords

Program Information

There are two ways to locate information about specific master's, PhD, and certificate programs.

To go directly to specific degree requirements and admissions requirements, click on "Graduate Programs" in the navigation bar on the left. Programs are listed in alphabetical order by degree type.

You can also click on "Colleges, Schools, & Departments" in the navigation bar on the left. Programs are listed alphabetically within their administrative unit. For degree requirements and admissions information, click on the degree you are interested in.

General Information



Links to information on financial aid and assistantships, academic policies, grant support, and general information about the university are found under the appropriate headings in the navigation bar on the left.

Additional information about the university can be found online at www.umb.edu.

This publication is produced by the University of Massachusetts Boston to provide information about the university to persons who work and study at the university, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the university reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the university expressly disclaims any liability that may otherwise be incurred.

The University of Massachusetts Boston is an affirmative action/equal opportunity institution and prohibits discrimination on the basis of race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status in its employment; in the recruitment, admission, and treatment of students; and in its policies and programs, as required by federal and state laws and regulations. All inquiries regarding Title IX of the Educational Amendments of 1972 and/or Section 504 of the Rehabilitation Act of 1973 may be directed to the Director of Affirmative Action, University of Massachusetts Boston, 100 Morrissey Blvd, Boston, MA 02125-3393, 617.287.5180. Inquiries regarding the application of the nondiscrimination policy may also be directed to the Coordinator or the Assistant Secretary for Civil Rights, U.S. Department of Education.

2023-2024 Graduate Catalog Notices and Updates

Below you will find a summary of what has changed from the previous edition of the Graduate Catalog.

Please note that minor changes to academic programs (i.e. additions to the list of courses accepted in a program requirement) are not listed in this section, but these changes can be found on the program pages.

Courses that have been inactivated have also been removed from the Course Descriptions section and the academic program pages. Previous editions of the catalog can be used to find information on these courses and they will still count toward academic program requirements they were previously listed in.

Notices

- The Gerontology programs have transitioned to the Manning College of Nursing and Health Sciences

Program Additions

Program Changes

Apply to students with program catalog terms of Fall 2023, Spring 2024, and Summer 2024 only

- Accounting (MS)
- Education (MEd) - Initial Licensure in Middle/Secondary Education Track
- Exercise and Health Sciences (MS)

- Exercise and Health Sciences (PhD)
- Gerontology (MS)
- Gerontology (PhD)
- Higher Education (EdD)
- Higher Education (PhD)
- Latin and Classical Humanities (MA)
- Mental Health Counseling (MS) - Adjustment Counseling Concentration
- Nursing (PhD) - BS to PhD Health Policy and Population Health Track
- Nursing Practice (DNP) - BS to DNP
- Urban Education, Leadership, and Policy Studies (EdD)
- Urban Education, Leadership, and Policy Studies (PhD)

Course Additions

- ANTH 642: Latin American Historical Archaeology: Addressing Colonialism, Nation, Diaspora, and Displacement
- APLING 688: English as a Second Language Licensure Pre-Practicum
- BIOL 617: Biostatistics and Experimental Design Lab
- BIOL 649: Responsible Conduct of Research
- BIOL 682: Genome Stability: DNA Damage and Repair
- CHEM 608: Data Analysis in Chemistry
- EDLDRS 755: Advanced Research Methods: Participatory Action Research
- PPOL-G 603: Community-based and Participatory Research

Renumbered Courses

-

Course Changes

- AMST 602L: American Society and Political Culture: 1600-1865 (Course Title and Description)
- AMST 603: Modern Political, Social, and Cultural History (Course Title and Description)
- AMST 697: Topics in American Studies (Course Reactivation and Description)
- APLING 623: Sociolinguistics (Description)
- BIOL 607: Biostatistics and Experimental Design (Course Title)
- CSP 660: Physiological Bases of Behavior (Description and Components)
- EDC G 643: Fostering Equitable and Affirming Classroom Environments (Course Title and Description)
- EHS 898: Directed Research in Exercise and Health Sciences (Repeat for Credit)
- ENGL 603: Studies in Drama (Course Reactivation)
- ENGL 698: Teaching Fellows Seminar (Course Title and Description)
- GISD 615: State, Sovereignty and Governance for Inclusion and Social Development (Course Title, Description and Components)
- GISD 616: Population Needs and Global Practice (Course Title and Description)
- GREEK 601: Attic Orators (Course Reactivation)

- INSDSG 601: Foundations in Instructional Design and Learning Technology (Description)
- INSDSG 655: Project in Multimedia (Description)
- MBA AF 625: Options: Theory and Applications (Course Title and Description)
- MBA AF 631: Sustainable Finance and Impact Investing (Course Title and Description)
- MBA AF 634: Financial Engineering and Risk Management (Course Title and Description)
- MBA AF 636: Applied Econometric Analysis of Business Data (Course Title and Description)
- MBAMGT 666: Diversity in the Global Workplace (Course Title, Description and Repeatable)
- MBAMKT 672: Services Marketing (Course Reactivation)
- NURSNG 637: Mental and Psychosocial Health of the Urban Family (Pre/Co Requisites)
- NURSNG 639: Primary Care of Adults (Pre/Co Requisites)
- NURSNG 640: Advanced Health Promotion and Disease Prevention Across the Lifespan (Pre-Co Requisites)
- NURSNG 670: Primary Care of the Adult Practicum (Pre-Co Requisites and Description)
- NURSNG 671: Primary Care of the Older Adult (Pre-Co Requisites)
- NURSNG 672: Primary Care of the Older Adult Practicum (Pre-Co Requisites)
- NURSNG 681: Primary Care of the Childbearing Family (Pre-Co Requisites)
- NURSNG 682: Practicum in Primary Care of the Family (Pre-Co Requisites)
- PSYCLN 692: Clinical Research Practicum II (Course Reactivation)
- PSYCLN 784: Advanced Clinical Research Practicum II (Course Reactivation)
- PSYDBS 725: Developmental Cognitive Neuroscience (Course Reactivation)
- SOCIOL 604: Classical Sociological Theory
- SPY G 653: Culturally Responsive Practice & Social Justice in School Psychology (Course Title and Description)
- SPY G 689: Internship in School Psychology (Description)

About the University

The University of Massachusetts Boston is nationally recognized as a model of excellence for urban public universities. The scenic waterfront campus, with easy access to downtown Boston, is located next to the John F. Kennedy Library and Presidential Museum, the Commonwealth Museum and Massachusetts State Archives, and the Edward M. Kennedy Institute for the United States Senate.

Part of the UMass system, UMass Boston combines a small-college experience with the vast resources of a major research university. With a 16:1 student-to-faculty ratio, students easily interact with professors because most teaching occurs in small class sizes. Ninety-three percent of full-time faculty hold the highest degree in their fields.

UMass Boston's academic excellence is reflected by a student body of 15,989 undergraduate and graduate students. In fall 2019, the university's nine colleges and schools offered 79 undergraduate programs (bachelor's degrees, undergraduate certificates, post-baccalaureate certificates) and 114 graduate programs (master's degrees, doctoral degrees, graduate certificates, CAGS, and post-master's certificates). The Honors College serves 692 students who thrive on intellectual challenge. Enriched courses probe more deeply into theory or venture further into application.

UMass Boston's diverse student body provides a global context for student learning, and its location in a major U.S. city provides connections to employers in industries such as finance, health care, technology, service, and education, offering students opportunities to gain valuable in-school experience via internships, clinicals, and other career-related placements.



More than 100 student organizations — including clubs, literary magazines, newspaper, radio station, art gallery, and 16 NCAA Division III sports teams — offer a rich campus life. Students live throughout Greater Boston and in apartment communities just steps from the campus, and enjoy the rich amenities, cultural attractions, and educational opportunities that make the city the biggest and best college town in the nation.

Mission

The University of Massachusetts Boston is a public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. Our vibrant, multi-cultural educational environment encourages our broadly diverse campus community to thrive and succeed. Our distinguished scholarship, dedicated teaching, and engaged public service are mutually reinforcing, creating new knowledge while serving the public good of our city, our commonwealth, our nation, and our world.

Values

Inquiry, Creativity, and Discovery

The University of Massachusetts Boston is an educational institution dedicated to rigorous, open, critical inquiry—a gateway to intellectual discovery in all branches of knowledge, and a crucible for artistic expression. Our campus culture fosters imagination, creativity, and intellectual vitality. Responsive to the call of diverse disciplines, schools of thought, and public constituencies, we expect and welcome divergent views, honoring our shared commitment to expanding, creating, and disseminating knowledge. We celebrate our research culture, with its diversity of methods, commitments, and outcomes. We promote a culture of lifelong learning, and serve as a catalyst for intellectual interactions with scholarly communities, students, alumni, and the public.

Transformation

Our work can transform the lives, careers, and social contexts of all members of our community. We seek to help our students to realize their potential in the pursuit of education. We support our students, faculty, and staff in their efforts to create knowledge, gain new understandings, and assume the responsibilities of leadership and civic participation.

Diversity and Inclusion

Our multi-faceted diversity is an educational asset for all members of our community. We value and provide a learning environment that nurtures respect for differences, excites curiosity, and embodies civility. Our campus culture encourages us all to negotiate variant perspectives and values, and to strive for open and frank encounters. In providing a supportive environment for the academic and social development of a broad array of students of all ages who represent many national and cultural origins, we seek to serve as a model for inclusive community-building.

Engagement

As a campus community, we address critical social issues and contribute to the public good, both local and global. We participate in teaching and public service, as well as in basic, applied, and engaged research, to support the intellectual, scientific, cultural, artistic, social, political, and economic development of the communities we serve. We forge partnerships with communities, the private sector, government, health care organizations, other colleges and universities, and K-12 public education, and bring the intellectual, technical, and human resources of our faculty, staff, and students to bear on pressing economic and social needs.

Environmental Stewardship and Sustainability

We seek to foster a consciousness of nature's centrality to the human experience and our collective obligation to environmental sustainability. Since our founding, we have emphasized teaching, research, and service activities that promote environmental protection and nurture sustainability, strive for responsible stewardship and conservation of resources, and enhance the natural environment—not least the marine environment around our campus on Dorchester Bay and Boston Harbor.

Economic and Cultural Development

We make significant contributions to the cultural and economic life of a major American city and enhance the Commonwealth's vital participation in the global community. We educate artists, writers, archivists, nurses, teachers, environmentalists, managers, scientists, scholars, and others whose lifelong efforts enrich the culture and environment of many communities. Through our research, teaching, and service, we work cooperatively with businesses and industries, and with local, state, and federal governments, to strengthen our contribution to the state's, the nation's, and the world's cultural and economic development.

An Urban Commitment

Our work is marked by a particular commitment to urban places, people, culture, and issues, and by an acknowledgement of their complex local, national, and global connections. Our university is located in a great city—Boston—the Commonwealth's capital and major population center. We are proud to provide an excellent and accessible university education, as well as highly informed research and service, to residents of Boston and other cities, regions, and countries. Partnering with urban institutions and residents, we help to create sustainable and healthy social fabrics, economies, service organizations, and civic and cultural institutions.

**THIS IS A REVISED STATEMENT THAT WAS COMPLETED IN SEPTEMBER 2010, IN CONNECTION WITH THE UNIVERSITY'S STRATEGIC PLANNING PROCESS FOR 2010-2015.*

Vision Statement

The University of Massachusetts Boston in 2025

The University of Massachusetts Boston is evolving rapidly. The worlds of teaching, research, and service; the many communities our university serves; and the university itself all face different challenges than they did when the university was created. As Boston's only public university, while we honor our origins as a teaching institution and our tradition of public service, we must also move forward as the increasingly sophisticated research university that we are and continue to become.



In fulfilling complementary roles as an educator of people of all ages and an economic and cultural engine for the Commonwealth, we will expand our teaching and learning activities to prepare students to succeed in a transnational world. We will graduate greater numbers of alumni to meet the demand for a well-educated workforce, and the need for independent, creative, and compassionate citizens and leaders who will shape the quality of individual and social life. Serving our students well will require us to pursue deeply engaged research, teaching, and service; to internationalize our reach and our campus life itself; to build safe, modern, and technologically advanced academic and student-life facilities; and to meet or exceed the best-practice student-success standards of our peer universities. Consistent with our traditions, we will maintain a strong commitment to educating modest-income and first-generation students from urban areas, and to promoting the best interests of the City of Boston, the Commonwealth of Massachusetts, the nation, and the world.

We will conduct research that has both local and global reach, that creates new knowledge in all major areas of human concern, and that helps our students acquire the refined and complex knowledge, values, and skills of inquiry that the highest levels of research foster and the globalized world requires. Our scholars will conduct funded and unfunded research and scholarship across a broad range of intra-and interdisciplinary areas. We will join the ranks of institutions designated by the Carnegie Foundation as "Research University/High," having achieved the requisite increases in enrollments, program offerings, advanced degrees granted, research support, and scholarly productivity.*

By the end of the next phase of our development, in 2025, this vision will have been realized, and the University of Massachusetts Boston will be transformed, having fulfilled its aspiration to become an "outstanding public research university with a teaching soul."

**THIS IS A REVISED STATEMENT THAT WAS COMPLETED IN SEPTEMBER 2010, IN CONNECTION WITH THE UNIVERSITY'S STRATEGIC PLANNING PROCESS FOR 2010-2015.*

Accreditation

The University of Massachusetts Boston is accredited by the New England Commission of Higher Education (NECHE).

Accreditation of an institution of higher education by the commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781.425.7785
info@neche.org

See more information on the University's accreditation.

Trustees & Administrative Leadership

- University of Massachusetts Board of Trustees
- University of Massachusetts President's Office
- UMass Boston Chancellor and Administrative Leadership

University of Massachusetts Board of Trustees

Robert J. Manning, Chair
R. Norman Peters, JD, Vice Chair
Joshua P. Bates, Non-Voting Student - UMass Boston
Barkha Bhandari, Non-Voting Student - UMass Amherst
Mary L. Burns
Zachary S. Dyer, Non-Voting Student - UMass Medical School
Robert Epstein
Derek S. Houle, Voting Student - UMass Lowell
Stephen R. Karam
Richard M. Kelleher
Narcisse M. Kunda, Voting Student - UMass Dartmouth
Robert Lewis, Jr.
Michael V. O'Brien
Noreen C. Okwara, MD
Kerri E. Osterhaus-Houle, MD
Imari K. Paris Jeffries, BA, MEd, MA
James A. Peyser, Secretary of Education, ex-officio
Julie M. Ramos Gagliardi
Elizabeth D. Scheibel, JD
Steven A. Tolman
Victor Woolridge, Chair - University of Massachusetts Building Authority
Charles F. Wu, MBA
Zunilka M. Barrett, Secretary to the Board of Trustees

University of Massachusetts President's Office

Martin T. Meehan, JD, President
James R. Julian Jr., JD, Executive Vice President
Katherine S. Newman, PhD, System Chancellor for Academic Programs



Lisa A. Calise, Senior Vice President for Administration & Finance and Treasurer
Zunilka Barrett, Secretary, University of Massachusetts Board of Trustees
Kyle S. David, Director, Internal Audit
John T. Hoey, Executive Director, Communications
Donald Kilburn, Chief Executive Office of UMassOnline
Barbara J. Kroncke, Executive Director, UMass Building Authority
Gerry Leone, JD, University General Counsel
Michael P. Milligan, Interim Chief Information Officer
David McDermott, JD, Associate Vice President for Government Affairs

UMass Boston Chancellor and Administrative Leadership

Chancellor and Senior Staff

Marcelo Suárez-Orozco, Chancellor
Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs
Garrett Smith, Deputy Chancellor
Peter Kelly, Chief of Staff
Marie Bowen, Vice Chancellor for Human Resources
Karen Ferrer-Muñiz, Chancellor for Student Affairs
John Drew, Vice Chancellor for Enrollment Management
Kathleen Kirleis, Vice Chancellor for Administration and Finance
Raymond Lefebvre, Vice Chancellor for Information Technology and Chief Information Officer
Megan Delage Sullivan, Vice Chancellor for Marketing and Engagement
Adam Wise, Vice Chancellor for University Advancement
Georgianna Meléndez, Assistant Chancellor for Diversity, Equity, and Inclusion
Matthew Fenlon, Assistant Chancellor for University Relations
Mya M. Mangawang, Vice Provost
Jacqueline Schuman, Director of Athletics
Joseph N. Cooper, Special Assistant to the Chancellor for Black Life

Executive Leadership Team

Marcelo Suárez-Orozco, Chancellor
Joseph B. Berger, Provost and Vice Chancellor for Academic Affairs
Garrett Smith, Deputy Chancellor
Peter Kelly, Chief of Staff
Marie Bowen, Vice Chancellor for Human Resources
Karen Ferrer-Muñiz, Chancellor for Student Affairs
John Drew, Vice Chancellor for Enrollment Management
Kathleen Kirleis, Vice Chancellor for Administration and Finance
Raymond Lefebvre, Vice Chancellor for Information Technology and Chief Information Officer
Megan Delage Sullivan, Vice Chancellor for Marketing and Engagement
Adam Wise, Vice Chancellor for University Advancement
Venky Venkatachalam, Dean, College of Management



Tara Parker, Dean, College of Education and Human Development
 Rita Kiki Edozie, Interim Dean, John W. McCormack Graduate School of Policy and Global Studies
 Bob Chen, Interim Dean, School for the Environment
 Robin Côté, Dean, College of Science and Mathematics
 Pratima Prasad, Dean, College of Liberal Arts
 Susan Gauss, Interim Dean, Honors College
 Stephanie Walker, Dean of University Libraries
 Rajini Srikanth, Dean of Faculty
 Bala Sundaram, Vice Provost for Research and Dean of Graduate Studies
 Andrew Perumal, Associate Provost
 Bo Fernhall, Dean, Manning College of Nursing and Health Sciences
 Rosanna DeMarco, Associate Provost
 Liya Escalera, Vice Provost for Academic Support Services
 James Hughes, Associate Provost for Institutional Research, Assessment, and Planning
 Chris Giuliani, Associate Vice Chancellor for Administration and Finance
 Anita Miller, Associate Vice Chancellor for Academic Affairs
 Georgianna Meléndez, Vice Chancellor for Diversity, Equity and Inclusion
 Matthew Fenlon, Assistant Chancellor for University Relations
 Mya M. Mangawang, Associate Vice Provost & Executive Director of Strategic Initiatives and Digital Innovations
 Jacqueline Schuman, Director of Athletics
 Joseph N. Cooper, Special Assistant to the Chancellor for Black Life

2023-2024 Academic Calendar

The Academic Calendar is accurate as of September 2023. Dates may have changed. For the most up-to-date version, [click here](#).

Su = Sunday | M = Monday | Tu = Tuesday | W = Wednesday | Th = Thursday | F = Friday | Sa = Saturday

All Sessions

Fall Semester 2023

September 4 (M)	Labor Day (holiday)
September 5 (Tu)	Semester begins
September 5 (Tu)	Classes begin
September 12 (Tu)	Add/Drop ends
October 9 (M)	Indigenous People's Day (holiday)
October 27 (F)	Last day to file for December 2023 graduation
November 6 (M)	Winter & Spring 2024 registration begins

November 11 (Sa)	Veterans Day (holiday)
November 16 (Th)	Pass/fail and course withdrawal deadline
November 23 (Th) to 26 (Su)	Thanksgiving recess
November 27 (M)	Classes resume
December 13 (W)	Last Day of Classes
December 14 (Th)	Study period
December 15 (F) to 21 (Th)	Final exam period
December 22 (F)	Emergency snow day (if needed)
December 28 (W)	Fall 2023 grades due online

Winter Session 2024

November 6 (M)	Registration begins
December 28 (Th) to January 1 (M)	New Year's (holiday) observed
January 2 (Tu)	Winter Session begins
January 2 (Tu)	Online shopping cart registration ends
January 3 (W)	Permission required to add classes
January 5 (F)	Last day to drop for 100% refund
January 12 (F)	Course pass/fail/withdrawal deadline
January 15 (M)	Martin Luther King Day (holiday)
January 19 (F)	Winter Session ends (including final exams)
January 26 (F)	Winter 2024 grades due online

Snow make-up days (if needed): 1/6/24, 1/13/24, or 1/20/24

Spring Semester 2024

January 22 (M)	Semester begins
January 22 (M)	Classes begin
January 29 (M)	Add/drop ends
February 19 (M)	Presidents' Day (holiday)
March 4 (M)	Summer 2024 registration begins
March 8 (F)	Last day to file for May/August 2024 graduation
March 10 (Su) to 17 (Su)	Spring Break - no classes
March 18 (M)	Classes resume
April 1 (M)	Fall 2024 registration begins
April 15 (M)	Patriots' Day (holiday)
April 18 (Th)	Pass/fail and course withdrawal deadline
May 8 (W)	Last day of classes
May 9 (Th) to 12 (Su)	Study period
May 13 (M) to 17 (F)	Final exam period
May 23 (Th)	Graduate commencement
May 24 (F)	Undergraduate commencement
May 24 (F)	Spring 2024 grades due online
May 27 (M)	Memorial Day (holiday)

Summer Semester 2024 - Subject to change

March 7 (Th)	Registration begins
May 31 (F) to June 28 (Th)	Summer Session I (CE1)
May 31 (F) to July 12 (F)	Summer Session I (CE2)
May 31 (Tu) to July 28 (Th)	Summer Session I (CE3)
May 31 (F) to August 26 (M)	Summer Session Online (CEO)

June 20 (W)	Juneteenth Independence Day (holiday) observed
July 4 (Th)	Independence Day (holiday)
July 5 (F) to August 5 (F)	Summer Session II (CE4)
July 19 (M) to August 5 (M)	Summer Session II (CE5)
July 18 (Th) to August 25 (M)	Summer Session II (CE6)

Student Rights & Responsibilities

- Rights as a Student Under the Family Educational Rights and Privacy Act of 1974 (FERPA)
- Financial Aid Terms and Conditions
- Administrative Withdrawal and Reinstatement
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- Policies on the Protection of Humans as Subjects and Institutional Animal Care and Use
- University Policies on Intolerance, Affirmative Action, Hazing, and Non-Discrimination and Harassment
- Student Code of Conduct
 - Academic Honesty
- Instructional Setting Conduct Policy

Rights as a Student Under the Family Educational Rights and Privacy Act of 1974 (FERPA)

Security, Privacy, Responsibility & Your Right to Know

The following provides important information for all undergraduate and graduate students at UMass Boston. It covers the following topics as required by the Family Educational Rights and Privacy Act (FERPA):

- Access to Your University Records
- Your Student Identification Number
- Campus Security
- Financial Aid
- Athletic Participation Statistics
- Institutional Information
- Graduation Rates

Access to Your University Records

A federal law called the Family Educational Rights and Privacy Act (FERPA) of 1974 establishes the following regulations governing access to every student's UMass Boston records.

- This Act sets forth requirements designed to protect the privacy of parents and students with regard to access, review or release of records maintained by educational institutions.
- The Act permits current or former students to review the following documents: permanent academic record, admissions, financial, placement, veteran's, counseling, advising and disciplinary records.
- Access to these records may also be granted to faculty and staff; your parents, if you are a student listed as a dependent on their federal income tax returns; authorized federal or state officials auditing education programs; and accrediting associations
- The following records may not be examined: parents' financial records; medical, psychiatric or psychological records; personal files of faculty or administrative personnel; law enforcement records held by law enforcement officials.
- Directory information may be released to third parties without your written consent, provided you have been given the opportunity to withhold all such disclosure. Directory information includes your name, place of birth, major field of study, dates of attendance, degrees and awards conferred. In addition, as a public institution we must comply with any request for a list of our students. If you would like to insure that your name is not included on any list, please read the section, Your Right to Restrict Access below.
- The university has contracted with the National Student Clearinghouse to process all request for enrollment and degree verification. Anyone wishing to verify information on an individual student must contact the Clearinghouse.
- The University does not use your Social Security number as the primary identifier.
- Procedure for gaining access to records: Your request for access to a record should be made in writing to the office which maintains the record. The academic record is the only permanent record and is maintained in perpetuity. Medical records are retained by the Health Services Center for seven years. Admissions records for all applicants must be held for three years.
- Any questions and/or challenges concerning these matters should be addressed to the Vice Chancellor for Student Affairs, Fourth floor, Campus Center.
- The University discloses education records without a student's prior written consent to University officials with legitimate educational interests in a student's record.
 - "University Official" is any individual employed by the University of Massachusetts' ("System Office") or one of its campuses, (the University of Massachusetts, Amherst, including the Mount Ida Campus of UMass Amherst; the University of Massachusetts, Boston; the University of Massachusetts, Dartmouth, (including its school of law, University of Massachusetts School of Law, Dartmouth); the University of Massachusetts, Lowell; the University of Massachusetts Worcester, a/k/a the University of Massachusetts Medical School,) (individually a "Campus") who has a legitimate educational interest in the student information. These individuals include; but, are not limited to instructors; faculty; advisers; admissions counselors; academic advisers; employment placement personnel; deans; department chairpersons; individuals serving on an official committee, such as a disciplinary or grievance committee; individuals assisting a University Official; directors; law enforcement personnel; health staff; counselors; attorneys; Advancement Office employees; the president; members of the University of Massachusetts' Board of Trustees; auditors; collection agents.

A University Official may also be an outside contractor or other agent of the University of Massachusetts' Campus or the System Office, where the Campus or the System Office or both are outsourcing institutional services or functions, and:

1. The outside contractors or other agents are under the direct control of the Campus or the System Office or both with respect to the use and maintenance of the education records; and

2. The outside contractor or other agent may not disclose the information to any other party without the student's consent, and may not use the information for any purpose other than the purpose for which the disclosure was made. In addition, further disclosures may only be made upon the prior written authorization of the respective Campus or System Office.

A University Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University of Massachusetts.

- 'Legitimate educational interests' is defined as a need to know by a University official, a student's educational record, academic status, degree status, enrollment status, student evaluations, research, curriculum evaluation or development, institutional/statistical evaluation and analysis, student placement, public safety, and admission evaluation. The University may disclose, to teachers and school officials in other schools who have legitimate educational interests in your behavior, disciplinary action taken against you for certain kinds of conduct.

Your Right to Restrict or Grant Access

You have the right, as noted in paragraph 5 above, to withhold access to your directory information from any third party. To authorize such restrictions, you should fill out a privacy request form and submit it to the One Stop, Upper Level, Campus Center. Once you have done so, a privacy flag which looks like a blue window shade will be added to your record in WISER and no information can be released without your written consent.

If you wish to grant permanent access to a third party to your WISER academic record you must complete and submit a Release of Information Form. Once access is granted it will remain in place until we receive a written request from you to remove it. Additionally you can grant a third party electronic access to your WISER record via self-service. For more information see: "Add additional user" help page.

If you wish to grant permanent access to a third party to your WISER academic record you must complete and submit a Release of Information Form. This form can be downloaded here. Once access is granted it will remain in place until we receive a written request from you to remove it.

Your Student Identification Number

On admission to UMass Boston, as noted in paragraph 6 above, the University assigns you a student identification number. That is the number which appears on your student ID card. Student ID cards are available from the Student ID office.

Financial Aid

The Office of Financial Aid Services can provide a wide range of information:

- descriptions of financial assistance programs available at UMass Boston;
- application forms and procedures;
- eligibility requirements;
- criteria for selection and for determining the amount of an award;
- standards of satisfactory academic progress;
- disbursement methods;

- loan terms;
- the conditions and terms for the employment provided as part of a student's financial assistance package.

The handbook also includes a list of individuals to contact for information about study abroad programs that will allow you to apply for UMass Boston financial aid. The Office of Financial Aid Services can be contacted at 617.287.6300.

Campus Security

Under federal law, the Campus Crime Security Act requires colleges and universities to publish certain public safety policies and procedures, as well as the statistics recording the incidence of certain crimes on the campus.

This information can be found in the UMass Boston Student Handbook (available from the Office of the Dean of Student Affairs) or from Public Safety.

You may also call the University's Department of Public Safety at 617.287.7799 with any questions or concerns in this area.

Institutional Information

Information about refund policies, return of Title IV assistance, and other requirements for officially withdrawing from UMass Boston is available in the UMass Boston undergraduate catalog and graduate bulletin. These publications also contain information about the case of attendance; detailed descriptions of academic programs, courses, and university facilities; faculty listings; accreditation and licensure information; and special resources and services for students with disabilities. You may request an undergraduate catalog or graduate bulletin by contacting Enrollment Information Services at 617.287.6000.

Athletic Participation

Information on the number of individuals, by gender, who participated on at least one varsity team is available each year after October 15 from the Department of Athletics at 617.287.7807.

Graduation Rates

You may request information on UMass Boston's graduation or completion rates by contacting the Office of Institutional Research at 617.287.5420.

Financial Aid Terms and Conditions

In an effort to distribute limited funds in a fair and equitable manner, UMass Boston awards grant aid based on equity. The equity formula for grant awards is the cost of tuition + fees minus Expected Family Contribution (EFC) as calculated via the FAFSA application. Initial financial aid award packages for undergraduate students are based on the cost of 12 state supported credits each semester. Graduate student financial aid packages are based on the cost of 6 state supported credits each semester.

Award Review

At the end of the add/drop period the Financial Aid Office will place a service indicator (FEH) on student records where actual enrollment is different from the enrollment upon which the award was based. Financial Aid staff will review student award packages and adjust aid based on actual enrollment and remove the service indicator.

Students whose enrollment is less than the anticipated enrollment, as well as those enrolled in continuing education courses, may see an adjustment in financial aid awards as the costs for these courses is different than the costs upon which the original award was based. Financial Aid Services will email students regarding award changes; however students are encouraged to check WISER often to keep abreast of award offers and changes.

In addition to enrollment changes, a FEH service indicator will be placed on student records while the following is being reviewed:

- Change in residency
- Change in grade level
- Change in housing status
- Change in degree status
- Change in graduation term

Satisfactory Academic Progress

Students on probation status for satisfactory academic progress will have a FSP service indicator placed on their record to prevent disbursement of aid for periods of enrollment beyond the probationary semester. The FSP hold will be removed once satisfactory academic progress has been achieved. Students on probation are reminded that maintaining satisfactory academic progress is a federal requirement. Failure to meet the standards will result in loss of financial aid awards.

Coordination of Resources

Students receiving internal or external scholarships, stipends, assistantships or other payments toward education expenses must notify the Financial Aid Services Office.

Federal regulations require the financial aid office to coordinate internal and external awards with other need-based financial aid awards received. In situations when student financial need has been met with financial aid funds it is the university's policy to reduce aid in the following sequence: student loans, work study, and, finally, grant aid.

University Withdrawal

Students who withdraw from the university or drop all courses after the add/drop period but before the end of the semester will be subject to federal return of Title IV, state and institutional refund calculations. These regulations determine how much of your financial aid awards are earned at the time of withdrawal.

Financial Aid Services will notify withdrawn students via mail when aid has been adjusted due to withdrawal. Prorated financial aid awards may result in a balance owed the university.

Students who withdraw from the university during the fall semester will have their aid cancelled for the spring term.

If you reenroll in the spring semester your financial aid will be reinstated based on availability of funds.

Students contemplating withdrawing from the university are strongly encouraged to speak with staff at the One-Stop, a financial aid counselor, or an academic advisor about the impact of this decision.

Return of Title IV Funds

Students earn Title IV federal financial aid by attending and participating in classes. The amount of Title IV aid a student has earned for the enrollment period is based on the percentage of time the student remains enrolled for that period. The earned percentage is calculated by dividing the numbers of days within the enrollment period by the number of days attended. Once a student earns 60%, the student is considered to have earned 100% of Title IV federal aid and no adjustments are required.

The last date of attendance (or withdrawal date) is determined by the date the student officially submits the withdrawal form to the University, or otherwise notifies the University of his/her intent to withdraw.

The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

Federal Title IV funds will be returned in the following order:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan / Federal Graduate PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Federal TEACH Grant

Federal Work Study earnings are not included in the return of funds calculations. Students may not continue working once they cease attendance.

Any unearned Title IV funds required to be returned will be processed within 45 days of the student's withdrawal date.

Unofficial Withdrawals

An unofficial withdrawal occurs when a student enrolls in courses and either never attends any courses or stops attending all courses at some point during the semester without providing official notification to the University. Students receiving Title IV federal aid who unofficially withdraw will have their aid recalculated in the same manner as an official withdrawal.

For a student who unofficially withdraws, the University determines the last date of attendance based on the student's last date of an academically related activity. If the student never began attendance, the student must repay all financial aid disbursed.

Post Withdrawal

A student may be eligible for a post-withdrawal disbursement of federal Title IV aid if the return of funds calculation indicates the student earned more aid than was disbursed prior to the student's withdrawal. Post-withdrawal disbursements of Title IV grants must be completed within 45 days of the student's withdrawal date, and any loan funds accepted by the student within 180 days of the student's withdrawal date.

Return of Non-Title IV Funds

The university will calculate return of non-Title IV funds in accordance with the appropriate state and institutional refund policy. Massachusetts state funds are calculated based on the Massachusetts Office of Student Financial Assistance (OSFA) policy guidelines.

Institutional funds will be returned on a case-by-case basis following appropriate administrator review of aid earned and balance due.

Maintaining Eligibility

Financial aid awards are offered based on the information available at the time of the award. Students are expected to maintain eligibility throughout the year. If you fail to meet federal, state or institutional eligibility criteria your awards will be cancelled.

Common eligibility failures include:

- student loan default
- non-degree status
- change in program/plan
- change in career
- course load requirements. Some financial aid programs require full-time enrollment (12 or more credits) while others require half-time enrollment (6 or more credits). Audited courses do not count toward enrollment.

On-Campus Living Proration Policy

A student who leaves the residence hall may see changes to their financial aid and/or meal plan charges. It is important to review this policy to ensure you fully understand your financial obligations.

The Office of Housing and Residential Life handles all inquiries and decisions regarding licensing agreements for room charges. They can be reached at housing@umb.edu.

Tax Implications

Grant and scholarship aid that exceeds the cost of tuition, fees, books, and required equipment may be considered taxable income. UMass Boston provides each student with a form 1098-T for the prior calendar year. This form totals the student's institutional charges for tuition and fees as well as a total for grants and scholarships. Please refer to IRS Publication 970: Tax Benefits for Education (available at www.irs.gov) or contact a tax professional for additional information.

Academic Standards, Cheating, and Plagiarism

University Policy on Academic Standards and Cheating

The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the university, of the college in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted.

Academic dishonesty may also involve cheating or plagiarism. Cheating is defined as the use of illegal techniques (slips, copying, signs, etc.) to convey or receive answers during examinations. Plagiarism is described and defined in the section below.

University Statement on Plagiarism and the Documentation of Written Work

The honest documentation of the student's written work is absolutely essential. The faculty of UMass Boston expects each student's papers to derive from the student whose name appears on them. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as her or his own the words and ideas of others. Every student, therefore, has a serious obligation to her or himself and to the university to acknowledge any joint work in the laboratory or in outside investigation. She or he must respond to examination questions on the basis of her or his own effort. Because ignorance does not excuse any violation of this basic principle—that derived writing must be clearly acknowledged—the faculty has adopted the following guidelines regarding documentation.

1. In writing themes, essays, and term papers for her or his courses at UMass Boston, the student should strive to say what she or he has to say in her or his own words. She or he should carefully avoid repeating words and phrases taken from books and articles written by other people, or from internet sources.

It is often quite proper, however, to summarize or paraphrase what someone else has written on a given subject, but the student must put the summary or paraphrase in her or his own words.

The student not only should strive to put in smooth language of her or his own what someone else has written, but must also give full credit in her or his text of the writer whose ideas she or he is summarizing. Phrases like "according to Joan Smith" and "Joan Smith says" should always accompany a summary or paraphrase of another writer's material. And in text or in a footnote the exact source (title of book or internet article), as well as author, date, and place of publication, and

the page or pages from which the summary is taken) should be given.

In general, footnotes are unnecessary in short papers dealing with a single work and not deriving from a variety of sources. The student is frequently required to discuss single works in her or his themes, and in such cases it is economical and convenient to dispense with a complicated documentary apparatus and to record page numbers in parentheses in the body of the paper.

It is not necessary to document specific facts which are common knowledge. But facts and opinions which are new discoveries by the student's sources, or debatable matters for which the student's source is taking responsibility, must always be documented.

2. On occasion the student may find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others.

The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. More specifically, the omission of words from a quoted passage must be indicated by three dots (...), but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage, by way of omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original must also be indicated with square brackets: italics mine. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. The following principle governs documentation in general: The reader should know what material belongs to the author of the paper and what material belongs to her or his sources.

3. There remain some questions related to documentation standards and these should be considered briefly.

One source of confusion in the documentation of written work is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria, and the student must decide how to conduct her or himself with self-respect. Any student in doubt about the independence of what she or he is writing would be wise to indicate briefly that the ideas are not her or his own. Phrases like "one of my classmates suggests" or "the conclusion reached in class was" are usually adequate for this purpose.

Again, the student may sometimes ask a typist to prepare a final copy of her or his paper, but the faculty expects that the typist has done nothing whatever materially to change the paper as written by the student. Such papers, like those the student herself or himself types, deserve careful proofreading to insure that the paper represents her or his independent work and that the copy is free of mechanical errors. Again, a student sometimes wishes to submit the same paper in two separate courses. Because it is dishonest to represent such a paper as one designed for one course alone, the student should seek the permission and approval of the instructor in each course.

4. Although scholars have agreed upon certain conventions for documentation, many of which have been discussed above, the student must decide for herself or himself the frequency and extent of documentation. She or he has, therefore, a great responsibility.

She or he should document when in doubt and make unequivocally clear the distinction between what belongs to herself or himself and what belongs to others. Plagiarism may take many forms: presenting passages from the works of others as works of one's own, the unacknowledged paraphrasing of ideas developed by another, the creation of a patchwork of phrases and ideas,

often from several sources, and the uncredited use of a strikingly appropriate term resulting from another's ingenuity (as, for instance, David Riesman's term 'unmerry emulative chase' in reference to American social pressures). All of these uses are dishonest. Indeed, plagiarism is a serious offense and may be attended by severe penalties, including expulsion from the university.

Term paper corporations are illegal enterprises in the Commonwealth of Massachusetts. A person convicted of selling term papers, theses, or research papers intended to be used for academic credit may be fined not more than \$100 or imprisoned for not more than six months or both.

The same penalties apply for persons convicted of taking an examination or examinations for another at an educational institution.

Students suspected of cheating and/ or plagiarism will be subject to university policies, procedures and sanctions as described in the "Code of Student Conduct," found under "Student Rights and Responsibilities" in this section.

Administrative Withdrawal and Reinstatement

A student may be administratively withdrawn from the university, if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:

1. Failure by a student to satisfy an overdue financial obligation to the university, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.
2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official university form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

II. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.

1. The appropriate administrative official may recommend to the Office of the Registrar that a student be administratively withdrawn from the university.

2. The administrative official shall make his or her recommendation in writing to the Office of the Registrar, detailing his or her compliance with the following requirements:

- a. The recommendation must be based on one of the grounds set forth in Section I.A.

- b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.
 - c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
3. If the Registrar is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.
 4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the university no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
 5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

B. Procedures to be applied to cases brought under conditions B and C of Section I.

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the university.

The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:

- a. The recommendation must be based on one of the grounds set forth in Section I.B or C;
 - b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;
 - c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
2. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.
 3. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Registrar to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
 4. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to

testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.

5. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs (Dean of Students) within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Registrar to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor or the Dean of Students shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Dean affirms the Committee decision, he or she shall notify the student of his or her decision, and instruct the Registrar to withdraw the student. On appeal from the student, the Dean of Students may modify the reinstatement conditions.

IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.

1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Registrar for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.

2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the university's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Dean of Students where the Dean has changed reinstatement conditions appealed by the student.

V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Registrar shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The Clery Act mandates that certain crime statistics be reported on an annual basis, and that certain security policies be published at the same time.

The full report required under the Clery Act contains required crime statistics for a three-year period, as well as specific policies relating to drugs, alcohol, sexual offenses, facilities access, reporting of crimes, and the authority of UMass Boston Police. A text-only version, which may be downloaded or printed, may be found at the following web address: <https://www.umb.edu/police/clery-act/>

The report may also be requested in printed form from UMass Boston's Department of Public Safety.

Policies on the Protection of Humans as Subjects and Institutional Animal Care and Use

All research and similar activities conducted in the name of the University of Massachusetts Boston must comply with the federal rules and regulations of the Office for Protection from Research Risks of the National Institutes of Health. The university has an institutional policy on the protection of humans as experimental subjects as well as a policy on the care and use of animals in research. These policies are overseen by the university's Institutional Review Board; copies can be obtained from the Office of Research and Sponsored Programs.

University Policies on Intolerance, Affirmative Action, Hazing, and Non-Discrimination and Harassment

Intolerance

Resolution in Support of Pluralism

The Board of Trustees affirms its commitment to maintaining an academic environment which fosters pluralism, mutual respect, appreciation of divergent views, and awareness of the importance of individuals' rights. To this end, we reassert the importance of civility and the valuable contribution that diversity in race, ethnicity, religion and culture brings to the university community, and therefore we strongly encourage and support racial, ethnic, cultural and religious pluralism.

Policy Against Intolerance

The Board of Trustees denounces intolerance, particularly that based on ethnicity, culture, religion, race, or sexual orientation which interferes with those rights guaranteed by law, and insists that such conduct has no place in a community of learning. We also recognize the obligation of the university to protect the rights of free inquiry and expression, and nothing in the Resolution in Support of Pluralism or the Policy Against Intolerance shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other Federal and State Laws.

Affirmative Action

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable Federal and State laws, the university reaffirms its commitment to a policy of nondiscrimination and affirmative action.

Equal Employment Opportunity: The university pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, disability, sexual orientation, or other factors which cannot lawfully be the basis for an employment decision.

Any student or employee with questions concerning this policy, or who believes that he or she has been the victim of discrimination, should be referred to the Office of Diversity, Equity, and Inclusion.

Hazing

The University of Massachusetts Boston, in compliance with Massachusetts state law, chapter 269, sections, 17, 18, and 19, and the Board of Higher Education, prohibits hazing in any form. The policy in effect at UMass Boston protects both students and employees.

"Hazing" is defined as any conduct—including methods of initiation into any campus organization—whether on public or private property, that willfully or recklessly endangers the physical or mental health of another person. Such conduct includes (but is not limited to) whipping, beating, branding, forced calisthenics, forced exposure to weather, forced consumption of food, liquid, drug, or other substance, or any other activity that is likely to adversely affect the physical health or safety of the person, and conduct that is likely to subject the person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

In addition, anyone who witnesses a hazing incident shall, to the extent possible without danger to himself or others, report the incident to an appropriate law-enforcement official as soon as is practical.

Anyone who fails to report, or is a principal offender in an occurrence of hazing, as defined by law, shall be punished by fine or by imprisonment. In addition to criminal charges, any suspected violation of this law shall be reported to the Office of the Vice Chancellor for Student Affairs for disciplinary action. Consent shall not be available as a defense to any prosecution of this action.

Non-Discrimination and Harassment Policy

Purpose

The University of Massachusetts complies with applicable state and federal laws on nondiscrimination, harassment, and retaliation including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Act of 1994, and the Massachusetts anti-discrimination law. This policy states the University's commitment to assure compliance.

1. Introduction

This policy affirms the University of Massachusetts' ("University's") commitment to provide a welcoming and respectful work and educational environment, in which all individuals within the University community may benefit from each other's experiences and foster mutual respect and appreciation of divergent views. The University will not be tolerant of conduct which violates rights guaranteed by the law or University policies. Accordingly, the University prohibits unlawful discrimination and harassment based upon protected characteristics, and related retaliatory conduct, in accordance with state and federal non-discrimination laws, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Act of 1994, and the Massachusetts anti-discrimination laws.

2. Policy Statement

The University prohibits unlawful discrimination, harassment (including sexual harassment), and retaliation against anyone based on religion or religious belief, color, race, marital status, veteran or military status, age, sex, gender identity or expression, sexual orientation, national origin, ethnicity, disability, genetic information, or any other legally protected class, in education, admission, access to or treatment in, its programs, services, benefits, activities, and terms and conditions of employment at the University.

3. Definitions

For the purposes of this policy, the following definitions apply.

1. **Unlawful discrimination** is conduct that is directed at a specific person or persons that subjects them to treatment that adversely affects their employment, application -426.2- for employment, education, admissions, University benefits, programs, or activities, because of their religion or religious belief, color, race, marital status, veteran or military status, age, sex (including sexual harassment), gender identity or expression, sexual orientation, national origin, ethnicity, disability, genetic information, or any other legally protected class.
2. *Harassment* is conduct by a person or persons against another person or persons based upon their legally protected class that adversely has the effect of:
 1. unreasonably interfering with a person or person's employment, educational benefits, academic grades or opportunities, or participation in University programs or activities; or
 2. unreasonably interfering with a person or person's work or academic performance; or
 3. creating an intimidating, hostile, or offensive working or academic environment.
3. **Sexual Harassment** is unwelcome conduct of a sexual nature when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities; or
 2. submission to or rejection of such conduct by a person or persons is used as a basis for employment or educational decisions affecting such person or persons, or participation in University programs or activities; or
 3. such conduct unreasonably interferes with a person or person's work or academic performance; interferes with or limits a person or person's ability to participate in or benefit from a work or academic program or activity; or creates an intimidating, hostile, or offensive working or academic environment.
4. **Retaliation** is the interference through intimidation, including threats, coercion, or unlawful discrimination, with an individual's right or privilege secured under the law [Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Act of 1994, the Massachusetts antidiscrimination laws, or other laws] or interfering with an individual's right to make a complaint, testify, assist, or participate in any manner in an investigation, proceeding or hearing, or to intervene to prevent a violation of this policy.

Any member of the University community who engages in unlawful discrimination, harassment (including sexual harassment), or retaliation in violation of this policy may be subject to disciplinary or other action. The campuses shall develop campus policies and -426.3- complaint and investigatory procedures that will

provide an equitable and prompt resolution of a complaint and make recommendations for disciplinary or other action. This policy applies to all members of the University community, including students, employees, faculty, applicants for admissions and employment, contractors, volunteers, and visitors.

4. **Responsibilities**

Chancellors and the Senior Vice President for Administration & Finance and Treasurer for the President's Office are directed to disseminate this policy within their communities.

5. **Standards**

The President or designee, in consultation with the General Counsel and Senior Vice President for Administration & Finance and Treasurer, will issue administrative standards to implement this policy. Campuses shall establish campus policies and procedures, within the scope of this policy and the administrative standards.

Further Information

If you have questions or concerns about any of the guidelines and policies described above, please call the Office of the Vice Chancellor for Student Affairs.

Student Code of Conduct

The Student Conduct Policies and Procedures document is organized into:

- Preamble/General Expectations
- Part I - Student Conduct Authority
- Part II - Definitions
- Part III - Proscribed Conduct
- Part IV - Student Conduct Procedures
- Part V - Interim Administrative Action and Support Measures
- Part VI - Maintenance of Conduct Files
- Part VII - Interpretation and Revision
- Appendix A – Good Samaritan Policy
- Appendix B – Academic Honesty Procedure
- Appendix C – Sanction Chart
- Appendix D - Sources of Assistance, Counseling, and Support

Preamble: The University of Massachusetts Boston ("University") is in an urban 21st Century research setting, and is therefore an inseparable part of the local community and surrounding neighborhoods. The Code of Conduct (the "Code") is established to set clear community standards of respect for persons, property, the University community, and the process and procedures addressing unacceptable conduct in which these standards will be governed. This Code reflects the University's mission and identity, and it exists to maintain and protect an environment conducive to learning. Consistent with that purpose, reasonable efforts will be made to take an educational approach to address violations of University policies in order to assist students in learning from their mistakes and understanding how their behavior impacts others while the University maintains the welfare of the community as a whole. The Code is set forth in writing to give students general notice of prohibited conduct. The descriptions of prohibited conduct should be read broadly

and are not designed to define expectations or misconduct in exhaustive terms. Because the Code is based on shared values among members of our University community, it sets a broad range of expectations for students no matter where or when their conduct may take place. Generally, the Code is not limited to behavior within the formal boundaries of the University premises. Therefore, the University reserves the right to take necessary and appropriate action to protect the safety and well-being of the University community, to protect the continuing operation of the University, and to serve as a model representative of the greater Boston community. Each student and Student Organization is responsible for reading, reviewing, and abiding by the standards of conduct set forth in the Code, as well as the rules, regulations, policies, and procedures contained in other official University publications and announcements. Notification of a Code violation or decision of a Code violation is issued to a student through the student's University email account.

General Expectations

Each member of the University community enjoys the same basic rights and is expected to respect the rights of others. Those rights include but are not limited to:

- freedom from personal abuse and threats of violence;
- access to all University services, programs, and activities;
- a supportive learning environment that enables all to participate fully within the University.

Membership in the University community is a privilege for those who are invited to join. Becoming a student brings a responsibility to adhere to the values of the University community. Some of these core values include:

- Maximizing teaching and learning relationships.
- Promoting personal and professional growth.
- Fostering the University's responsibility to the public.
- Increasing diversity and global awareness.
- Serving as an agent of social justice.

University students and Student Organizations, teams, and groups who breach the trust and values extended to them by violating University policy(ies), shall be held accountable for their actions. The Code defines the responsibilities of students and provides a process for responding to allegations of student misconduct in a way that accords with the values of the University.

Part I: Student Conduct Authority

Ultimate authority for student discipline is vested in the Board of Trustees of the University of Massachusetts. Disciplinary authority is delegated to the Chancellor of the University of Massachusetts Boston, who in turn has delegated authority over student conduct to the Vice Chancellor for Student Affairs and authority for student academic dishonesty to the Provost and Vice Chancellor for Academic Affairs.

The University reserves the right to change the provisions of the Code in accordance with University policies or the law whenever such action is deemed appropriate or necessary. The University will publish such amendments in relevant campus publications and on the Office of the Dean of Students website.

Questions, comments, and suggestions, should be forwarded to the Office of the Dean of Students. The Code may be reviewed annually by the Office of the Dean of Students.

Part II: Definitions: The following selected terms are defined in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Code that might require interpretation or clarification. The Dean of Students, or designee, shall make the final determination on the definition of any term found in the Code.

1. **"Administrative Conference Agreement"** means the final agreement regarding violations and/or sanctions agreed upon between the Conduct Officer and the student or Student Organization.
2. **"Administrative Review Officer"** means a University staff member who is authorized to determine the appropriate resolution of an alleged violation of the Code, conduct an Administrative Review, and/or to impose sanctions or affect other remedies, including remedial measures, as appropriate.
3. **"Administrative Review Committee"** means one or two University Administrative Review Officers who review the investigation report submitted by the conduct officer and are responsible for issuing a formal decision in the matter
4. **"Advisor"** means any person who accompanies a Respondent or a Complainant for the limited purpose of providing support, guidance, and counsel. Students may consult with an advisor during an investigatory meeting or hearing; however, an advisor will not speak on behalf of the student, question witnesses, or otherwise actively participate in the Student Conduct Process, including the Appellate Process. Advisors may participate in the Title IX Grievance Process, including conducting cross-examination during the hearing, as is described in that process.
5. **"Appellate body"** means any person or persons authorized by the Provost, Vice Chancellor for Student Affairs, or designee, to conduct a review of a decision reached by an Administrative Review Committee.
6. **"Business day"** means any day, Monday through Friday, that the University is open for regular business.
7. **"Coercion"** is the use of an unreasonable amount of pressure to engage in sexual activity. Coercion does not begin when the initiator makes an initial sexual advance. Coercion begins when the initiator continues to pressure another, through the use of undue psychological/emotional pressure, alcohol, drugs, threat, intimidation, or force, to engage in sexual behavior, when a reasonable person would realize that the other does not want to engage in sexual activity.
8. **"Community Restitution Project"** means an assignment of an appropriate service project that will benefit the University community, responsible student, or others.
9. **"Conduct file"** means the printed/written/electronic file which may include but is not limited to incident report(s), email and written correspondence, witness statements, and discipline history. Conduct file records, including those resulting in a finding of "responsible," for discipline and academic violations are maintained by the University for a period of at least seven (7) years from the date of the incident. Records within the conduct file are subject to the protections and release provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as well as any other privacy or confidentiality laws applicable to the University.
10. **"Conduct Officer"** is a staff member authorized on a case-by-case basis by the Dean of Students or their designee to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate.
11. **"Confidential Resource Provider"** The Confidential Resource Provider is an employee or other individual designated to provide information on: reporting options of sexual or gender-based harassment, including sexual violence, dating violence, domestic violence, and stalking, and the effects of each option; counseling services available on and off campus; medical and health services available on and off campus; supportive measures; the University's disciplinary process; and the legal process carried out through local law enforcement agencies. If requested by a party, the Confidential Resource Provider shall coordinate with the Title IX Coordinator to arrange supportive measures. The Confidential Resource Provider may notify Complainants, Respondents, or other community members of their rights and the University's responsibilities regarding a protection order, no contact order, and any other lawful orders issued by the University or a civil, criminal and tribal court. Confidential Resource Providers' services are confidential unless a party, in writing, requests that certain information be disclosed, or as otherwise required by state or

- federal law. A list of Confidential Resource Providers is available at umb.edu/titleix/resources or umb.edu/crtix, or by contacting the Title IX Coordinator.
12. **"Complainant"** means any person, or the University itself, who submits an allegation that a student or a Student Organization violated the Code. When a student alleges that he/she has been a victim of misconduct of another student or Student Organization, the student who alleges he/she has been a victim will have the same rights under the Code as are provided to the Complainant even if another member of the University community submitted the allegation itself.
 13. **"Consent"** is permission to engage in communication and/or a specific, mutually- agreed upon sexual activity that is given freely, actively, and knowingly, using mutually understandable and unambiguous words or actions, or—in plain language—to agree to do the same thing, at the same time, in the same way, with each other.
 - Consent cannot be inferred by silence, passivity, or not resisting;
 - Consent cannot be implied by a current or previous dating or sexual relationship;
 - Consent to one form of sexual activity does not imply consent to other forms of sexual activity;
 - Consent is not indefinite. It is revocable and may be withdrawn at any time, using words or actions such that a reasonable person would understand a lack of continued consent;
 - Consent cannot be given by person who is:
 - Incapacitated;
 - Under duress, intimidation, threat, coercion, or force; and/or
 - Under the age of 16.

It is typically the responsibility of the person seeking to initiate the sexual activity or conduct to affirmatively obtain consent, not the intended recipient of such conduct to deny such consent.
 14. **"Confidential Employee"** is an employee who, because of his/her position, may not reveal an individual's identity or other information without permission, even to the Title IX Coordinator(s). The following categories of employees are Confidential Employees:
 - Licensed sexual assault counselors, psychologists, psychotherapists, social workers, clergy, and attorneys, and those persons working under the supervision of such individuals, when acting in their professional role providing services to a patient or client;
 - University employees bound by statutory privilege obligations under Massachusetts law;
 - University employees providing administrative, operational and/or related support for a confidential employee in the performance of such services; and
 - Confidential Resource Providers.
 15. **"Dating Violence"** is abusive behavior (including, but not limited to, physical, emotional, and/or sexual acts or conduct) committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be determined by factors such as the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.
 16. **"Domestic Violence"** is any abusive behavior (including, but not limited to, physical, emotional, and/or sexual acts or conduct) committed:
 - against a person who is a current or former spouse;
 - against a person with whom the abuser shares a child in common;
 - against a person who is or has cohabitated with the abuser as a spouse;
 - against a person similarly situated to a spouse;
 - between a parent and child;
 - between members of the same household in an intimate relationship; or
 - against any other person similarly situated.
 17. **"Designee"** refers to a staff or faculty member who has been designated as responsible for implementing the Code of Conduct process or administering the student conduct system, in part or in whole.

18. **"Gender Expression"** refers to the external characteristics and behaviors that relate to a perception of gender, including but not limited to dress, mannerisms, speech patterns, social interactions, and body characteristics.
19. **"Gender Identity"** refers to an individual's internal sense of gender, which may be male or female, man or woman, or not conforming to those binary genders. A person's gender identity may be different or the same as the person's sex assigned at birth.
20. **"Good Academic Standing"** is a student who maintains a cumulative Grade Point Average (GPA) over 2.0. <https://www.umb.edu/academics/caps/moreinfo/academic/standing>
21. **"Good Disciplinary Standing"** is a student who is not currently on probation. Students who are not in good disciplinary standing may be prevented from participation in University-sponsored events and activities.
22. **"Guest"** means a non-student who is associated with or an invitee of a student and/or Student Organization.
23. **"Harassment"** is conduct by a person or persons against another person or persons based on their legally protected class that adversely has the effect of:
 1. Unreasonably interfering with a person or person's employment, educational benefits, academic grades or opportunities, or participation in University programs or activities; or
 2. Unreasonably interfering with a person or person's work or academic performance; or
 3. Creating an intimidating, hostile, or offensive working or academic environment.
2. **"Incapacitation"** is the physical and/or mental inability, whether temporary or permanent, of an individual to make rational, reasonable decisions, or judgments regarding their own well-being or welfare. States of incapacitation include, but are not limited to, unconsciousness, sleep, and intoxication. Incapacitation may result from the voluntary or involuntary consumption of alcohol and/or other drugs. Where alcohol or other substances are involved, incapacitation is determined by how the substance impacts a person's decision-making capacity, awareness of consequences, and ability to make informed judgments. A person is not incapacitated merely because the person has been drinking or using drugs. The question of incapacitation is determined on a case-by-case basis using both objective and subjective standards. In evaluating whether a person was incapacitated for purposes of evaluating consent, the University will consider: (1) whether the person initiating the sexual activity knew that their partner was incapacitated; and if not (2) whether a reasonable person in the same situation would have known that their partner was incapacitated; and (3) whether the person initiating the sexual activity played a role in creating the circumstances of incapacity
3. **"Incident database"** means the electronic database used to track an incident and the response taken.
4. **"Instructor"** means any faculty member, teaching assistant, graduate assistant, or any other person authorized by the University to provide educational services and who have the professional responsibility and authority to maintain control and order in instructional settings, which include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours, field work, and off-campus venues. This extends to the virtual classroom of email, chat rooms, telephony, and web activities associated with courses.
5. **"Interim Administrative Action"** means an immediate restriction taken against a student or Student Organization prior to resolution of an alleged violation.
6. **"Intrusion of Privacy"** is photographing, videotaping, filming, digitally recording, or by any other means secretly viewing, with or without a device, another person without that person's consent in any location where the person has a reasonable expectation of privacy, or in a manner that violates a reasonable expectation of privacy. Unauthorized storing, sharing, and/or distribution of such recorded material is also prohibited. This does not apply to lawful security or surveillance filming or recording that is authorized by law enforcement or authorized University officials. These provisions may not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.
7. **"May"** is used in the permissive sense.

8. **"Member of the University Community"** includes any person who is a student, instructor, or University employee; any person who works directly or indirectly (e.g., a vendor), resides, or receives University services on University premises or in connection with its programs or activities; and may include visitors to University premises. A person's status in a particular situation shall be determined by the Office of the Dean of Students or their designee.
9. **"The Office of the Dean of Students"** refers to the professionals in Student Affairs, designated by the Vice Chancellor, to be responsible for the overall coordination of the University student conduct system, including the development of policies, procedures, and education and training programs. The members of the Dean of Students Office may serve as Conduct Officers, Administrative Review Officers, and/or an appellate body.
10. **"Official Form of Communication"** A student's University email address serves as the official form of communication with the University and students.
11. **"Policy"** is defined as any written policy, procedure, standard, regulation, rule or expectation adopted by the University, as the same may be amended, modified or replaced from time to time.
12. **"Preponderance of the Evidence"** The standard of proof used to determine the outcome of a complaint is a preponderance of the evidence, which means that it is more likely than not based on the evidence gathered and reasonable inferences from the evidence, that a policy or the Code was violated
13. **"Rape"** is any penetration of any orifice, no matter how slight, by any object, including any body part without consent. Rape may be committed by force, threat, intimidation, coercion, or through exploitation of another's mental or physical condition (such as incapacitation) of which the Respondent knew or reasonably should have known.
14. **"Respondent"** means a student who, or Student Organization which, may be charged for violating the Code or policy.
15. **"Responsible Employee"** is an employee (a) who, because of his/her position, must report known or possible incidents of sexual violence or any other sexual misconduct by students or employees, including the known details of the incident and the name(s) of alleged victim(s) and Respondent(s), to the Title IX Coordinator(s) or other appropriate school designee; or (b) who has the authority to take action to redress sexual harassment/misconduct; or (c) whom a student reasonably believes has this authority or duty.
16. **"Retaliation"** is the interference through intimidation, including threats, coercion, or unlawful discrimination, with an individual's right or privilege secured under the law (Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Act of 1994, the Massachusetts Anti- Discrimination laws, or other laws) or interfering with an individual's right to make a complaint, testify, assist, or participate in any manner in an investigation, proceeding or hearing, or to intervene to prevent a violation of this policy.
17. **"Sanction"** means a requirement a student or Student Organization must abide by or complete when found responsible for violating the Code.
18. **"Sexual Assault"** is any sexual activity that is forced, coerced, or unwanted.
19. **"Sexual Exploitation"** is taking sexual advantage of another person without his or her consent. Sexual exploitation includes, without limitation: causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing, or transmitting identifiable images of private sexual activity and/or the intimate parts of another person; allowing third parties to observe private sexual acts; and engaging in voyeurism.
20. **"Sexual Misconduct (Sexual harassment)"**¹ is unwelcome verbal, non-verbal, and/or physical conduct of a sexual nature when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; and/or
 2. submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; and/or

3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating a sexually intimidating, hostile, or offensive employment, educational, or living environment.
21. **"Sexual Violence"** is any physical sexual act or activity engaged in without the consent of the other individual, including when the other individual is unable to consent to the act or activity. (See also definition for Consent.)
22. **"Shall" and "Will"** are used in the imperative sense.
23. **"Stalking"** is any course of conduct (more than one act) directed at a specific person (directly, indirectly, through a third party or other means) that places that person in reasonable fear for his or her safety or the safety of others.
24. **"Student"** means any person who has been admitted to, registered or enrolled in, or attends, attended, or attending the University, any University course, or University conducted program.
25. **"Student Organization"** means an association or group of persons, including, but not limited to, any Student Organization, team, or club, that has complied with the formal requirements for University recognition or is recognized by the University.
26. **"Student Organization Representative"** means the president or designee chosen by the Student Organization to participate in the Student Conduct Process on behalf of the Student Organization.
27. **"Supportive Measures"** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to Complainants or Respondents. Supportive measures may be offered by the Title IX Coordinator, by the Office of the Dean of Students in consultation with the Title IX Coordinator, or by a Confidential Resource Provider. Supportive Measures are discussed further in Part V.
28. **"Undesignated Employee"** is an employee who is not designated as a Responsible Employee, a Confidential Employee, or a Confidential Resource Provider. Undesignated employees are encouraged to practice bystander awareness and to report any incidents of abuse or sexual misconduct to the Title IX coordinator(s).
29. **"University"** means the University of Massachusetts Boston.
30. **"University official"** includes any person authorized by the University to perform administrative, instructional, or professional duties.
31. **"University premises"** includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University, either solely or in conjunction with another entity or person.
32. **"Witness"** means any person with knowledge pertaining to an alleged violation of the Code.

¹ In May of 2020, the U.S. Department of Education issued new regulations for colleges and universities that address sexual harassment, including sexual assault, dating violence, domestic violence, and stalking. Those regulations define sexual harassment, including sexual assault, dating violence, domestic violence, and stalking, for the purposes of Title IX. To comply with those regulations, UMass Boston's Title IX Grievance Procedures shall apply to sexual harassment as defined by federal regulations when such harassment is alleged to occur within the jurisdiction set out by the Title IX Grievance Procedure. Sexually harassing conduct, including sexual assault, dating violence, domestic violence, and stalking, that falls outside of the definitions and jurisdiction of the Title IX Grievance Procedure may be addressed pursuant to this Code of Conduct.

Part III: Proscribed Conduct

The Code applies to students and Student Organizations.

1. Jurisdiction of the University

1. Each student shall be responsible for his/her conduct from the time of admission and/or registration through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if his/her conduct is not discovered until after a degree is awarded). The Code shall apply to a student's conduct even if the

student withdraws from the University while a student conduct matter is pending.

2. Generally, University jurisdiction shall be limited to conduct that occurs on or about University premises or in connection with University-sponsored, University-supervised or University-affiliated events, programs, and activities (including students involved with off-campus internships, study abroad programs, and the virtual classroom of email, chat rooms, conferences, telephony, and web activities associated with courses). This jurisdiction also extends to unrecognized Student Organizations. However, the University reserves the right to apply the Code to students whose misconduct has a direct and distinct adverse impact on the University community, its members, and/or the pursuit of its objectives regardless of where such conduct may incur. Should the Office of the Dean of Students reasonably determine that a particular alleged act of off-campus misconduct falls within the jurisdiction of the University, the case will be referred to the University student conduct system. The Office of the Dean of Students will provide a report to the Faculty Counsel each Academic Year regarding the frequency of these situations.
3. University student conduct proceedings may be instituted against any student charged with conduct that potentially violates the Code. A student's alleged conduct may also result in criminal prosecution or civil liability. Any person that files a complaint for misconduct pursuant to the Code may also notify campus, local, or state police or other Revised: August 2, 2021 enforcement agencies external to the University at any time during the University proceedings. However, the University shall not require any person to report misconduct to law enforcement or an external enforcement agency. In cases where there are criminal or other external proceedings, the Code may be carried out prior to or simultaneously with civil or criminal proceedings at the discretion of the Office of the Dean of Students. The University cooperates with law enforcement, or other agencies, in the enforcement of laws on campus and in regard to its students. This includes providing information requested by subpoena or as otherwise permitted by law.

Determinations made or sanctions imposed under the Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Sexual misconduct, including but not limited to, sexual assault, dating violence, domestic violence, stalking, and related retaliation are prohibited by the Code. However, UMass Boston's Title IX Grievance Procedure shall supersede the Code and apply to sexual harassment as defined by federal regulations when such harassment is alleged to occur within the jurisdiction set out by the Title IX Grievance Procedure. Other sexual misconduct, including sexual assault, dating violence, domestic violence, and stalking, that falls outside of the definitions and jurisdiction of the Title IX Grievance Procedure may be addressed pursuant to the Code. When sexual harassment is alleged, the Title IX Coordinator will determine which procedures apply

4. Discrimination and discriminatory harassment are prohibited by the University of Massachusetts Non-Discrimination Policy. (available at: https://www.umb.edu/crtix/policies_forms)
5. Generally, the influence of drugs and/or alcohol on a student's judgment or behavior will not be accepted as a mitigating factor with respect to the resolution of an act of misconduct.

6. Students are responsible for the consequences of their actions even when the conduct may have been influenced by their physical or emotional state (irrespective of any medical or clinical diagnoses).
7. Students are responsible for the contents of their residence hall rooms, cars, lockers, club spaces, or person if they are aware of their contents, regardless of claims of personal ownership. Students may also be held responsible for shared common areas. Students need not be present or notified when an authorized inspection (including a warrant, or the Residence Life Agreement) is conducted.
8. Students and Student Organizations are responsible for the conduct of their guests and should be with guests at all times when on campus or at University-sponsored events.
9. If an incident report involves more than one charged student, or if there is more than one incident involving the same student, the Office of the Dean of Students, or designee, in his/her discretion, may determine whether an Administrative Conference and/or Investigation concerning each incident may be conducted either separately or Revised: August 2, 2021 jointly.
10. Student Organizations.
 1. Student Organizations may be held accountable under the Code for the Student Organization's misconduct and/or for the misconduct of any one or more of its leaders, members, guests, or other representatives, when on campus, or at a University-sponsored event. This includes hosting a non-student who commits a violation.
 2. The Student Organization must designate one Student Organization Representative by written notice to the Office of the Dean of Students, or designee, within three (3) days of being sent notice of alleged violations of the Code. The Student Organization Representative will represent the Student Organization during the Student Conduct process.
 3. Review of allegations of misconduct of individual student members will be determined under the Code prior to determination of Student Organization alleged violations.
 4. Student Organizations are prohibited from conducting their own disciplinary proceedings prior to resolution of alleged violations of the Code.
 5. Nothing in the Code shall preclude holding students who are members of a Student Organization responsible for their individual violations of the Code committed in the context of or in association with the Student Organization's alleged violation of the Code. Both the Student Organization and individual students may be found responsible for violations of the Code in connection with the same behavior.
 6. The Student Organization Representative is required to notify the Student Organization's advisor of any alleged violations of the Code and any sanctions imposed.

2. Conduct Rules and Regulations

Students and Student Organizations must uphold the Code and obey University policies, rules, and

procedures as well as federal, state, and local laws. The Office of the Dean of Students, or designee, shall make the final determination on what constitutes a potential violation of the Code and shall establish the specific behavioral allegations(s) as appropriate.

Good Samaritan Procedures

The University of Massachusetts Boston considers the safety and personal well-being of members of the University community a priority. The University recognizes that there may be alcohol or drug-related medical emergencies or other safety emergencies in which the potential for disciplinary action could act as a deterrent to students who want to seek assistance for themselves or others. To promote reporting of such instances, the University has created A Good Samaritan Procedure. For more information, please see *Appendix A*.

Amnesty for Students Involved in allegations of Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking

The University has a special concern for incidents which involve sexual harassment, gender-based harassment, sexual violence, dating violence, domestic violence, stalking or retaliation. Such incidents damage not only individuals, but also the free and open academic environment of the University.

Additionally, there is an awareness that students might not report such incidents out of concern that they, or witnesses, might be charged with violations of the Universities' policies. While the University does not condone such behavior, it places a priority on the need to address sexual violence and harassment. Accordingly, a student who, as a Complainant or witness, causes an investigation of an incident of sexual harassment, gender-based harassment, sexual violence, dating violence, domestic violence, sexual assault, stalking, or related retaliation, will not be subject to a disciplinary sanction for a violation of the Code related to that incident unless the University determines that the student's participation in the matter was not in good faith or that the violation of the Code was egregious. An egregious violation includes, but is not limited to, conduct that places the health and safety of person(s) at risk.

Prohibited Conduct

The following list of behaviors is intended to represent the types of acts that constitute violations of the Code. Although the list is extensive, it should not be regarded as all- inclusive. All students are responsible for knowing and observing all policies.

1. Acts of dishonesty including, but not limited to: furnishing false information; forgery, alteration, or misuse of any document, record, or instrument of identification; or misrepresenting oneself as another. This may also include Academic Integrity Violations for more information on the Academic Integrity Policy, please see *Appendix B*.
2. Disruptive behavior which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching, research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off campus. See Instructional Setting Conduct Policy here <https://www.umb.edu/faculty-staff/>
3. Harming behavior, which includes, but is not limited to: the threat of or actual physical assault or abuse, and also includes harassment. For the purposes of The Student Code, bullying is considered a form of harassment.

4. Harassment is conduct by another person or persons against another person or persons based upon their legally protected class that adversely has the effect of:
 - a. Unreasonably interfering with a person or person's employment, educational benefits, academic grades or opportunities, or participation in the University programs or activities; or
 - b. Unreasonably interfering with a person or person's work or academic performance; or
 - c. Creating an intimidating, hostile, or offensive working or academic environment.

Examples of harassment include, but are not limited to, the repeated use of written, oral or electronic communication, or a physical act or gesture by one or more individuals, repeatedly directed at another individual that: (i) causes physical or emotional harm or damage to property, (ii) places the target of such behavior in reasonable fear of harm to self, or of damage to property, (iii) creates a hostile environment or otherwise infringes on the rights of such individual or (iv) substantially disrupts the education process. Harassment may also include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

In determining whether an act constitutes harassment, The Office of the Dean of Students will consider the full context of any given incident, giving due consideration to the protection of the members of the University community, and the individual rights, freedom of speech, academic freedom, and advocacy required by law. Please note that not every act that might be offensive to an individual or a group necessarily will be considered a violation of *The Code*.

5. Discriminatory behavior. For further information regarding this policy, please see the University's Non-Discrimination and Harassment Policy, available at https://www.umb.edu/crtix/policies_forms
6. Retaliation is defined in Part II of this Code, and is also prohibited by the University's Non-Discrimination and Harassment Policy and the Title IX Grievance Procedure.
7. Sexual Violence is any physical sexual act or activity engaged in without the consent of the other individual, including when the other individual is unable to consent to the act or activity (see also, consent). The following are forms of Sexual Violence and violations of The Code of Conduct:
 1. Rape as defined in Part II of this Code;
 2. Sexual Assault as defined in Part II of this Code;
 3. Sexual Exploitation as defined in Part II of this Code;
 4. Incest, defined as sexual intercourse between persons who are related to each other and whose marriage would be prohibited by law. Attempts to commit incest are also prohibited.
 5. Statutory Rape, defined as sexual intercourse with a person who is under the statutory age of consent, which is 16 in Massachusetts. Attempts to commit Revised: August 2, 2021 statutory rape are also prohibited
 6. Aiding in the commission of Sexual Violence is prohibited. Examples, include but are not limited to:
 - Videotaping another person having sex with a person who has passed out at a party;
 - Helping a friend to drug another person's drink; and

- Encouraging students to engage in sexual activity when one knows those students to be incapacitated by drugs or alcohol.
- 8. Endangering behavior which includes, but is not limited to, conduct that poses a substantial threat of harm or endangers the health or safety of any person including one's self, or is severely disputative to others.
- 9. Hazing is any conduct or method of initiation, admission into, or as a condition of membership into any group, organization, or Student Organization as defined under this Code, or maintaining membership in a group, organization, or Student Organization, which willfully or recklessly endangers the physical or mental health or safety of any student or other person. Consent to hazing will not be a defense under this Code. Examples of such behavior include but are not limited to sexual or gender humiliation, any other brutal treatment or forced physical activity which is likely to adversely affect the physical health of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation or forced violation of the law or University policy.
- 10. Failure to abide by the Alcohol Policy. Notwithstanding the Alcohol Policies, specific violations include:
 1. Being a student, under the age of 21, not engaged in an employment or other permissive activity, in the presence of an alcohol container on campus, excluding University-sponsored events.
 2. Possession, or use, of alcohol by a student under the age of 21.
 3. Serving, distributing, or obtaining alcohol for, or allowing consumption by, any individual who is under 21 years of age.
 4. Possession, use, sale, or distribution of a false identification card, or other false age or identity verification form.
 5. Alcohol is not permitted in the Residence Halls, or on campus without prior written approval.
 6. Commercial delivery of alcoholic beverages to the campus is prohibited.
 7. Any alcohol stronger than 80 proof, outside of a research facility, is not permitted on campus.
 8. Drinking games are prohibited. Paraphernalia used to administer drinking games or assist the user in ingesting alcohol at a fast rate are a violation of the Code. This includes, but is not limited to, funnels and beer pong. Such paraphernalia may not be maintained on University property and will be confiscated if discovered.
 9. Common source containers containing alcohol are prohibited. This includes, but is not limited to kegs, beer balls, and/or punch bowls being used to serve alcohol.
 10. Public intoxication is prohibited.
 11. Public consumption of alcoholic beverages or possession of an open container of alcohol in an area not authorized by University Officials, is prohibited in public.

12. Operation of a motor vehicle which contains alcohol by a student under the age of 21, regardless of the age of any passenger, is prohibited.
 13. Use of alcoholic beverages to render another person physically or emotionally incapacitated is prohibited.
 14. Operation of a vehicle under the influence of alcohol on campus or off campus is prohibited.
11. Failure to abide by the Drug Free Policy. Notwithstanding the Drug Free Policies, specific violations include:
1. The possession, use, cultivation, manufacture, or distribution, of illegal drugs, narcotics, or controlled substances, or attempts to commit the same, is prohibited. This includes the use or possession of legally prescribed drugs which fall outside the parameters of the medical prescription.
 2. Being under the influence of illegal drugs, narcotics, or controlled substances is prohibited.
 3. Being a student knowingly in the presence of illegal drugs, narcotics, or controlled substances is prohibited.
 4. The use of drugs to render another person incapacitated is strictly prohibited.
 5. The possession, use, sale, or distribution of drug paraphernalia is strictly prohibited.
 6. Operating a vehicle while under the influence of drugs on campus or off campus is prohibited (exception: the use of medication prescribed by a doctor in Revised: August 2, 2021 accordance with such prescription).

While Massachusetts state law permits the use of medical and recreational cannabis, federal law prohibits cannabis² use, possession, distribution, and/or cultivation at educational institutions. Therefore, the use, possession, distribution, or cultivation of cannabis for medical or recreational purposes is not allowed in any University of Massachusetts Boston residence hall or on any other premises; nor is it allowed at any University-sponsored event or activity off campus or any Student Organization event or activity. Anyone who possesses or uses cannabis at any University premises may be subject to civil citation, state or federal prosecution, and University discipline.

In addition, no accommodations will be made for any student in possession of a medical cannabis registration card (i.e. medical marijuana card) except that University of Massachusetts Boston may release students from their occupancy license if approved as a reasonable accommodation for a documented disability requiring use or possession of cannabis for medical purposes.

12. Failure to abide by the Tobacco Free Policy (<https://www.umb.edu/campus-life/current-students/policies/tobaccofree/>)
13. Possession, storing, carrying, or use of any weapon, ammunition, or explosive, as defined by Massachusetts General Laws, c. 269, § 10, et. seq. by any person is prohibited on all University premises except by authorized law enforcement officers and other persons

specifically authorized by the University. Examples include, but are not limited to: firearms, BB guns, air soft guns, any knife with a locking blade, any knife having a double-edged blade, any knife having an automatic spring-released device by which the blade is released from the handle, a blade of over one and one-half inches, a nunchaku, etc.

14. Uncooperative behavior which includes, but is not limited to: failure to comply with the directions of, providing false information, and/or failure to identify oneself to University officials or law enforcement officers acting in the performance of their duties. This includes failing to provide student identification when asked by University Officials.
15. Creating a fire hazard or a situation that endangers others such as arson; the unauthorized or improper possession, use, removal, or disabling of fire safety equipment and warning devices; failure to follow fire safety procedures or instructions; or interference with firefighting equipment or personnel.
16. False reporting of fire, bombs, or other emergency situations.
17. Assisting another person or a Student Organization in the commission, or attempted commission, of a violation of the Code. This includes hosting a non-student who commits a violation.
18. Conduct that is lewd or indecent such as public urination, public defecation, streaking, stripping, or solicitation of a stripper.
19. Violation of published University policies, rules, or regulations.
20. Violation of the Resident Handbook and or License Agreement
21. Theft, which includes, but is not limited to, attempted or actual theft or unauthorized use or possession of property, resources, or services.
22. Forcible entry or unauthorized entry and/or presence in buildings or property, or attempts to commit the same. Reasonable notice of authority, or lack thereof, shall be given.
23. Damage or misuse of property which includes, but is not limited to, attempted or actual damage to or misuse of University property or other personal or public property as well as actions which obstruct, disrupt, or physically interfere with the use of University equipment (including safety and security equipment) or premises.
24. Unauthorized possession, duplication, or misuse of University property or other personal or public property, including but not limited to records, electronic files, telecommunications systems, forms of identification, and keys.
25. Violation of federal, state, or local law or conduct that would violate the legal rights of others.
26. Failure to abide by the Responsible Use of Information Technology Policy.
(<https://www.umb.edu/it/software-systems/email/student-acceptable-use-policy/>)
27. Failure to maintain a hygienic living and learning environment which has a significant impact on the community.
28. Unauthorized use of the University name, logo, mascot, or other symbol.

29. Abuse of the University Student Conduct system, including, but not limited to:
1. Disruption or interference with the orderly conduct of a Student Conduct proceeding.
 2. Falsification, distortion, or misrepresentation of information to a conduct officer or Administrative Review Committee.
 3. Influencing or attempting to influence another person to commit an abuse of the Student Conduct system.
 4. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system.
 5. Attempting to intimidate or retaliate against a member of a review body, a Complainant, Respondent, or witness, prior to, during, and/or after a Student Conduct proceeding.
 6. Institution of a Student Conduct proceeding in bad faith.
 7. Failure to comply with the sanction(s) imposed under *The Code*.
30. Intrusion of Privacy, meaning the attempted use or actual use of electronic devices that invade a person's privacy. This includes but is not limited to: photographing, videotaping, filming, digitally recording, or by any other means secretly viewing, with or without a device, another person without that person's consent in any location where the person has a reasonable expectation of privacy, or in a manner that violates a reasonable expectation of privacy. Unauthorized storing, sharing, and/or distribution is also prohibited. This does not apply to lawful security or surveillance filming or recording that is authorized by law enforcement or authorized university officials. These provisions may not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.
- Additionally, Massachusetts Law, prohibits private citizens from secretly recording others, or possessing a device with the intent to secretly record, or disclosing the contents of a secret recording. Please be aware that academic settings, including, but not limited to, the classroom, labs, office hours, and instructional space, are deemed a place in which there is an expectation of privacy, unless previously agreed upon.
31. Continued participation in any Student Organization activities, including but not limited to, meetings or acceptance of new members, during any period that a Student Organization is subject to a Loss of Recognition, is not recognized by the University or other conduct in violation of a sanction imposed on a Student Organization

² The term "cannabis" includes marijuana and its derivatives.

Part IV: Student Conduct Procedures The following procedures are the procedures followed to adjudicate all violations of The Code.

Conduct Officers may involve or seek input from other University Officials in any or all parts of the student conduct procedures as they deem appropriate, such as University Officials from the Office of Student Involvement & Leadership or the Department of Athletics and Recreation with respect to Student Organization Respondents.

Incidents Involving allegations of Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking: The Title IX Grievance Procedure applies to complaints of sexual harassment,

including sexual assault, dating violence, domestic violence, and stalking as those terms are defined in the Procedure, which occur within its jurisdiction. If the Title IX Grievance Procedure applies, it supersedes the Student Code of Conduct with regard to the adjudication of such allegations. When sexual harassment is alleged, the Title IX Coordinator will determine which procedures apply. For more information, including reporting options, confidential resources, and supportive measures, please consult the Title IX Grievance Procedure and/or the Office for Civil Rights and Title IX (umb.edu/crtix).

1. Allegations

1. Any person may file a report regarding any student or Student Organization alleging misconduct. To initiate the Student Conduct Process, reports shall be prepared in writing and directed to the Office of the Dean of Students or to a designee. A report should be submitted as soon as possible after the alleged misconduct takes place.
2. The Office of the Dean of Students, or designee, shall determine if a complaint alleges or addresses a potential violation of the Code and will notify the Respondent within five (5) business days after receiving information regarding such allegations. The decision to continue a complaint through the Student Conduct Process is the decision of the Office of the Dean of Students, or designee.³
3. Generally, the Office of the Dean of Students, or designee, will assign a Conduct Officer(s) to the case who will investigate, and/or schedule a conference with the Respondent(s) and other individuals as deemed necessary and appropriate.
4. The Office of the Dean of Students, or designee, will determine what testimony, witnesses, or other information is relevant and may exclude information or witnesses that are deemed immaterial and/or irrelevant.
5. The Office of the Dean of Students, or designee, may consult with the Office of Student Involvement and Leadership, the Department of Athletics and other relevant University Officials regarding allegations regarding Student Organizations or that imply Student Organization involvement.

³ If the complaint alleges sexual harassment, the Title IX Coordinator may determine whether the Title IX Grievance Procedures apply, as provided in that Procedure.

2. Informal Resolution/Educational Conference

1. The Office of the Dean of Students, or designee, reserves the right to schedule an informal resolution/educational conference to discuss the behavior of students and its impact on the mission of the University. Conferences may result in an action plan agreed on by all parties to address the behavior. If the action plan is not honored, the University reserves the right to initiate a formal review under the Code.
2. Examples of incidents that may be adjudicated by an Educational Conference include, but are not limited to: minor disruptions and/or educational or behavioral concerns.
3. Educational conferences are typically scheduled within ten (10) business days upon receipt of a report of a potential violation of the Code.

3. Adjudication by Letter

1. The Office of the Dean of Students, or designee, shall determine the appropriateness of adjudicating an incident by letter. In such cases, a student shall receive an emailed letter from the Conduct Officer outlining the violations, findings of responsibility, and sanctions

within five (5) business days from receipt of notification of alleged violation.

2. The student(s) will have the opportunity to appeal said findings and sanctions within three (3) business days. Appeal form can be found here: https://cm.maxient.com/reportingform.php?UMassBoston&layout_id=8
3. If the student(s) choose not to appeal the decision communicated by letter, the findings and sanctions will be considered final.
4. Examples of incidents that may be adjudicated by letter include, but are not limited to: off-campus incidents, violations of the Residence Hall Agreement, and minor alcohol/drug offenses.

4. **Administrative Conference**

1. The Administrative Conference is a meeting between a Respondent and a Conduct Officer to review a complaint/incident, explain the Student Conduct Process, and possible options for resolving the matter.
2. Typically, students will be notified of an Administrative Conference within five (5) business days upon receipt of report of alleged violation.
3. After reviewing the incident with the Respondent, the Conduct Officer will determine appropriate allegation(s) and/or violation(s), if any, and whether or not the situation may be resolved by way of an Administrative Conference Agreement or by an Investigation/Administrative Review. Respondents can also request an Investigation/Administrative Review. Requests for an Investigation/Administrative Review will typically be granted.
4. If the Respondent does not schedule or attend a conference by the date specified, or if the Respondent schedules a conference, but does not attend or attends but does not participate, the incident may be referred to an Investigation/Administrative Review.
5. If the Conduct Officer and Respondent are able to resolve the incident regarding the allegation(s) and/or violation(s), but not the sanctions, the matter shall be referred to an Investigation/Administrative Review for Sanctions.
6. A Respondent who agrees to resolve any allegation(s) and/or violation(s), and/or sanctions at an Administrative Conference shall have no right to appeal.

5. **Investigation/Administrative Review for Allegations and/or Violations:**

1. If a situation cannot be resolved in an Administrative Conference, an investigation will be conducted by the Conduct Officer.
2. If the Respondent does not schedule or attend a conference by the date specified, or if the Respondent schedules a conference, but does not attend or attends but does not participate, the Conduct Officer may complete the investigation based on the information obtained. This includes the use of police investigation reports.
3. The Complainant, any alleged victim, and the Respondent shall each have the right to:
 1. Be notified of all alleged allegation(s) and/or violation(s). This will be performed through the University email system. Notifications of Student Organization Respondents will be done through the University email system to the president of the Student Organization (for notice of allegations) and the Student Organization Representative thereafter. Students and Student Organization leaders and

Representatives are responsible for checking their University email and following the instructions contained within the email.

2. Review any written complaint(s) submitted in support of the allegation(s) and/or violation(s).
3. Be informed about the Student Conduct Process and/or any other process.
4. Submit a written account or present a personal statement regarding the incident. The decision to not present information is not an admission of responsibility and will not be considered as such. A Student Organization Representative may submit one statement regarding the incident on behalf of the Student Organization.
5. Present relevant information, including names of witnesses, questions for witnesses (including the individual reporting the misconduct), and other documentation regarding the incident.
6. Be accompanied by one advisor during any conduct meeting in which the student or Student Organization is participating. A student or Student Organization should select an advisor of their choice whose schedule allows attendance at the scheduled date and time for the meeting(s) because delays will not be allowed due to the scheduling conflicts of an advisor.
7. Receive upon written request, at the conclusion of the investigation and appropriate review, a copy of the Conduct Officer's report, to the extent permitted by law.
8. Present a personal and/or community impact statement regarding potential sanctioning to the Administrative Review Officer(s). A Student Organization Representative may submit one statement on behalf of the Student Organization.
9. Under certain circumstance, appeal the decision
10. For cases involving sexual or gender-based harassment, sexual violence including sexual assault, dating violence, domestic violence, stalking, and related retaliation, the Investigators, Administrative Review Officers, Title IX Coordinators, and other employees involved in the disciplinary process will participate annually in training related to sexual harassment, sexual misconduct, gender-based discrimination and harassment, and Title IX.
11. For cases involving sexual or gender-based harassment, sexual violence including sexual assault, dating violence, domestic violence, stalking, and related retaliation, the Complainant and Respondent have the additional rights provided below.

Complainants alleging sexual or gender-based harassment, sexual violence, dating violence, domestic violence, sexual assault, stalking and/or related retaliation have the following rights in matter adjudicated pursuant to the Code:

1. to an explanation of the options available;
2. to referrals to confidential assistance and support services from both on- and off-campus resources, including 24-hour services and confidential resource providers;

3. to reasonably available supportive measures as discussed in Part V;
4. to make a complaint that starts the University's investigation and resolution processes;
5. to a prompt, thorough, impartial, and equitable investigation and resolution of a complaint by a trained investigator;
6. to an advisor or support person of their choice who may be present at any time during the investigation proceedings and with whom they may consult, but who may not participate in or otherwise provide representation in any way throughout the process;
7. to reasonable accommodations for a documented disability during the process;
8. not to have irrelevant sexual history discussed;
9. to meet with the investigator and review relevant documents, witness accounts, and other information;
10. to speak and present information on their own behalf;
11. to submit questions for the Investigator and/or the Administrative Review Committee to ask witnesses and/or the Respondent;
12. to know the status of the case at any point during the process;
13. to be informed of the outcome of the process in a timely manner;
14. to an appeal from the outcome of the process;
15. that the University will maintain confidentiality, including the identity of the parties, to the extent possible while complying with the requirements of University policies and applicable laws;
16. to choose whether or not to initiate a formal investigation of the complaint, unless the University deems it necessary to investigate to protect the safety of the community or in compliance with applicable law;
17. to file no complaint with the University, but receive support services from the University;
18. to file a police report and/or take legal action separate from and/or in addition to the University discipline process;
19. to seek and enforce a no-contact, restraining or similar court order;
20. to be assisted by the University in seeking assistance from or filing a complaint with local law enforcement, and/or in seeking and enforcing a no-contact, restraining or similar court order;
21. to not file a complaint or seek assistance from local law enforcement, but receive support services from the University;
22. to be free from any behavior that may be construed by the University to be intimidating, harassing or retaliatory; and
23. to have the matter handled in accordance with University policy and procedure, and to be provided with applicable policies and procedures.

Respondents to claims of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking and/or retaliation have the following rights:

- a. to an explanation of the allegations against them, including the date, time and location, if known, of the conduct that is the subject of the investigation, and a specific statement of which policies were allegedly violated and by what actions;
- b. to receive a copy of the complaint filed against them;
- c. to referrals to confidential assistance and support services from both on- and off-campus resources, including 24-hour services;

- d. to reasonably available supportive measures as discussed in Part V;
 - e. to be presumed not responsible for the alleged conduct until a determination of responsibility is made through the complaint investigation process;
 - f. to a prompt, thorough, impartial and equitable investigation and resolution of a complaint by a trained investigator;
 - g. to an advisor or support person of their choice who may be present at any time during the investigation proceedings and with whom they may consult, but who may not participate in or otherwise provide representation in any way throughout the process;
 - h. to reasonable accommodations for a documented disability during the process;
 - i. not to have irrelevant sexual history discussed;
 - j. to meet with the investigator and review relevant documents, witness accounts, and other information;
 - k. to speak and present information on their own behalf;
 - l. to submit questions for the Investigator and/or the Administrative Review Committee to ask witnesses and/or the Complainant;
 - m. to know the status of the case at any point during the investigation and resolution process;
 - n. to be informed of the outcome of the process in a timely manner;
 - o. to an appeal from the outcome of the process;
 - p. that the University will maintain confidentiality, including the identity of the parties, to the extent possible while complying with the requirements of University policies and applicable laws;
 - q. to be free from any behavior that may be construed by the University to be intimidating, harassing or retaliatory; and
 - r. to have the matter handled in accordance with University policy and procedure, and to be provided with applicable policies and procedures.
4. Upon completion of the investigation, the Conduct Officer will attempt to meet with the Respondent to review the findings of the investigation, including a report containing the factual findings based on a preponderance of evidence standard, a determination of responsibility, and relevant communications and meeting notes. If there is a finding of "responsible," the Conduct Officer will also review the recommended sanctions. The student will then have five (5) business days to respond to the findings and recommended sanctions contained in the Findings Report. The student will also be encouraged to submit a Community Impact Statement. The Conduct Officer will also review the findings of the investigation with the Complainant. The Complainant will have five (5) business days to respond, including submission of a Community Impact Statement. A Student Organization Representative may submit one statement on behalf of the Student Organization.
 5. Upon the conclusion of five (5) business days, the Conduct Officer will submit to the Office of the Dean of Students, or designee, the findings report as well as the response from the Respondent and Complainant.
 6. Within ten (10) business days, an Administrative Review Committee, comprised of one or two Administrative Review Officers will be assigned to review the report and the parties' written responses to its findings, minus the recommendation regarding any disciplinary action and issue a formal decision regarding findings of responsibility. In cases where the sanction may include suspension or expulsion, including cases involving allegations of sexual or gender-based harassment, sexual violence, dating violence, domestic violence, and stalking, the Administrative Review Committee will hold a hearing at which it may ask questions of either or both parties, and any witnesses. In addition, questions may be

presented to the Administrative Review Committee by the Complainant and Respondent for the Administrative Review Committee to ask witnesses, Complainant, or Respondent. Whether or not the questions presented by the Complainant or Respondent are asked by the Administrative Review Committee shall be at the discretion of the Administrative Review Committee. The Administrative Review Committee may adopt the Conduct Officer's report, consult with the Conduct Officer, request that further investigation be done by the same or another Conduct Officer (including questioning of the parties), or request that the investigation be conducted again by another Conduct Officer. The Administrative Review Committee may not, however, conduct its own investigation.

7. If there is a finding that the Respondent has violated the Code, the Administrative Review Committee will review the Respondent's academic transcript and conduct history, the recommendations regarding any disciplinary action, and any submitted personal and/or community impact statements.
8. Once the Administrative Review Committee has completed its review on findings and sanctions, the Conduct Officer shall send the final report to the Office of the Dean of Students, or designee within three (3) business days. The Respondent will be notified in an emailed letter of the findings and imposed sanctions within three (3) business days. The Complainant will be notified in writing of any sanction that has a direct impact on him/her if permitted or required by law within three (3) business days. Upon written request, a copy of this report shall be made available to the Respondent, alleged victim, and Complainant if permitted or required by law. In addition to disciplinary sanctions the Respondent, the alleged victim, and the Complainant will be simultaneously notified of the factual finding(s) in writing if permitted or required by law.

6. Administrative Review for Sanctions:

1. If the Conduct Officer and Respondent are able to resolve the incident regarding the allegation(s) and/or violation(s), but not the sanctions, the Conduct Officer's report and the Investigation/Administrative Review shall focus on the sanctions.
2. The Complainant, any alleged victim, and the Respondent shall each have the right to:
 1. Be informed about the Student Conduct Process.
 2. Receive upon written request, at the conclusion of the investigation and appropriate review, a copy of the investigator's report, to the extent permitted by law.
 3. Present a personal and/or community impact statement regarding potential sanctioning to the review officer(s). A Student Organization Representative may submit one statement on behalf of the Student Organization.
3. Upon completion of the Conduct Officer's report, the Conduct Officer will submit to the Office of the Dean of Students, or designee, a report containing factual findings based on a preponderance of evidence standard, a determination of responsibility (typically, a signed agreement where the Respondent has taken responsibility for the allegation(s) and/or violation(s)), and a recommendation regarding any disciplinary action that may be appropriate.
4. Within ten (10) business days, one or two Administrative Review Officers will be assigned to review the report and issue a formal decision regarding sanctioning. The Administrative Review Officers will review the Respondent's academic transcript and conduct history, if one exists, and any submitted personal and/or community impact statements. The Respondent will be notified in writing of the findings and imposed sanctions. The

Complainant will be notified in writing of any sanction that has a direct impact on him/her as permitted or required by law.

5. Once the Administrative Review Committee has completed its review on findings and sanctions, the Conduct Officer shall send the final report to the Office of the Dean of Students, or designee within three (3) business days. The Respondent will be notified in an emailed letter of the findings and imposed sanctions within three (3) business days. The Complainant will be notified in writing of any sanction that has a direct impact on him/her if permitted or required by law within three (3) business days. Upon written request, a copy of this report shall be made available to the Respondent, alleged victim, and Complainant if permitted or required by law. The Respondent, the alleged victim, and the Complainant will be simultaneously notified of the factual finding(s) in writing if permitted or required by law.
7. **Determination of Facts Relative to an Alleged Violation**
 1. The standard used in determining whether or not the Respondent violated The Code, is a preponderance of the evidence (whether it is more likely than not that a violation occurred).
8. **Sanctions**
 1. If the Respondent is found responsible for violating The Code, appropriate sanctions will be imposed. Sanctions are determined by considering the nature of the misconduct, precedent regarding such misconduct, the Respondent's conduct history, Respondent's present demeanor, the community impact statements, and/or mitigating or aggravating factors. With respect to Respondents that are Student Organizations, Student Conduct Officers will obtain recommendations of, and other applicable University departments and offices and may also include a review of, the conduct history of the Student Organization, including individual members of the Student Organization.
 2. Sanctions for students found responsible for violations involving sexual harassment, sexual violence, domestic violence, dating violence, or stalking, include, but are not limited to: warning, disciplinary probation, loss of privileges, relocation of residence, restriction from facilities or activities, temporary or permanent residence hall suspension, fines and/or restitution, disciplinary hold, assessment, educational program or project, revocation of admission or degree, withholding of degree, probation, suspension, expulsion,
 3. The University has a special concern for incidents in which persons are mistreated because of race, gender, disability, age, marital status, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran status, genetic information, or other personal characteristic. Such incidents damage not only individuals, but also the free and open academic environment of the University.
 4. Some University policies specify sanctions for violations. See individual policies for sanctions required, if any.
 5. A campus department, separate from the Office of the Dean of Students, may place a restriction on a student or Student Organization found responsible for violating The Code.
 6. In addition to other mitigating and aggravating factors considered in connection with imposing sanctions, additional factors may be considered with respect to Student Organizations including, but not limited to:
 1. The role of leaders and the seniority of the members of the Student Organization involved in the behavior supporting the violation;
 2. Whether leaders had knowledge of the misconduct before or while it occurred and failed to take corrective action;

3. The number of members of the Student Organization involved in the behavior supporting the violation and the extent to which members acted in concert in connection with such behavior;
 4. Whether the leaders of the Student Organization self-reported the behavior underlying the violation;
 5. The extent to which the Student Organization leaders and members cooperated, responded honestly to questions, and accepted responsibility for the behavior underlying the violation;
 6. The misconduct involves a violation of the University's Hazing Policy, Alcohol Policy, Drug Free Policy, or violation of law.
7. The following sanctions may be imposed, individually or in various combinations, on any student found to have violated The Code. In the interest of creating a clear and transparent policy, the following list establishes the potential sanctions that the University may impose to address first-time violations of specific behavior. Please See *Appendix C*.

Sanctions will be determined based on the nature, severity, and impact of the violations, and they will be imposed in progressive levels. Please note that this is not an exhaustive list of sanctions:

1. **Expulsion:** Permanent separation of the student from the University. A student who has been expelled is prohibited from participating in any University activity or program. The individual may not be in or on any University premises. Students found in violation of this restriction, including attempts to enter lands or buildings of the University, will be subject to immediate arrest for trespassing under Massachusetts General Law (M.G.L.) M.G.L. c. 266, s. 120. Please be aware that the student's academic record may be updated to reflect an expulsion, including any grade change which might be assigned.
2. **Suspension:** University Suspension is a separation from the University for a designated period of time. Students who are suspended from the University are restricted from all University premises and activities, including but not limited to, course registration, class attendance, participation in co-curricular activities, and University housing. Students found in violation of this restriction, including attempts to enter lands or buildings of the University, will be subject to immediate arrest for trespassing under M.G.L. c. 266, s. 120. Please be aware that the student's academic record may be updated to reflect a suspension, including any grade change which might be assigned. Students who have been separated from the University for a period of time must apply for re-admission to the University and also meet with the Office of the Dean of Students, or designee, two weeks prior or earlier to the next registration period for which the student is eligible to review any outstanding sanctions and the readmission process.
3. **Probation:** Probation is a set period of time during which the Respondent is given the opportunity to modify unacceptable behavior, to complete specific assignments, and to demonstrate a positive contribution to the University community in an effort to regain student privileges within the University community. Please be aware there is the possibility of University Suspension or University Expulsion if the student is found responsible for a subsequent violation or Loss of Recognition with respect to a Student Organization found responsible for a subsequent violation. Additionally, as students and organizations which are on probation are not considered to be in good disciplinary standing with the University, this may impact their ability to participate in intercollegiate athletics, represent the University, student leadership positions, study abroad

opportunities, extracurricular, and/or residence life activities.

4. **Warning:** A written notice that the Respondent has violated University policy or The Code and a warning that another violation will likely result in more severe sanctions which could include University Probation, Temporary or Permanent Residence Hall Suspension, University Suspension, or University Expulsion, or Loss of Recognition with respect to a Student Organization.
5. **Permanent Residence Hall Suspension:** Permanent separation of the student from the residence halls.
6. **Temporary Residence Hall Suspension:** Temporary separation of the student from the residence halls for a specific period of time, after which the student may reapply for housing. Reapplication for housing does not guarantee immediate placement. Conditions for returning to the residence halls may be specified.
7. **Deferred Residence Hall Suspension:** A period of time in which the Respondent will be subject to removal from the residence hall for any additional documentation. A Respondent on Deferred Residence Hall Suspension will not be eligible to apply for housing.
8. **Housing Probation:** A period of time during which the Respondent may be subject to removal from the residence halls if there is an additional documentation.
9. **Relocation of Residence:** Required assignment to another residence area.
10. **Loss of Privileges:** Denial of specified privileges for a designated period of time.
11. **Restriction:** Denial of access to any campus facility, activity, class, or program. This includes No Contact Orders.
12. **Fines:** Financial sanction.
13. **Disciplinary Hold:** A hold may be placed on a student's account. This may impact the student's ability to register for classes, obtain certain academic records, or register for housing.
14. **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
15. **Community Restitution Project:** Assignment of an appropriate service project that will benefit the University community, responsible student, or others.
16. **Assessment:** A student may be referred to an appropriate office or local agency for consultation or assessment. These may include Alcohol and Other Drug (AOD) Assessments and Anger Assessments.
17. **Educational Program/Project:** Participation in a health or safety program (the student may be required to pay a fee), seminar, and other assignments as warranted.

18. **Revocation of Admission or Degree:** Admission to the University or revocation of a degree awarded from the University may be revoked for fraud, misrepresentation, or another violation of *The Code* in obtaining the degree or for other serious violations committed by a student after admission or prior to graduation.
19. **Withholding Degree:** The University may withhold awarding a degree otherwise earned until the completion of the disciplinary process set forth in *The Code*, including the completion of all sanctions imposed, if any.
8. The following sanctions may be imposed upon any Student Organizations found to have violated *The Code*. Please note that this is not an exhaustive list of sanctions:
 1. Those sanctions listed above.
 2. **Loss of Recognition:** Loss of all University privileges for a designated period of time. Loss of recognition for more than two consecutive semesters requires a Student Organization to reapply for University recognition. Conditions for future recognition may be specified. Students may not continue to participate or associate in a Student Organization or accept further members during any Loss of Recognition.
 3. **Disciplinary Hold.** A hold may be placed on the Student Organization's ability to use all or specified University privileges.

9. Appeals

1. A decision reached through an Administrative Conference cannot be appealed.
2. In regard to violations of Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence and Stalking, both the complainant and the respondent have the right to file an appeal.
3. A decision reached through the Administrative Review Committee may be appealed by the Respondent(s) or Complainant(s) or victim(s), when legally appropriate, to an appellate body board within five (5) business days of the decision. Only the Student Organization Representative may submit an appeal on behalf of a Student Organization Respondent.
4. All appeals shall be submitted through the online form found here: https://cm.maxient.com/reportingform.php?UMassBoston&layout_id=8
5. The appeal form must state the reasons for the appeal and provide information as to the basis of the appeal.
6. Except as required to explain the basis of new information, an appeal shall be limited to a review of the investigation report and review findings. The review shall be for one or more of the following purposes:
 1. If the student can demonstrate new and significant evidence that would substantially alter the findings of fact, not previously known to the appellant that has been discovered, and is newly available during the appeals process. The new evidence could not have been discovered through the exercise of reasonable diligence, and the absence of which was sufficient to materially affect the outcome.
 2. If the student can demonstrate that significant procedural errors of The Code process occurred that were substantial enough to effectively and detrimentally affect the outcome.
7. If an appeal is upheld by the appellate body, the matter shall either be referred to the original Administrative Review Committee to allow reconsideration of the original determination or the appellate body will determine any change. If an appeal is not upheld,

the matter shall be considered final and binding upon all involved.

8. All parties to an appeal will promptly receive simultaneous written notice of the outcome of the appeal.

10. Accommodations for Students with Disabilities

1. Students with disabilities must be afforded an equal opportunity to participate in, and benefit from, all postsecondary education programs and activities. This includes any course of study, or activity offered. Rules or policies which would limit students with disabilities from participating fully in a program or activity may not be imposed. Academic standards should not be compromised, but accommodations must be provided, on a case-by-case basis, to afford qualified students with disabilities an equal education opportunity. Faculty members should not provide academic accommodations without approval from the Ross Center for Disability Services. Instead, faculty members should refer those students seeking accommodations to the Ross Center. Faculty handbooks containing detailed information on faculty responsibilities and rights are available at the Ross Center. One may contact the Ross Center at 617-287-7430.
2. A student with a disability who desires an accommodation regarding an Educational Conference, Administrative Conference, Administrative Review, or Appeal Meeting must request an accommodation by following the procedure for requesting an accommodation through the Ross Center. The Ross Center will make a determination regarding the request and notify the appropriate parties. A student will not be considered to have a disability unless and until the student registers with the Disabilities Resources Office. Please contact the Ross Center to obtain for further information.

Part V: Interim Administrative Action and Supportive Measures

1. The Vice Chancellor for Student Affairs, or designee, may impose an interim "University Suspension," an interim "Removal from Housing," an interim "Loss of Recognition," and/or other necessary restrictions on a Respondent prior to or during an Administrative Review of the Respondent's alleged violation. Such action may be taken when, based on the information provided and in the professional judgment of a University official, a threat of harm to persons or property exists, or to protect the safety of any person.
2. Interim administrative action is not a sanction. It is taken in an effort to protect the safety and well-being of the Complainant, Respondent, other members of the University Community, the University, or property. Interim administrative action is preliminary in nature; it is in effect only until an Administrative Review has been completed. However, violations of interim administrative action may result in additional violations and sanctions including University Suspension, University Expulsion, or Loss of Recognition. If interim administrative action is taken pursuant to sexual harassment or related retaliation as defined by the Title IX Grievance Procedure, it shall be conducted pursuant to that Procedure.
3. When the Office of the Dean of Students or Director of the Office of Civil Rights and Title IX is made aware of allegations of gender-based discrimination or harassment, sexual harassment, sexual violence including sexual assault, dating violence, domestic violence, stalking, or other sexual misconduct or related retaliation, the Office of the Dean of Students or Office of Civil Rights and Title IX or a designee will consult with the Title IX Coordinator and discuss supportive measures with the Complainant. An individual need not have filed a formal complaint to receive supportive measures, and supportive measures are available regardless of whether the alleged discrimination, misconduct, harassment, or retaliation occurred on or off campus, or within a University program or activity. To the extent the Respondent is known, the Office of the Dean of Students and/or Office of Civil Rights and Title IX may provide the Respondent with supportive measures, in consultation with the Title IX Coordinator. These measures are non-disciplinary, non-

punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent.

Supportive measures shall be designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter harassment, discrimination, and/or misconduct. Supportive measures may include, but are not limited to:

- Counseling
- Course-related adjustments, including extensions of deadlines or section transfers
- Modifications of work or class schedules
- Mutual restrictions on contact or communication
- Changes in work or housing locations
- Changes in transportation arrangements
- Leaves of absences
- Assistance notifying law enforcement of alleged sexual harassment
- Assistance in seeking a court-issued protective order

In addition to providing supportive measures, the Office of the Dean of Students and/or Office Civil Rights and Title IX will discuss the Non-Discrimination and Harassment Policy, the Title IX Grievance Procedure, this Procedure and/or other policies and procedures with the parties as appropriate.

The University will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The University will maintain records of supportive measures for seven years from their implementation.

Violations of the supportive measures and/or related directives will constitute related violations that may lead to additional disciplinary action. Supportive measures imposed may become permanent depending upon the results of adjudications as determined by the University.

Part VI: Maintenance and Review of Conduct Files

1. Student conduct files are deemed educational records and are maintained separately from any other academic or official file at the University by the Dean of Students or designee. Generally, information from the files is not released without the written consent of the student. However, certain information may be provided without a student's prior consent to individuals within the University who have a legitimate legal or educational interest in obtaining it, and to individuals outside the University under certain circumstances. (Please refer to the Family Educational Rights and Privacy Act section of the Student Handbook for further information)
2. In the discretion of the University, sanctions of "Suspension" and "Expulsion" may be noted on the student's official transcript. A suspension may be noted until graduation or seven (7) years following the end of the period of suspension, whichever occurs first. An expulsion may be noted permanently.
3. A student conduct file is maintained chronologically by incident date and then by Respondent. A student may have more than one file. Generally, a Conduct File, including related documents, will be kept seven (7) years from the date of the incident. The student conduct file of an expelled student shall be retained indefinitely. Information contained in the incident database is maintained

for seven (7) years from the date of the incident.

4. In situations involving both a respondent and student who believes he/she was victim of a student's misconduct, the records of the process, if any, will be considered to be the educational records of both the charged student and the student who believes himself/herself to be the victim because the educational career and chances of success in the academic community of each may be impacted.
5. Records of student conduct actions are maintained in the Office of the Dean of Students in compliance with the Family Educational Rights and Privacy Act ("FERPA"). See below link <https://www.umb.edu/campus-life/current-students/policies/student-right-to-review-university-records/>

Part VII: Interpretation and Revision

1. Any questions of interpretation regarding The Code shall be referred to the Office of the Dean of Students, or designee, for determination. The Dean of Students', or designee's, determination is final.
2. The Code shall be reviewed at least every three (3) years under the direction of the Vice Chancellor for Student Affairs. Substantive revisions shall be approved by the processes established by the University.
3. Questions, comments, and suggestions should be forwarded to the Office of the Dean of Students. The Code may be reviewed annually by the Office of the Dean of Students.

Appendix A: University Massachusetts Boston Good Samaritan Procedures

The University of Massachusetts Boston (UMB) is dedicated to maintaining a safe and healthy community for our students. As such, The Code of Conduct reflects these priorities by prohibiting the use of substances in manner that is dangerous and/or unlawful.

The Good Samaritan Procedures serve as a supplement to The Code of Conduct and UMB's Alcohol and Drug Policies, and is designed to encourage good Samaritans and help-seeking behavior for individuals requiring medical assistance. This policy may provide amnesty from consequences through Student Code of Conduct, but does not preclude hospitalization, protective custody, interim suspension, or other actions deemed relevant for student safety. Students are strongly encouraged to call 911 or Public Safety's Emergency Line at 617.287.1212 to request medical assistance when they or others may be:

1. dangerously intoxicated/ under the influence of alcohol/drugs; or,
2. experiencing any medical emergency.

This policy applies to students seeking medical assistance for themselves or for another person, and who act in accordance with the expectations set forth in this policy. It also applies to any student for whom medical assistance was sought. Under this policy:

1. When students contact the Department of Public Safety or another appropriate staff member (e.g. Faculty, Security Desk Attendant (SDA), Community Ambassador, Resident Assistant on Duty, etc.) seeking medical attention, neither the reporting student nor the student for whom medical assistance was sought will be subject to a Student Conduct complaint for possession, consumption or intoxication under the University's alcohol or drug policies.
2. In order to qualify for "medical amnesty" under this procedure, students who seek assistance for another person must remain with that individual (assuming the student is present at the scene) until University Police or other designated first responder (e.g., ambulance, Fire Department) arrives on scene. It is expected that individuals involved in this process cooperate fully with first responders.
3. This procedure does not apply to individuals requiring medical assistance for alcohol- or drug-related issues who do not seek assistance, for whom no assistance was sought, or who have already been brought to the attention of University staff or emergency responders. For example,

- this procedure would not apply to an intoxicated individual whom the police discover creating a disturbance on campus.
4. When it is the opinion of the Dean of Students or designee that the continued presence of a student constitutes a danger to the student, or to others, the imposition of interim suspension or other temporary restrictions deemed necessary shall not be precluded under this procedure.
 5. In order to qualify, the student(s) will be required to:
 1. attend a meeting scheduled by the Dean of Students or designee;
 2. attend a meeting with a counselor at the University Counseling Center and/or a staff member at Wellness Education if required by the Dean of Students or designee; and,
 3. act in accordance with all student expectations outlined in this procedure.
 4. This procedure applies to UMB alcohol and drug policy violations related to possession, consumption, and intoxication. It does not prevent a complaint being filed against a student for other Student Conduct Code Regulations (e.g., assault, distribution of illegal substances, etc...), nor does it prevent police/criminal action.
 5. Repeated incidents resulting in the application of this procedure would be of great concern to the UMB. In such cases, the UMB reserves the right to take disciplinary action on a case-by-case basis and decline to grant amnesty.

Appendix B: Academic Honesty

It is the expressed policy of the University of Massachusetts Boston that every aspect of academic life—including formal coursework situations as well as all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The university presupposes that any work submitted by a student for academic credit indicates that the work is the student's own and complies with university policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation.

Section I: Academic Honesty Violations

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

1. Submitting an author's published or unpublished work (e.g., material from a journal, Internet site, newspaper, or encyclopedia) as one's own in whole, in part, or in paraphrase without fully and properly crediting the author.
2. Submitting materials or work obtained from another student, individual, or agency as one's own without full and proper attribution.
3. Submitting material produced through unacknowledged or unauthorized collaboration with others as one's own.
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, or using or distributing unauthorized copies of an examination or notes from an examination.

7. Submitting an examination taken by another person as one's own 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 fieldwork, 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.

Section II: Academic Dishonesty Procedures

1. Before reporting a suspicion of academic dishonesty, the faculty member may discuss the matter with the student and/or the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students), or otherwise investigate the circumstances of the alleged violation. If the faculty member determines after such consultation and investigation that academic dishonesty did not in fact occur, no formal charge of academic dishonesty will be made.
2. To initiate formal proceedings, a faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten (10) business days of the discovery of the alleged violation. Such written notice should inform the student of the factual basis for the charge and the specific sanctions the faculty member proposes to impose and any university sanctions he/she may recommend to the Associate Vice Provost of Undergraduate Studies (AVP) or the Dean of Graduate Studies (Dean), as appropriate. The letter should also inform the student that s/he may be subject to university sanctions imposed directly by the AVP/Dean beyond those recommended by the faculty member. The faculty member shall offer to meet with the student and the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students) to discuss the case. No more than ten (10) business days after meeting (or offering to meet) with the student, the faculty member may impose penalties within his/her purview and so inform the AVP/Dean. If the faculty member, after meeting with the student, determines that the student did not commit academic dishonesty, s/he will so inform the student and AVP/Dean in writing. If no penalty has been imposed within the specified timeframe, the charges shall be considered dropped.
3. All correspondence concerning an allegation of academic dishonesty should be copied to the faculty member's department chair (for undergraduates) or the faculty member's graduate program director (for graduate students), the faculty member's college dean, the Associate Vice Provost of Undergraduate Studies (for undergraduate students) or the Dean of Graduate Studies (for graduate students), and the Office of the Vice Chancellor for Student Affairs. The chair/graduate program director and/or relevant college dean(s) may, at their option, consult with the faculty member and/or student, review the case, and make separate recommendations to the AVP/Dean regarding university sanctions.
4. Academic dishonesty by graduate students lies primarily within the purview of the Dean of Graduate Studies, who will determine whether to apply university sanctions in a particular case. The Dean's decision will be informed by any recommendations made by the student's graduate program director and/or college dean. Academic dishonesty by undergraduate students lies primarily within the purview of the college deans. For the purposes of these procedures, the college deans delegate responsibility for determining whether to apply university sanctions in a particular

case to the AVP. The AVP's decision will be informed by any recommendation made by the faculty member's chair and will be made in consultation with the college dean(s) involved; it is further subject to review and revision by the faculty member's college dean. Within (10) ten business days of the notification of the faculty member's imposition of sanctions, the AVP/Dean will review the case. In doing so, s/he may choose to interview or question the parties involved or otherwise investigate the case. The purpose of this review is to consider the imposition of university sanctions. At the end of this review, the AVP/Dean may impose additional university sanctions, including but not limited to those listed in Part IV. F. 8 and 9 of the Student Code of Conduct. University sanctions will normally be imposed for violations of an especially serious nature or in cases of repeat offense.

5. The student may submit an appeal in writing to the Provost/Vice Chancellor for Academic Affairs, copying the Office of the Vice Chancellor of Student Affairs, within (10) ten business days of the AVP/Dean's imposition of university sanctions or (10) ten business days of the expiration of the period of time available to the AVP/Dean to impose such sanctions, whichever comes first. The Provost/Vice Chancellor of Academic Affairs will convene an Appeal Panel, consisting of 3 to 4 faculty members and 2 students from the standing membership of the Joint Discipline and Grievance Committee, and instruct the panel to review the case by convening a hearing. At this hearing the panel will, at minimum, interview and question the student and faculty member. The Provost/Vice Chancellor of Academic Affairs will appoint a member of the panel to serve as the Chair.
6. Within (10) ten business days after completion of its hearing and review, the panel will make a report of its findings and recommendations to the Provost/Vice Chancellor for Academic Affairs. Within (5) five business days of receiving this report, the Provost/Vice Chancellor for Academic Affairs will uphold, reverse, or modify the faculty member's and AVP/Dean's decisions. Modifications may include any of the sanctions listed in Part IV. F. 8 and 9 of the Student Code of Conduct. The decision of the Provost/Vice Chancellor for Academic Affairs is the final university disposition of the matter and is not subject to further appeal except in cases of expulsion. Students may appeal an expulsion to the Chancellor within 10 business days of the Provost/Vice Chancellor for Academic Affairs' decision to expel.

Section III. Academic Dishonesty Sanctions

1. Faculty members may impose one or more of the following sanctions:
 - A failing grade in the assignment in which the infraction occurred.
 - Forced withdrawal: the student is required to withdraw from the course. A grade of W will appear on the transcript and there will be no refunds of tuition, fees, or other charges.
 - A failing grade in the course or competency in which the infraction occurred.
 - Recommendation of additional sanctions: The faculty member, in cases of an especially serious nature, may recommend to the AVP/Dean the imposition of additional penalties, including those listed in this Code for misconduct.
2. Sanctions to be imposed by the Associate Vice Provost of Undergraduate Studies and/or the Dean of Graduate Studies are university sanctions and are described in detail in Part IV. F. 8 and 9 of the Student Code of Conduct.

Appendix C: Sanction Chart

In the interest of creating a clear and transparent policy, the following list establishes the potential sanctions that the University may impose to address first-time violations of specific behavior. Please note that this list is not exhaustive. Sanctions will be determined based on the nature, severity, and impact of the violations, and they will be imposed in progressive levels.

Violation	Potential Sanction for First Offenses
Open container of alcohol	<ul style="list-style-type: none"> • Written Warning • Parental notification for students under the age of 21
Underage possession or consumption of alcohol	<ul style="list-style-type: none"> • Written Warning • Parental notification for students under the age of 21
Excessive noise/Neighbor complaint	<ul style="list-style-type: none"> • Written Warning
Drug Paraphernalia	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection essay
Violation of smoking policy	<ul style="list-style-type: none"> • Written Warning
Failure to leave building during fire alarm	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection essay
Failure to comply with a University official/Disorderly conduct	<ul style="list-style-type: none"> • Written Warning • Education program and/or Reflection essay • 16 Academic Weeks Disciplinary Probation
False Identification	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection essay • 16 Academic Weeks Disciplinary Probation
Trespassing/Unauthorized access to campus buildings	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection essay • 16 Academic Weeks Disciplinary Probation
Public Intoxication/Alcohol Abuse	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection • 16 Academic Weeks Disciplinary Probation • Parental notification for students under the age of 21
Cannabis use/possession (under [1] ounce)	<ul style="list-style-type: none"> • Written Warning • Educational program and/or Reflection essay • 16 Academic Weeks Disciplinary Probation • Parental notification for students under the age of 21 • \$100 (In accordance with Massachusetts State Law)
Public Urination	<ul style="list-style-type: none"> • Written Warning • Education Program and/or Reflection essay • 16 Academic Weeks Disciplinary Probation • Financial Restitution (If applicable)
Furnishing alcohol and/or a location for consumption to minors	<ul style="list-style-type: none"> • 32-Week Disciplinary Probation upon return to the University • Parental notification for students under the age of 2 • \$100 (Massachusetts State Law has a \$2000 Maximum fine)

Violation	Potential Sanction for First Offenses
Theft	<ul style="list-style-type: none"> • 32 Week Disciplinary Probation upon return to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Destruction of University or private property/ Vandalism	<ul style="list-style-type: none"> • 32 Week Disciplinary Probation • Financial restitution
Physical Assault	<ul style="list-style-type: none"> • Suspension or Expulsion • 32 Week Disciplinary Probation upon return to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Hazing	<ul style="list-style-type: none"> • Suspension or Expulsion • 32 Week Disciplinary Probation upon return to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Dangerous weapons possession	<ul style="list-style-type: none"> • Suspension or Expulsion • 32 Week Disciplinary Probation upon to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Hate Crime	<ul style="list-style-type: none"> • Suspension Expulsion • 32 Week Probation upon return to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Endangering Behavior	<ul style="list-style-type: none"> • 32 Week Disciplinary Probation
Altering/falsifying University Documents	<ul style="list-style-type: none"> • Suspension or Expulsion • 32 Week Disciplinary Probation upon return to the University • Conditions may be set to assist in the student's success upon return to the University community after suspension
Cannabis (over [1] ounce)	<ul style="list-style-type: none"> • Suspension or Expulsion • Parental notification for students under the age of 21 • Conditions may be set to assist in the student's success upon return to the University community after suspension

Violation	Potential Sanction for First Offenses
	<ul style="list-style-type: none"> • 32 Week Disciplinary Probation upon return to the community
Illegal drug use and/or possession (other than cannabis)	<ul style="list-style-type: none"> • Suspension or Expulsion • Parental notification for students under 21 • Conditions may be set to assist in the student's success upon return to the community after suspension • 32 Week Disciplinary Probation upon return to the University
Operating a motor vehicle under the influence of alcohol (OUI, DUI, DWI)	<ul style="list-style-type: none"> • Suspension or Expulsion • Loss of driving/parking privileges on University premises for not less than one (1) academic year • 32 Week Disciplinary Probation upon return to the University
Manufacture, distribution, sale, offer for sale of illegal/controlled substances	<ul style="list-style-type: none"> • Suspension or Expulsion • Parental notification for students under the age of 21 • 32 Week Disciplinary Probation upon return to the University
Sexual Offense, including Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence or Stalking	<ul style="list-style-type: none"> • Probation, Suspension or Expulsion • 32 Week Disciplinary Probation upon return to the University

Appendix D: Sources of Assistance, Counseling, and Support

Support services are available to University community members who have experienced discrimination, harassment, sexual harassment (including sexual violence, dating violence, domestic violence, stalking, and related retaliation), or other sexual misconduct, regardless of whether they report the incident or file a complaint with the University. Support services are also available to community members who are Respondents to allegations of discrimination, harassment, sexual harassment, or sexual misconduct, and to community members who serve as witnesses in investigations. Below are on-campus and off-campus resources which may be available to respond, assist, and/or provide support. Inclusion in this list is not an endorsement. This information is subject to change.

FOR IMMEDIATE EMERGENCY ASSISTANCE, DIAL 911.

On-campus emergency assistance is also available from the University of Massachusetts Boston Police Department at 617-287-1212. Upon request, the University of Massachusetts Boston Police Department may assist students or employees in filing such a complaint or seeking a court protective order.

If a member of the University community is granted a court protective order from any court in the country, that individual is encouraged to provide the order to the University of Massachusetts Boston Police Department and the Title IX Coordinator, so that they may enforce the order as required. The community member may then meet with an officer from the University of Massachusetts Boston Police Department to develop a Safety Action Plan, which is a plan for University Police and the victim to reduce risk of harm while on campus or coming and going from campus. This plan may include, but is not limited to the supportive measures listed in this document.



In cases of sexual assault, the Massachusetts Sexual Assault Nurse Examiner (SANE) Program provides trauma-informed, expert forensic nursing care. For assaults that occurred within the past 5 days, SANE nurses may provide a medical forensic examination and forensic evidence collection kit. SANE services are available at the following healthcare providers in Boston:

Beth Israel Deaconess Medical Center
330 Brookline Avenue
Boston, MA 02215
(617) 667-7000

Boston Medical Center
One Boston Medical Center Place
Boston, MA 02118
(617) 638-6800

Cambridge Hospital
(Operating 24 hrs/day, 7 days a week)
1493 Cambridge Street
Cambridge, MA 02139
(617) 665-2300

Children's Hospital – Boston
300 Longwood Avenue
Boston, MA 02115
(617) 355-6000

Massachusetts General Hospital
55 Fruit Street
Boston, MA 02114
(877) 424-5678

Newton Wellesley Hospital
2014 Washington Street
Newton, MA 02462
(617) 243-6000

Boston Area Rape Crisis Center (BARCC)
99 Bishop Allen Drive
Cambridge, MA 02139
24/7 Hotline: (800) 841-8371
TTY: (617) 492-6434
Office: (617) 492-8306

Additional information about the SANE program, including state-wide SANE sites, and recommendations about the preservation of evidence, can be found here: <https://www.mass.gov/ma-sexual-assault-nurse-examiner-sane-program>.

ON-CAMPUS CONFIDENTIAL RESOURCES:

For students:

Type of Resource	Name of Resource	Contact Information	Location and Hours
Counseling	Counseling Center at University Health Services	Phone: 617-287-5690 Website: https://www.umb.edu/healthservices/counseling_center	University Health Services Quinn Administration Building, 2nd Floor. 100 Morrissey Boulevard Boston, MA 02125 **Medical and counseling support are available by phone after hours and on weekends.
Health	University Health Services	Phone: 617-287-5660 Website: https://www.umb.edu/health-services/	General medicine hours of operation are Monday - Friday, 8:30 a.m. – 5:00 p.m. Counseling appointments are available Monday-Wednesday, 8:30 a.m. – 7:00 p.m., and Thursday – Friday, 8:30 a.m. – 5:00 p.m.

For employees:

Counseling	ComPsych GuidanceResources Employee Assistance Program	Phone: 844-393-4983 Website: https://www.guidanceresources.com/groWeb/login/login.xhtml (Web ID: UMASS)	24 hours a day, every day
------------	--	--	---------------------------

For all community members:

Pastoral counseling	Interfaith Campus Ministries	Phone: 617-287-5838 Email: interfaith.campusmin@umb.edu	McCormack Hall, 3rd Floor, Ryan Lounge 9:30 a.m. – 7:30 p.m.
---------------------	------------------------------	--	--

ON-CAMPUS NON-CONFIDENTIAL RESOURCES

Type of Campus Resource	Resource	Address/ Location	Contact Information
Office of Civil Rights and Title IX	Brigid Harrington, Director, Office of Civil Rights and Title IX	Quinn Admin Building, Room 03/023	Phone: 617-287-4818 Email: Civilrights.titleix@umb.edu Website: https://www.umb.edu/crtix
Deputy Title IX Coordinator, Students	Ashlee Carter, PhD, Interim Associate Dean of Students and Deputy Title IX Coordinator	Campus Center, 4th Floor	Phone: 617-287-5800 Email: Ashlee.carter@umb.edu Website: https://www.umb.edu/life_on_campus/dean_of_students
Deputy Title IX Coordinator, Athletics	Megan Cullinane, Associate Director of Athletics		Phone: 617-287-5280 Email: megan.cullinane@umb.edu
Office for Diversity, Equity and Inclusion	Georgianna Melendez, Assistant Chancellor for Diversity, Equity, and Inclusion	Quinn Admin Building, Room 03/022	Phone: 617-287-4827 Email: diversity@umb.edu Website: https://www.umb.edu/odei
University Police Department	UMass Boston Police Department	Quinn Admin Building, Room 100	Emergency: 911 Cell phone emergency: 617-287-1212 Non-emergency: 617-287-7799 Website: https://www.umb.edu/police

OFF CAMPUS RESOURCES

Type of Resource	Resource	Address/ Location	Contact Information
Medical, Counseling, and Advocacy	Center for Violence Prevention and Recovery at Beth Israel Deaconess Medical Center	330 Brookline Avenue, Boston, MA	Phone: 617-667-8141 Website: https://www.bidmc.org/centers-and-departments/social-work/

Type of Resource	Resource	Address/ Location	Contact Information
Medical, Counseling, and Advocacy	Domestic Violence Program at Boston Medical Center	One Boston Medical Center Place, Boston, MA 02118	Phone: 617-414-5457 Website: https://www.bmc.org/programs/domestic-violence-program
Medical, Counseling, and Advocacy	Brigham and Women's C.A.R.E. Clinic	75 Francis St., Boston, MA 02115	Phone: 617-525-9684 Website: https://www.brighamandwomens.org/womens-health/connors-center/care-clinic/contact-care-clinic
Counseling and Advocacy	Boston Area Rape Crisis Center (BARCC)	99 Bishop Allen Dr., Cambridge, MA 02139	24-7 Hotline: 800-841-8371 Phone: 617-492-8306 Website: https://barcc.org/
Counseling	Safelink Domestic Violence Hotline		Phone: 877-785-2020
Counseling	National Sexual Assault Hotline		Phone: 800-656-4673
Counseling	National Suicide Prevention Lifeline		Phone: 800-273-8255
Legal Services	Victims Rights Law Center	115 Broad St., 3rd Floor, Boston, MA 02110	Phone: 617-399-6720
Legal Services	Justice Bridge		Phone: 617-860-3414 Website: https://www.umb.edu/campus-life/current-students/u-access/justice-bridge/

Instructional Setting Conduct Policy

Our Commitment to Academic Freedom

UMass Boston strives to create an environment of academic freedom that fosters the personal and intellectual development of all community members. As such, the University protects the rights of all students, faculty and staff to explore new ideas and to express their views. For true academic freedom to exist, acceptance of the spirit of inquiry and respect for diverse ideas and perspectives must exist in both the

overall university community and in instructional settings. While the principle of academic freedom protects the expression and exploration of new ideas, it does not protect disruptive or unlawful conduct.

Expectations for Conduct in Instructional Settings

Differences of opinions or concerns related to the class should be welcomed. The challenging of viewpoints is part of the academic experience, but should occur in a manner that does not threaten any member of the learning community or the opportunity for others to learn from the instructor.

Each Instructor, meaning anyone given the authority to teach a course or grade a student, including university/site supervisors and clinical preceptors or supervisors, is responsible for managing the instructional environment, which includes creating a setting for the open exchange of ideas by all students. Each student is responsible for ensuring that his or her own behavior promotes these goals.

Learning and the associated exchange of ideas may take place in many settings, including but also beyond the formal classroom. Instructional settings include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours, and off-campus venues. Instructional settings may also be virtual, for example, email or telephone-based instruction, chat rooms, and web activities associated with courses. Disruption of the learning process will not be tolerated and may lead to disenrollment or disciplinary action.

Disruptive Behavior in Instructional Settings

Disruptive behavior in instructional settings may be defined as, but not limited to, behavior that interferes with, disrupts or obstructs the learning environment, including teaching, research, administrative activities, or other authorized functions. Disruptive behavior also includes inciting others to do any of the above. Instructors have discretion as to what constitutes disruption and are encouraged to address their concerns with the student and also speak with their Chairs about such matters. If student behavior deemed disruptive persists to the point where an instructor restricts a student from class, the case must be reported to the Office of the Dean of Students to ensure due process.

Student behavior or speech that disrupts the instructional setting or flow of instruction or prevents concentration on the subject taught will not be tolerated. Although repeated or persistent rude or uncivil conduct may become disruptive, it is important to differentiate disruptive behavior from that which is merely rude, uncivil, intellectually challenging, or provides a different viewpoint.

Disruptive conduct includes, but is not limited to:

1. The student who becomes belligerent when confronted or is physically or verbally abusive;
2. The student who loudly and frequently interrupts the flow of instruction with outbursts or interjections.

These incidents must always be reported to the Office of the Dean of Students by submitting the Student Conduct Referral Form found [here](#).

In certain circumstances, the following may constitute disruptive or inappropriate conduct, dependent upon degree and context:

1. The student who fails to participate when participation is expected;
2. The student who sleeps in class;
3. The student who uses or activates mobile technology which is not conducive to the learning environment, including emitting a disruptive noise or light;

4. The student who without proper approval, persistently arrives late, takes unauthorized breaks or leaves during class or leaves early;
5. The student who continues to exhibit behaviors that the instructor has addressed and asked to cease.

These incidents may be reported to the Office of the Dean of Students by submitting the "Student Conduct Referral Form" form found [here](#).

Recordings in Instructional Settings

Massachusetts Law, prohibits private citizens from secretly recording others, or possessing a device with the intent to secretly record, or disclosing the contents of a secret recording.

Additionally, the Student Code of Conduct defines intrusion of privacy, as "the attempted use or actual use of electronic devices that invade a person's privacy. This includes but is not limited to: photographing, videotaping, filming, digitally recording, or by any other means secretly viewing, with or without a device, another person without that person's consent in any location where the person has a reasonable expectation of privacy, or in a manner that violates a reasonable expectation of privacy. Unauthorized storing, sharing, and/or distribution is also prohibited. This does not apply to lawful security or surveillance filming or recording that is authorized by law enforcement or authorized university officials. These provisions may not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly."

Academic settings are deemed places in which there is an expectation of privacy, unless previously agreed upon. These include, but are not limited to, the classroom, labs, office hours, and instructional space.

Instructor Responsibility

Instructors at UMass Boston are responsible for maintaining an environment conducive to learning in the instructional setting. To assure the best presentation of the course material, faculty/course instructors shall determine the manner and times during which students may ask questions, request clarification or express opinions or points of view in the instructional setting.

Each instructor is responsible for developing and distributing a syllabus that defines what it means to take and pass a particular course. Instructors are also responsible for assessing performance and conferring grades in relation to the stated grading policy. Disruptive behavior may affect a student's grade when that behavior conflicts with stated course policies and processes as the following two examples illustrate. In a course with a lateness policy, students who are repeatedly late may see their grades affected. In a course that teaches the constructive peer reviewing of each other's work, students who persist in taking unconstructive approaches may see their grades affected.

Process

For students who exhibit behavior that immediately endangers or seriously disrupts the establishment or maintenance of an appropriate learning environment in the physical classroom, Instructors must call the Department of Public Safety (7-1212). Additionally, students who are witnesses are also encouraged to call DPS. Disruptive students may be immediately removed from the classroom or from participation in another instructional setting, and their continued attendance or participation is subject to review before the next class meeting, or if that is not possible, within three business days.

The Instructor serves as a role model for the conduct they expect from students. In the event that disruptive conduct is occurring, the Instructor may offer general words of caution (e.g. "We have too many discussions at the moment"; "Let's all focus as a class.") Instructors should communicate with the student privately in a respectful and firm manner. A student who persists in disrupting an instructional setting may be directed to leave the classroom or other setting immediately.

One of the responsibilities of the Department Chair is to serve as an administrative leader for instructors and students who are enrolled in courses taught within the department. Instructors should inform their Chairs of students who are disruptive when the student is not responsive to the instructor's directives or the instructor is unsure how to address the student's issues. In addition to informing the Chair, disruptive behavior must be reported to The Office of the Dean of Students as described above. After reviewing the report, the Dean of Students Office will discuss the behaviors with the instructor and Chair to determine the context of the behavior as it relates to the Code of Conduct and to determine the appropriate procedures to follow. The Dean of Students will meet with the accused students formally or informally to address the behaviors. Instructors are advised to keep careful written records (or complete an incident report) regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. It is important to document and report disruptive conduct promptly as described above.

Academic & Administrative Policies

All students should be familiar with the regulations and procedures described below. Please note that none of these regulations or procedures shall preclude the development of more restrictive regulations and procedures by any individual graduate program.

- General Academic Regulations
 - Academic Honesty Policy
 - Administrative Withdrawal and Reinstatement
 - Course Changes and Withdrawals
 - Full-Time and Part-Time Status
 - Graduate Course Numbering System
 - Graduate Degrees and Certificates
 - Graduate Grading Policy
 - Leave of Absence Policy
 - Maximum Credit Load
 - Readmission
 - Registration Procedures
 - Retaking Courses
 - Satisfactory or Reasonable Progress, Academic Probation, and Academic Dismissal
 - Statute of Limitations Policy
 - Transfer Credit
- Degree Requirements
 - Applying for Graduation
 - Foreign Language Requirements
 - Master's Degree Requirements
 - Doctoral Degree Requirements
 - Requirements for the Certificate of Advanced Graduate Study (CAGS)

General Academic Regulations

Graduate Course Numbering System

Course Levels

500-599: These are graduate courses equivalent in workload and standards to 600-level courses. 500-level numbers are assigned (a) to graduate courses offered by departments that do not grant a graduate degree; examples are 500-level courses in Mathematics and Spanish that count toward the Teacher Education Track with Professional Licensure; or (b) as a signal to the Registrar that a course given by a graduate degree-granting unit does not normally count toward that degree. 500-level courses are most characteristically found in interdisciplinary programs and certificate programs. The transferability of these courses into a particular degree program, if not indicated in that program's section of this catalog, should be checked with the program director.

600-699: Master's or doctoral graduate courses within degree programs.

700-899: Doctoral graduate courses within degree programs.

900-999: Post-terminal degree courses.

Fixed Numbers

691-694, 791-794, 891-894: Seminars, variable titles

695-696, 795-796, 895-896: Independent Study

697, 797, 897: Special Topics, variable titles

698: Practicum

699: Master's thesis

899: Doctoral dissertation

Graduate Degrees and Certificates

The University of Massachusetts Boston offers graduate degree programs at the master's and doctoral levels, certificates of advanced graduate study, and graduate certificates.

- A degree program is a coherent course of study of at least 30 credit hours leading to the master's degree or at least 60 credit hours leading to the doctoral degree. A track is a coherent course of study within a degree program; the track curriculum will consist of at least 30 credit hours for a master's degree or 60 for a doctoral degree, a core portion of which is normally shared by other tracks in the same program. A course of study leading to a degree may further include one or more concentrations of at least nine credits each. Such concentrations are open only to students matriculated in the program.
- A separate course of study of at least 30 credits beyond the master's level may lead to a certificate of advanced graduate study (CAGS).
- A coherent course of study of at least 12 hours, but fewer than 30, leads to a graduate certificate at either the post-bachelor's or the post-master's level. Graduate certificate programs may be either independent or connected to a degree program.

All students wishing to enroll for graduate degrees, tracks within degrees, certificates of advanced graduate study, or graduate certificates must file applications for admission to those programs through the Office of Graduate Admissions. In some cases, students already matriculated in a graduate program may be admitted

to an additional certificate program without filing a formal admissions application through Graduate Admissions.

Academic Honesty Policy

It is the express policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students. For complete information on university policy in this area, see Code of Student Conduct.

Graduate Grading Policy

For graduate students, the university has used a system of letter grades that are equivalent to numerical "quality points," according to the following table:

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
F	0.00

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added; this result is the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours carried; this result is the student's cumulative quality point average. Graduate students may also be given grades of "NA" (Not Attending), "Inc" (Incomplete), "Y" (In Progress), "SAT" (Satisfactory), "AUD" (Audit). Explanations of these grades appear below.

The lowest passing grade for a graduate student is a "C." Grades lower than "C" which are submitted by faculty will automatically be recorded as "F." This graduate grading policy also applies to graduate students enrolled in undergraduate courses.

The instructor of a class has full responsibility for grading and is the best judge of student performance; there may, however, be instances in which a graduate student believes that a grade has been assigned unfairly. In such cases, the student should discuss the grade with the instructor. If they are unable to resolve the issue between them, the student should make a written request to the graduate program director asking for a formal meeting among the three parties to explain, discuss, and/or reconsider the grade. Although the

graduate program director serves as mediator in this meeting, the faculty member remains the final authority for any grading decision.

Not Attending (NA)

The Not Attending (NA) grade signifies that, although a student registered for a course and appeared on the class roster, the student never attended the class. The NA grade is not a substitute for dropping or withdrawing from a course. 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 the Registrar before the withdrawal deadline.

Incomplete (INC)

The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. If your record is such that you would fail the course regardless of your missing work, you will fail. Permission of the instructor must be obtained and the Incomplete Grade Contract must be completed. If you are receiving the grade of incomplete (INC), you are allowed up to one year in which to complete the course. The new grade must be submitted to the Registrar by the grading deadline for that semester depending on the grading deadline set by faculty member. The grade for any course not completed by this deadline will be converted to the grade of 'IF'.

"Y" and "SAT" Grades for Practicum (698), Thesis (699), Dissertation (899), and Capstone Credits

The required number of practicum, thesis, dissertation, and capstone credits varies by program. While in progress, these credits will be graded Y (in progress) for thesis and dissertation credits and, at the discretion of the program, for practicum and capstone credits. Normal tuition rates will apply. Upon satisfactory completion of these projects, these credits will be converted to SAT (satisfactory).

Audits

A graduate student may audit any class on a space-available basis, but may not use an audited 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 One Stop Student Service Center 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.

Undergraduate Courses

In some graduate programs, graduate students may take a maximum of three upper-level (300-400) undergraduate courses from UMass Boston toward their graduate degree, with the prior permission of their graduate program director. These courses must include additional work in order for graduate students to receive graduate credit. Lower-level (100-200) courses may be taken as prerequisite or preparatory courses but do not count toward the graduate degree. Please note that individual programs may set more stringent requirements regarding undergraduate courses. For information about such requirements, please refer to individual program descriptions in this publication or the program's handbook.

Academic Average for Graduate Degrees and Certificates

A student must maintain a cumulative average of at least 3.0 during their studies. The computation of the grade point average will include all graduate and upper-level undergraduate courses (taken as a matriculated student) that are eligible to count toward the student's graduate degree or certificate program. Grades for any courses taken at UMass Boston as a non-matriculated student but later transferred into the program are also included in the calculation of the GPA; grades for courses transferred into the program from other institutions are not calculated into the GPA. Graduate students with a cumulative GPA lower than 3.0 will not be eligible to graduate until they raise their GPA to a 3.0.

Satisfactory or Reasonable Progress, Academic Probation, and Academic Dismissal

A student must make satisfactory or reasonable progress toward completion of a degree program within the university's policy on time limits for that degree. A student who is not making satisfactory or reasonable progress is subject to probation and dismissal upon the recommendation of the graduate program director to the Dean of Graduate Studies.

Graduate probation and dismissal decisions are based on the criteria stated below. Individual graduate programs may establish more stringent quality standards, which are stated in the program section of the Graduate Catalog and enforced for all students in that particular program.

1. Graduate students whose cumulative grade point average falls below 3.0 will automatically be placed on academic probation and are not considered to be in good standing academically. Both the student and their graduate program director will be notified of this probationary status.
2. A student who in any two semesters, consecutive or otherwise, has semester grade point averages of below 2.8 is subject to academic dismissal for failure to make satisfactory progress, upon recommendation by the program director to the Dean of Graduate Studies.
3. Any graduate student who has accumulated four (4) or more INC or IF grades will be considered not to be making satisfactory progress toward the degree, will be placed on probation, and will normally be barred from registering for additional classes until the INC/IF grades are cleared.
4. Students may also be placed on probation for failure to meet program requirements upon the request of the graduate program director.

While on academic probation, a student shall be ineligible to hold office in any recognized student organization or recognized professional association, or to represent the university in any sense on or off campus. Students on probation will normally not be allowed to hold a graduate assistantship. Students will be removed from academic probation either when their cumulative grade point average meets or exceeds 3.0 or upon approval of a formal request by the relevant graduate program director to the Dean of Graduate Studies.

A student who has been placed on academic probation in any two semesters, consecutive or otherwise, will automatically be dismissed from the program and the University. The dismissal decisions will be initiated by the Office of Graduate Studies, in collaboration with the Registrar's Office, after reviewing transcripts of graduate students who, based on approved program criteria, are subject to dismissal. The Office of Graduate Studies will then refer cases for dismissal to the appropriate Graduate Program Director for review and recommendations. A recommendation for dismissal can be waived by the Graduate Program Director upon request to the Dean of Graduate Studies. A request for a waiver should include the basis for the recommendation and the terms for successful continuation in the program. Final dismissal decisions will be made by and communicated to the affected graduate student, the Graduate Program Director, and the Office of the Registrar by the Dean of Graduate Studies.

Graduate students may appeal dismissal decisions in writing to the relevant Graduate Program Director. Program directors in consultation with their dean who support reinstatement for the student will forward a written recommendation, stipulating the terms for successful continuation in the program, to the Dean of Graduate Studies who makes a final determination as to whether to rescind the dismissal. In addition, the Dean of Graduate Studies may add further stipulations to the reinstatement. All students for whom the dismissal is rescinded automatically remain on academic probation. Failure to meet any terms identified within the probationary letter will result in automatic dismissal without recourse to appeal.

Statute of Limitations Policy

Achievement of a master's or doctoral degree or a certificate of advanced graduate study 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.

Each program has established its own time limit, approved by faculty governance. A student who fails to complete a program within that established time limit is subject to dismissal. Specific information about time limits is available from each program office.

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 with a letter of explanation accompanied by a detailed schedule for completion. A letter from the student's graduate program director concurring with the request must be submitted to the Dean of Graduate Studies with the student's request.

Continuous Registration

Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If in any semester, for any reason, the student does not register for course, thesis, or dissertation credits, they may maintain continuous registration by paying a program fee. For further information, see under "Program Fee" in the "Tuition and Fees" section of this publication.

Leave of Absence Policy

A student who has been accepted into a graduate program is expected to remain in continuous enrollment until graduation, either full-time or part-time. However, if circumstances arise that cause an interruption in graduate study, a student may apply for a leave of absence (LOA). Leaves of absence are generally granted only in cases of substantiated illness or disability of the student or family member, military service, or one semester maternity or paternity leave. A student should document the basis for the leave.* A leave of

absence must be approved by the graduate program director and the Dean of Graduate Studies using the form available here.

- Leaves of absence are granted in yearly increments, and students may not be granted more than three years total LOA.
- Time spent on leave approved by OGS does not count toward the Statute of Limitations (SOL). The "SOL clock" is stopped for the period of the leave.
- Students on LOA will not be covered by the health insurance plan until they return to registration
- Students on LOA do not pay the program fee while on leave and a leave of absence does not make a student eligible for student loan deferments.

* If a student is providing medical information on another person as the basis for a medical leave of absence, the student must have the permission of that person to release the information.

Transfer Credit

Transfer of Courses and Credits

Applicants who have completed graduate course work at other accredited institutions may transfer towards the completion of a UMass Boston graduate degree up to the equivalent of 6 credits from courses in which the applicant received a grade of B or higher, provided these are courses that

- have not been used to fulfill requirements for another degree, and
- were earned no more than seven years before matriculation in the program into which the student wishes to transfer credit.

Transfer of UMass Boston courses and credits taken over and above credits earned for a bachelor's degree

A University of Massachusetts Boston undergraduate student who will earn more credits than needed for the bachelor's degree may register concurrently for graduate credits at the University of Massachusetts Boston. A maximum of six credits earned in this way will be accepted, provided that the student received a grade of "B" or better (Pass/Sat credits may not be transferred). After securing the permission of the graduate program director and of the graduate course instructor, the graduate program director must submit a transfer credit approval form to the Office of the Registrar before the bachelor's degree is conferred to certify that the course(s) will not be used to fulfill requirements for the bachelor's degree and to update the undergraduate & graduate records.

For intercampus programs (Biology, Biomedical Engineering and Biotechnology, Marine Sciences and Technology PhD, Nursing PhD and DNP, and Professional Science Master's™), courses taken at other UMass campuses will not be subject to the 6-credit or 12-credit limit, but will require the approval of the graduate program director for transfer.

Transfer credit is subject to the final approval of the graduate program director and the Dean of Graduate Studies.

Registration Procedures

Both newly accepted and currently enrolled students must begin the course registration process by conferring with their graduate program directors. New student registration is scheduled by each individual graduate program. Currently enrolled degree-seeking (matriculated) students register, using WISER, during the advanced registration periods beginning in April (for the fall semester) and November (for the spring semester). An "add/drop" period, usually five days in length, is provided at the beginning of each semester for students wishing to make changes in their schedules. All changes must be approved by the appropriate faculty member and graduate program director.

Full-Time and Part-Time Status

For most purposes, full-time graduate study is defined as nine or more credits, part-time as eight or fewer credits, and half-time as six 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 director certifies that they are working full time on dissertation 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.

Maximum Credit Load

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

Retaking Courses

A student may repeat any course, provided the student has not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition per course. 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.

Course Changes and Withdrawals

Adding or Dropping Courses

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

Withdrawing from Courses

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

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 One Stop Student Service Center. 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:

1. Consult with the graduate program director.
2. Receive clearance from any university office in which financial charges have been incurred.

Refunds and Reductions

Please note: Students receive a full tuition refund for each course dropped during the add/drop period. No refunds are given for course withdrawals after the add/drop period. Students withdrawing from the university may receive partial refunds depending on when the withdrawal takes place. For complete information, please see the university's graduate bulletin.

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 their pursuit of the degree must apply for readmission, and will be subject to the policies and requirements in effect at the time of readmission. The applicant must complete a readmission application form and pay readmission and all back program fees before the application will be considered. Before the applicant can be readmitted, the application must be approved by the appropriate program director and the Dean of Graduate Studies. The deadline for readmission applications is one month before the beginning of the semester for which application is being made.

Readmitted students must meet the program requirements that pertain at the time of their readmission. Courses older than seven years at the time of rematriculation cannot be used toward the degree, except with the prior written permission of the graduate program director at the time of readmission. In addition, it is within the program director's discretion to disallow any previously taken courses from counting toward the readmitted student's degree program.

Any student wishing readmission should contact their Graduate Program Director 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. The Graduate Readmission Application can be found [here](#).

Administrative Withdrawal and Reinstatement

See policy in Student Rights & Responsibilities.

Degree Requirements

Applying for Graduation

In order for a student to graduate, an application must be completed by following the procedures outlined by the Office of the Registrar.

The format requirements for master's theses and doctoral dissertations are published in a booklet available [here](#).

Foreign Language Requirements

Each academic program may establish foreign language requirements for its own advanced-degree candidates. The program determines both the number of foreign languages and the level of competence required. A foreign language is defined for this requirement as a language other than the candidate's native tongue, in which there is a significant body of literature relevant to their academic discipline. The term "foreign language" does not include computer languages.

Master's Degree Requirements

Please consult individual program descriptions for complete requirements.

For programs that include a master's thesis, it shall be the responsibility of the thesis committee to approve the thesis project, to supervise its execution, and to arrange for the final examination of the student, including public notice. This final examination, which will be at least partly oral, will be conducted by the thesis committee and will be primarily concerned with, but not necessarily limited to, the candidate's thesis. This examination shall be scheduled when all thesis committee members agree that the thesis is sufficiently complete to undergo defense; approval of the thesis, passing the defense, and/or recommending the degree, however, are not implied by scheduling this examination. Most programs require the student to deliver a public lecture on their research, usually on the day the final oral examination takes place. The final oral examination itself is attended by the candidate, the committee, and any invited guests. Only the committee members may vote. If all committee members cast positive votes, the student shall be deemed to have passed the final oral examination. If there is one negative vote, the degree will be held up pending satisfactory resolution by the student of the objections of the dissenting member of the committee; final program approval is represented by the signature of the graduate program director. If two or more members cast negative votes, the candidate will be informed that they have failed the examination.

Doctoral Degree Requirements

After completion of their course work and other program requirements, doctoral students are required to pass a preliminary comprehensive or qualifying examination conducted by the program, or successfully complete a qualifying paper. Any student who fails the comprehensive examination may, at the discretion of the examining committee, be permitted a second and final examination. On successful completion of the preliminary examination the student will be admitted to candidacy.

Doctoral Candidacy and Dissertation Requirements

As soon as possible after the student has been admitted to candidacy, the graduate program director of the candidate's program shall recommend a dissertation committee to the Dean of Graduate Studies. The dissertation committee shall consist of at least three members. At least two members of the committee shall be faculty members in the candidate's program. Ordinarily, the dissertation committee shall also include a member who is external to the candidate's program. The external member may come either from within the university or outside of the university. When there is uncertainty about whether a nominee is sufficiently independent of the candidate's program to serve as the external member, the Dean of Graduate Studies shall determine the nominee's eligibility. The graduate program director will be responsible for any additional nominations that may be necessary. On a case-by-case basis, graduate program directors may appeal to the Dean of Graduate Studies to approve a dissertation committee consisting of three faculty members in the candidate's program. Additional resource guides for the formation of dissertation committees and formatting of dissertations are available online.

The Dean of Graduate Studies is asked to provide the Graduate Studies Committee with a report annually on both the number of cases in which an exception is made to permit dissertation committees to be made up entirely of faculty in the candidate's own program and, more generally, on how well the dissertation committee system is functioning.

Policy on Qualifications of Chairs and Members of Dissertation Committees

Qualifications of faculty to chair dissertation committees:

1. To qualify to chair a dissertation committee, a faculty member must be a full-time faculty member and must have:
 1. A doctoral degree (typically a PhD or EdD, but in some instances a degree such as a JD, MD, or DBS may be appropriate); and
 2. 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.
2. Individual programs may establish additional criteria for eligibility of faculty to chair dissertation committees.
3. Individual programs are to provide graduate students each year with the names of faculty who are qualified to chair dissertation committees.

Qualifications of faculty and/or outside professionals serving as members of dissertation committees:

1. Members of dissertation committees must have 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.
3. Individual programs may establish additional criteria for eligibility of faculty to serve on dissertation committees.
4. Students establish dissertation committees with the advice and approval of their Graduate Program Director and Dissertation Chairperson.

It shall be the responsibility of the working dissertation committee to approve the dissertation project, to supervise its execution, and to arrange for the final examination of the student, including public notice. This final examination, which must be at least partly oral, will be conducted by the dissertation committee and will be primarily concerned with, but not necessarily limited to, the candidate's dissertation. This examination shall be scheduled when all dissertation committee members agree that the dissertation is sufficiently complete to undergo defense; approval of the dissertation, passing the defense, and/or recommending the degree, however, are not implied by scheduling this examination. Most programs require the student to deliver a public lecture on their research, usually on the day the final oral examination takes place. The final oral examination itself is attended by the candidate, the committee, and any invited guests. Only the

committee members may vote. If all committee members cast positive votes, the student shall be deemed to have passed the final oral examination. If there is one negative vote, the degree will be held up pending satisfactory resolution by the student of the objections of the dissenting member of the committee; final program approval is represented by the signature of the graduate program director. If two or more members cast negative votes, the candidate will be informed that they have failed the examination.

The graduate program director will supply documentation to the Office of Graduate Studies of each of the following stages in a doctoral student's progression. Those marked with an asterisk must be approved in writing by the Dean of Graduate Studies or their delegate:

1. acceptance to candidacy
2. formation of dissertation committee*
3. acceptance of dissertation proposal
4. declaration of intention to defend dissertation
5. successful defense
6. completion of the dissertation according to the university's guidelines for dissertation preparation*

Requirements for the Certificate of Advanced Graduate Study (CAGS)

Please consult individual program descriptions for complete requirements.

Colleges, Schools, & Departments

University of Massachusetts Boston

University-Wide Programs and Curricula

College of Education and Human Development

Departments

- Counseling and School Psychology
- Curriculum and Instruction
- Leadership in Education

School for Global Inclusion and Social Development

Programs

- Global Inclusion and Social Development
- Human Rights
- Rehabilitation Counseling
- Transition Leadership in Special Education
- Vision Studies

College of Liberal Arts

Departments

- Africana Studies
- American Studies
- Anthropology
- Applied Linguistics
- Art and Art History
- Asian Studies
- Classics and Religious Studies
- Communication
- Economics
- English
- History
- Latin American and Iberian Studies
- Modern Languages, Literatures, and Cultures
- Performing Arts
- Philosophy
- Political Science
- Psychology
- Sociology
- Women's, Gender, and Sexuality Studies

Programs

- Human Services
- Critical Ethnic and Community Studies

College of Management

Departments

- Accounting and Finance
- Management
- Management Science and Information Systems
- Marketing

Manning College of Nursing and Health Sciences

Departments

- Exercise and Health Sciences
- Gerontology
- Nursing

College of Science and Mathematics

Departments

- Biology
- Chemistry
- Computer Science
- Engineering
- Mathematics
- Physics

Interdisciplinary Programs

- Biochemistry
- Computational Sciences
- Integrative Biosciences

McCormack Graduate School of Policy and Global Studies

Departments

- Conflict Resolution, Human Security, and Global Governance
- Public Policy and Public Affairs

School for the Environment

Programs

- Environmental Sciences
- Urban Planning and Community Development

Centers

- Center for Rebuilding Sustainable Communities after Disasters

Continuing and Professional Studies

Programs

- International Development

Graduate Programs

Master's

Accounting (MS)

Accounting and Finance Department | College of Management

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 30 credits from ten courses including seven required courses, two electives, and one capstone course.

Prerequisite courses:

- MBA AF 601 - Economics for Managers
- MBA AF 610 - Accounting for Managers
- MBA AF 620 - Financial Management
- MBAMS 600 - Mathematical Analysis for Managers

Capstone: Completion of a research paper as part of MBA AF 691.

Statute of limitations: Five years.

Course Requirements

Required Courses (24 Credits)

One course from below may be substituted with an approved three-credit graduate course.

- MBA AF 611 - Intermediate Accounting 3 *Credit(s)*
- MBA AF 612 - Cost Accounting 3 *Credit(s)*
- MBA AF 613 - Federal Tax Planning 3 *Credit(s)*
- MBA AF 614 - Financial and Managerial Auditing 3 *Credit(s)*
- MBA AF 618 - Accounting Information Systems 3 *Credit(s)*
- MBA AF 640 - Accounting Data Analytics 3 *Credit(s)*
- MBAMGT 650 - Organizational Analysis and Skills 3 *Credit(s)*
- MBAMGT 664 - The Legal Environment of Business 3 *Credit(s)*

Electives (3 Credits)

Complete two from below.

- MBA AF 615 - International Accounting 3 *Credit(s)*
- MBA AF 616 - Financial Statement Analysis/Advanced Accounting 3 *Credit(s)*
- MBA AF 623 - Financial Modeling 3 *Credit(s)*
- MBA AF 631 - Sustainable Finance and Impact Investing 3 *Credit(s)*
- MBA AF 636 - Applied Econometric Analysis of Business Data 3 *Credit(s)*
- MBA AF 637 - Financial Reporting Fraud Examination 3 *Credit(s)*
- MBA AF 690 - Master's Thesis Option Research Colloquium 3 *Credit(s)*
- MBA AF 699 - Master's Thesis 3 *Credit(s)*

Capstone Course (3 Credits)

- MBA AF 691 - Financial Accounting Theory & Analysis 3 *Credit(s)*

American Studies (MA)

American Studies Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from ten courses including six core courses, three electives, and one final project course.

Capstone: Completion of a final project based on original research. Students may choose to do a curriculum unit, which entails doing research culminating in the presentation of a relevant and useful pedagogical document for secondary school teachers.

Statute of limitations: Five years.

Course Requirements

Core Courses (18 Credits)

- AMST 601 - Intro Amer Studies *3 Credit(s)*
- AMST 602L - American Society and Political Culture: 1600-1865 *3 Credit(s)*
- AMST 603 - Modern Political, Social, and Cultural History *3 Credit(s)*
- AMST 604 - Gender and Sexuality in US History and Culture *3 Credit(s)*
- AMST 605 - Ethnicity, Race, and Nationality *3 Credit(s)*
- AMST 606 - Studies in Popular Culture & Technology *3 Credit(s)*

Electives (9 Credits)

Complete three graduate-level courses drawn from American studies, anthropology, English, women's studies, Africana studies, politics, history, and public policy, with approval from the graduate program director.

Final Project Course (3 Credits)

- AMST 688 - Final Project *3-6 Credit(s)*

Applied Economics (MA)

Economics Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 32 credits from ten courses including six required courses, three electives, and a research capstone or thesis.

Capstone: Completion of a research paper and oral presentation.

Statute of limitations: Five years.

Course Requirements

Required Courses (18 Credits)

- ECON 601 - Applied Microeconomics *3 Credit(s)*
- ECON 602 - Applied Macroeconomics *3 Credit(s)*

- ECON 610 - Political Economy *3 Credit(s)*
- ECON 650 - Applied Economic Research Practicum *1 Credit(s)*
- ECON 651 - Quantitative Research Methods I *4 Credit(s)*
- ECON 652 - Quantitative Research Methods II *4 Credit(s)*

Electives (9 Credits)

Complete at least three courses from below.

At least six credits must be from the approved economic electives list. At least three credits must be from the approved quantitative methods list.

Approved Economics Electives:

- Any 600-level ECON courses not already required for the program
- PUBADM 602 - The New England Economic Environment *3 Credit(s)*
- PPOL-G 602 - Political Economy of Class, Race and Gender *3 Credit(s)*
- INTREL 614 - International Political Economy *3 Credit(s)*

Approved Quantitative Methods Electives:

- ENVSCI 623L - Introduction to Geographic Information Systems *4 Credit(s)*
- GERON GR 760 - Policy Analysis Techniques *3 Credit(s)*
- MSIS 680 - Advanced Data Mining *3 Credit(s)*
- SOCIOL 655 - Evaluation Research *3 Credit(s)*
- SOCIOL 660 - Fundamentals of Survey Methodology *3 Credit(s)*
- SOCIOL 661 - Designing and Evaluating Survey Questions *3 Credit(s)*
- SOCIOL 662 - Applied Survey Sampling - Design and Analysis *3 Credit(s)*

Research Capstone or Thesis (5 Credits)

Candidates may substitute some or all of the five required credits with independent study credits that result in a capstone or thesis.

- ECON 698 - Mentored Research Project *1-5 Credit(s)*

Applied Linguistics (MA)

Applied Linguistics Department | College of Liberal Arts
Online: Continuing and Professional Studies

[About the Program](#)
[Admission Requirements](#)

Program Requirements

Complete 30 credits from ten courses including five core courses, three concentration courses, and two electives.

Concentration: Students must choose a concentration in ESL and bilingual studies or foreign language pedagogy.

Capstone: Successful completion of a four-hour written comprehensive exam after completion of all required coursework. By invitation of faculty, students may complete a thesis for their capstone.

Practicum and field experience: Complete either a field experience or practicum.

Students in either concentration may earn their degree online through the Continuing and Professional Studies.

Residency: No more than twelve credits may be transferred in and applied toward the program electives; six credits from non-degree graduate study at UMass Boston and six credits of graduate course work from another institution. All transfer courses must be earned within seven years of program matriculation, have a grade of B or higher, be approved by the graduate program director and Graduate Studies, and not have been used to fulfill requirements for another degree.

Statute of limitations: Four years.

Course Requirements

Core Courses (15 Credits)

- APLING 601 - Linguistics 3 *Credit(s)*
- APLING 603 - Language, Culture and Identity 3 *Credit(s)*
- APLING 605 - Theories and Principles of Language Teaching 3 *Credit(s)*
- APLING 621 - Psycholinguistics 3 *Credit(s)*
- APLING 623 - Sociolinguistics 3 *Credit(s)*

Concentration Courses (9 Credits)

Take three courses from one of the concentrations below.

ESL and Bilingual Studies Concentration
Foreign Language Pedagogy Concentration

Electives (6 Credits)

Complete two additional APLING courses.

Students also have the option to take two courses as electives in related disciplines that complement their specialization.

Practicum and Field Experience

Students working to obtain solely MA degree are required to complete a Field Experience (APLING 690). The MA field experience requirement may be satisfied through teaching language in university undergraduate ESL classes, in a public school system, or at a community agency. The field experience requirement may be waived for students with significant onsite teaching experience (paid teaching, supervised student teaching, supervised teaching in an adult social or educational agency), and substituted with another elective course.

The student-teaching practicum (APLING 698) is required of MA students pursuing Massachusetts Department of Elementary and Secondary Education (DESE) PK-12 ESL licensure in addition to their MA degree. The ESL licensure student-teaching practicum cannot be waived. Students working to obtain MA state licensure must student-teach in a PK-12 public school ESL/Sheltered English setting for one full semester.

Licensure in French as a Foreign Language from the Department of Elementary and Secondary Education

Students wishing to pursue licensure from the Department of Elementary and Secondary Education in French as a foreign language should choose a concentration in Foreign Language Pedagogy and complete the following courses when selecting electives. Students will complete six additional credits of coursework beyond the requirements for the degree.

- APLING 697 - Special Topics in Applied Linguistics 1-6 *Credit(s)* Topic: French Applied Linguistics
- APLING 698 - Practicum/Field Experience 3-6 *Credit(s)*

Three of the following:

- FRENCH 464 - Roman Du 20e Siecle 3 *Credit(s)*
or
- FRENCH 465 - 20th Century French Theater 3 *Credit(s)*
or
- FRENCH 305 - 20th/21st Century French and Francophone Literature 3 *Credit(s)*
or
- FRENCH 490 - Special Topics 3 *Credit(s)* Topic: France/Maghreb

- FRENCH 307 - French and Francophone Popular Culture 3 *Credit(s)*
or
- FRENCH 480 - Images of Otherness in French and Francophone Literature 3 *Credit(s)*
or
- FRENCH 304 - French Conversation 3 *Credit(s)*
or
- FRENCH 306L - Introduction to French Cinema (in French) 3 *Credit(s)*

- FRENCH 301 - Composition et stylistique 3 *Credit(s)*
or
- FRENCH 411 - Theme et version 3 *Credit(s)*

Applied Physics (MS)

Physics Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete 34 credits from eight courses including three laboratory/applied courses, three theoretical courses, one elective, and one thesis or internship course.

Capstone: Completion of a master's thesis or internship.

Statute of limitations: Six years.

Course Requirements

Laboratory/Applied Courses (12 Credits)

Complete three from below.

- PHYSIC 600 - Electronic Instrumentation I: Analog *4 Credit(s)*
- PHYSIC 601 - Electronic Instrumentation II: Digital *4 Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory *4 Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) *4 Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics *4 Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging *4 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)* (with approval of the graduate program director)

Theory Courses (12 Credits)

Complete three from below.

- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics *4 Credit(s)*
- PHYSIC 612 - Electromagnetic Theory *4 Credit(s)*
- PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics *4 Credit(s)*
- PHYSIC 614 - Thermodynamics and Statistical Mechanics *4 Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists *4 Credit(s)*
- PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics *4 Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) *4 Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory *4 Credit(s)*
- PHYSIC 645 - Cancer Biophysics *4 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)* (with approval of the graduate program director)

Elective (4 Credits)

Complete one additional laboratory/applied or theory course from above.

Thesis or Internship Course (6 Credits)

In exceptional cases, with prior approval of the program, a student may graduate with nine courses (substituting two additional courses for the internship or thesis

requirement). These courses must be chosen as a coherent subject of specialization in an applied area of special interest to the student.

- PHYSIC 694 - Master's Internship 3-6 *Credit(s)*
or
- PHYSIC 699 - Master's Thesis Research 1-6 *Credit(s)*

Applied Sociology (MA)

Sociology Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 37 credits from at least ten courses including five core courses, one field work or internship course, one capstone course, and three to five electives.

Capstone: Completion of a master's paper or thesis or a comprehensive examination.

Residency: No more than six credits from courses outside the Sociology Department may be applied toward the program with permission of the graduate program director.

Statute of limitations: Five years.

Course Requirements

Core Courses (13 Credits)

- SOCIOL 600 - Foundations of Applied Sociology 3 *Credit(s)*
- SOCIOL 604 - Classical Sociological Theory 3 *Credit(s)*
- SOCIOL 650 - Meth Of Research I 3 *Credit(s)*
- SOCIOL 651 - Quantitative Methods 3 *Credit(s)*
- SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology 1 *Credit(s)*

Fieldwork or Internship Course (3 to 6 Credits)

- SOCIOL 610 - Teaching Sociology: Theory & Practice 3 *Credit(s)*
or
- SOCIOL 698 - Field Work 3-6 *Credit(s)*

Capstone Course (6 Credits)

- SOCIOL 694 - Master's Research Seminar 6 *Credit(s)*

Electives (12 to 15 Credits)

Complete 12 to 15 credits of electives in graduate SOCIOL or other courses chosen in consultation with the graduate program director.

Biology (MS)

Biology Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from at least eight courses including one required course, one research course, and 17 to 21 credits of electives.

Capstone: Completion of a master's thesis or library research project. Passage of a general oral examination after submission of the thesis or research project.

Statute of limitations: Six years.

Course Requirements

Required Course (3 Credits)

- BIOL 650 - Scientific Communication 3 *Credit(s)*

Research Course (6 to 10 Credits)

- BIOL 698 - Projects in Biology 1-6 *Credit(s)*
or
- BIOL 699 - Thesis Research 1-10 *Credit(s)*

Electives (17 to 21 Credits)

Complete 17 to 21 credits of graduate courses chosen in consultation with the academic advisory committee.

Biotechnology and Biomedical Sciences (MS)

Biology Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from at least ten courses including three core courses, four required electives and three additional electives.

Capstone: Students may choose either an internship option or a thesis option. Each student prepares a written report on his or her research work and must also take an oral examination, which will not necessarily be limited to the topic of the report. The student must submit an outline of the report to his or her advising committee before taking the oral examination.

Statute of limitations: Six years.

Course Requirements

Core Courses (9 Credits)

- BIOL 650 - Scientific Communication 3 *Credit(s)*
- BIOL 694 - Research Experimentation in Biology 3 *Credit(s)* - complete two semesters

Required Electives (12 Credits)

Complete four from below.

- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*

Additional Electives (9 Credits)

Complete at least nine credits from below.

At least two must be BIOL courses.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 653 - Current Literature in Biology 1 *Credit(s)*
- BIOL 672 - Directed Readings in Biology 1-3 *Credit(s)*
- BIOL 673 - Directed Readings 1-3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 699 - Thesis Research 1-10 *Credit(s)* - take for four credits
- CHEM 658 - Medicinal Chemistry 4 *Credit(s)*
- ENVSCI 611 - Applied Statistics 3 *Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging 4 *Credit(s)*

Business Administration (MBA)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 36 or 42 credits from 12 to 14 courses including ten required business courses and two to four electives.

Specialization: Students may choose to specialize one of 15 areas; accounting, business analytics, digital marketing, entrepreneurship, environmental management, finance, health care management, health care informatics, human resource management, information systems, leadership and organizational change, marketing, nonprofit management, or supply chain and service management. Students who choose to specialize must complete three to four electives.

Capstone: Completion of a written paper as part of MBAMGT 689.

Statute of limitations: Five years

Course Requirements

Required Business Courses (30 Credits)

- MBA AF 601 - Economics for Managers 3 *Credit(s)*
- MBA AF 610 - Accounting for Managers 3 *Credit(s)*
- MBA AF 620 - Financial Management 3 *Credit(s)*
- MBAMGT 650 - Organizational Analysis and Skills 3 *Credit(s)*
- MBAMGT 660 - Business and Its Environment 3 *Credit(s)*
- MBAMGT 689 - Strategic Management 3 *Credit(s)*
- MBAMKT 670 - Marketing Management 3 *Credit(s)*
- MBAMS 630 - Statistical Analysis for Managers 3 *Credit(s)*
- MBAMS 635 - Operations Mgt 3 *Credit(s)*
- MBAMS 640 - Computer & Info Syst 3 *Credit(s)*

Electives (6 to 12 Credits)

Complete at least two additional business courses.

Students who wish to specialize must complete three to four electives.

Specialization Options

Accounting Specialization

Business Analytics Specialization

Digital Marketing Specialization

Entrepreneurship Specialization

Environmental Management and Sustainability Specialization

Finance Specialization

Healthcare Management Specialization

Healthcare Informatics Specialization
Human Resource Management Specialization
Information Systems Specialization
International Management Specialization
Leadership and Organizational Change Specialization
Marketing Specialization
Nonprofit Management Specialization
Supply Chain and Service Management Specialization

Business Analytics (MS)

College of Management

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from 10 courses including four core courses, five track courses, and one capstone course.

Capstone: Completion of a written paper.

Track requirement: Candidates must select a track in big data analytics or supply chain analytics.

Prerequisite: Candidates must have completed a statistics course, either MSIS 111 or MBAMS 630, or an equivalent course within the last five years. Students who have not met this requirement are required to take MBAMS 630 as part of their first semester in addition to the 10 courses required for the program.

Statute of limitations: Eight years.

Course Requirements

Core Courses (12 Credits)

- MSIS 642 - Multivariate Statistics and Regression Analysis 3 *Credit(s)*
- MSIS 670 - Enterprise Business Intelligence 3 *Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*
- MBAMS 638 - Management Decision Models 3 *Credit(s)*

Track Courses

Big Data Analytics Track
Supply Chain Analytics Track

Capstone Course (3 Credits)

- MSIS 630 - Project & Change Management 3 *Credit(s)*

Students may also choose MSIS 690/699 Master's Thesis Option, MSIS 697

Special Topics and MBAMGT 698 Practicum (students must have relevant internship).

Chemistry (MS)

Chemistry Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 33 credits from nine courses including one core course, five additional graduate-level courses, four seminar courses, and one thesis course.

Students must pass a literature seminar in the first year of study.

Capstone: Complete and defend a master's thesis based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Course (4 Credits)

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
or
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Additional Graduate-Level Courses (17 to 20 Credits)

Complete at least five courses from below.

At least three must be CHEM courses.

It is recommended that students take the core courses for the PhD track that aligns with their research specialization.

Up to two courses may be from other departments with approval of the student's research advisor and the graduate program director.

Green Chemistry

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Biological Chemistry

- CHEM 658 - Medicinal Chemistry *4 Credit(s)*
- CHEM 680L - Physical Biochemistry *3 Credit(s)*
- CHEM 681 - Medical Biochemistry *4 Credit(s)*

Chemistry Education Research

- CHEM 641 - Chemistry and Biochemistry Education Research on Learning, Learning Environments, and Teaching *4 Credit(s)*
- ENVSCI 611 - Applied Statistics *3 Credit(s)*
or
- BIOL 607 - Biostatistics and Experimental Design *3 Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis *3 Credit(s)*
or
- PSYCLN 775 - Qualitative Methods in Clinical Psychology *3 Credit(s)*
or
- SOCIOL 609L - Qualitative Methods and Field Research *3 Credit(s)*
- PSYDBS 623 - Cognitive Neuroscience *3 Credit(s)*
or
- PSYDBS 762 - Knowledge Acquisition *3 Credit(s)*

Organic Chemistry

- CHEM 621 - Organic Synthesis & Mechanisms *4 Credit(s)*
- CHEM 622 - Physical Organic Chemistry *4 Credit(s)*
- CHEM 658 - Medicinal Chemistry *4 Credit(s)*
- CHEM 689 - Topics in Organic Chemistry *3 Credit(s)*

Inorganic Chemistry

- CHEM 611 - Organometallic Catalysis *4 Credit(s)*
- CHEM 612 - Physical Inorganic Chemistry *4 Credit(s)*

Physical/Analytical Chemistry

- CHEM 601 - Thermodynamics & Kinetics *4 Credit(s)*
- CHEM 602 - Quantum Mechanics & Spectroscopy *4 Credit(s)*
- CHEM 661 - Analytical Instrumentation *4 Credit(s)*

Graduate Seminar (4 Credits)

Take one from below each semester.

- CHEM 691 - Seminar I 1 *Credit(s)* (Fall)
- CHEM 692 - Seminar II 1 *Credit(s)* (Spring)

Thesis Course (8 Credits)

- CHEM 699 - Master's Thesis 1-10 *Credit(s)*

Literature Seminar

During the second semester of enrollment, students are expected to fulfill their literature seminar requirement. The literature seminar requires students to deliver a talk presenting current research on a topic of interest.

Students work closely with their advisor and the seminar instructor to obtain approval for their topic and to prepare for the presentation.

Computer Science (MS)

Computer Science Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete a minimum of 30 credits from at least ten courses including two object-oriented software development courses, two theoretical electives, and at least six applied electives.

Capstone: Complete a software engineering project as part of CS 681 and 682 or a master's thesis which requires a minimum GPA of 3.5 and approval of the graduate program director.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program. A student may not choose to take an additional course in lieu of a course in which he or she has earned a low grade.

Minimum grade: No courses with a grade below C may be applied toward the program. No more than two courses with a grade below B- may be applied toward the program.

Course level: At least 24 credits for the program must be from courses at the 600-level or higher. With the exception of CS 485, all 400-level computer science courses are considered graduate-level courses.

Statute of limitations: Seven years.

Course Requirements

Object-Oriented Software Development (6 Credits)

- CS 681 - Object-Oriented Software Development 3 *Credit(s)*
- CS 682 - Software Development Laboratory I 3 *Credit(s)*

Theoretical Electives (6 Credits)

Take two from below.

- CS 620 - Theory of Computation 3 *Credit(s)*
 - CS 622 - Theory of Formal Languages 3 *Credit(s)*
 - CS 624 - Analysis of Algorithms 3 *Credit(s)*
 - CS 720 - Logical Foundations of Computer Science 3 *Credit(s)*
 - CS 724 - Topics in Algorithm Theory and Design 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 420 Introduction to the Theory of Computation
 - MATH 470 Mathematical Logic

Applied Electives (18 Credits)

Take six from below.

Student approved for a master's thesis may take three credits of CS 699 - Research for MS Thesis.

- CS 613 - Applied Cryptography 3 *Credit(s)*
 - CS 615 - User Interface Design 3 *Credit(s)*
 - CS 630 - Database Management Systems 3 *Credit(s)*
 - CS 634 - Architecture of Database Systems 3 *Credit(s)*
 - CS 636 - Database Application Development 3 *Credit(s)*
 - CS 637 - Database-Backed Websites 3 *Credit(s)*
 - CS 646 - Computer Communications Networks 3 *Credit(s)*
 - CS 648 - Wireless Networks and Mobile Computing 3 *Credit(s)*
 - CS 651 - Compiler 3 *Credit(s)*
 - CS 670 - Artificial Intelligence 3 *Credit(s)*
 - CS 672 - Neural Networks 3 *Credit(s)*
 - CS 675 - Computer Vision 3 *Credit(s)*
 - CS 680 - Object-Oriented Design and Programming 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 410 Introduction to Software Engineering
 - CS 411 Competitive Programming
 - CS 444 Operating Systems
 - CS 446 Introduction to Internetworking
 - CS 450 Structure of Higher Level Languages
 - CS 445 Real-Time Systems
 - CS 460 Graphics

Conflict Resolution (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from ten to twelve courses including three required courses, one internship course, five to seven electives, and a capstone requirement.

Capstone: Students must complete a master's thesis, master's project, or participate in an intensive integrative seminar.

Statute of limitations: Five years

Course Requirements

Required Courses (9 Credits)

- CONRES 621 - Negotiation (M) 3 *Credit(s)*
- CONRES 623 - Introductory Theory 3 *Credit(s)*
- CONRES 635 - Research Methods in Dispute Resolution 3 *Credit(s)*

Internship (3 to 6 Credits)

- CONRES 627 - Inter-Group Dialogue & Facilitation 6 *Credit(s)*
or
- CONRES 690 - Court Internship 6 *Credit(s)*
or
- CONRES 692 - Internship 3-6 *Credit(s)*

Electives (15 to 21 Credits)

Complete five to seven electives (depending on number of credits needed to meet the 36 required credits for the program) from any graduate courses in the Department of Conflict Resolution, Human Security, and Global Governance. Courses from other departments and institutions may be accepted with approval of the graduate program director.

Capstone (3 to 6 Credits)

Complete one of the options below.

Integrative Paper Option

- CONRES 693 - Capstone Seminar 3-6 *Credit(s)*

Master's Project Option

Complete six credits.

- CONRES 693 - Capstone Seminar 3-6 *Credit(s)* - take for three credits
- CONRES 689 - Master's Project in Conflict Resolution 3 *Credit(s)*

Master's Thesis Option

- CONRES 693 - Capstone Seminar 3-6 *Credit(s)* - take for three credits
- CONRES 699 - Master's Thesis in Conflict Resolution 3 *Credit(s)*

Counseling (MEd)

Department of Counseling and School Psychology | College of Education and Human Development

Counseling (MEd)

Counseling (MEd) - Adjustment Counseling Concentration

Creative Writing (MFA)

English Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 48 credits from twelve courses including four writing workshops, three literature courses, three electives, and two semesters of thesis workshops.

Capstone: Completion of an MFA thesis of 48 to 64 pages of poetry or 100 to 200 pages of fiction written under the supervision of a thesis advisor, reviewed by a thesis committee, and subject to a public defense.

Statute of limitations: Five years.

Course Requirements

Writing Workshops (24 Credits)

Complete one from below four times.

- CW 601 - MFA Poetry Workshop 6 *Credit(s)*
or
- CW 602 - MFA Fiction Workshop 6 *Credit(s)*

Literature Courses (9 Credits)

Complete three graduate literature courses.

Electives (9 Credits)

Complete three from below.

- CW 605 - Memoir Workshop 3 *Credit(s)*
- CW 606 - Literary Editing and Publishing 3 *Credit(s)*

- CW 614 - The Teaching of Creative Writing 3 Credit(s)
- CW 675 - Creative Writing Internship 3 Credit(s)
- CW 697 - Special Topics in Creative Writing 1-6 Credit(s)

Students may elect courses offered by other graduate programs with approval from the graduate program director.

- ENGL 459 Seminar for Tutors may be taken for graduate credit (see Undergraduate Catalog).
- ENGL 675 - Reading and Writing Poetry 3 Credit(s)
- ENGL 676 - Reading and Writing Fiction 3 Credit(s)
- ENGL 681 - Advanced Workshop in Poetry 3 Credit(s)
- ENGL 682 - Advanced Workshop in Fiction 3 Credit(s)

Thesis Courses (6 Credits)

Complete the course below both semesters of the third year.

- CW 699 - MFA Thesis 3 Credit(s)

Critical and Creative Thinking (MA)

Department of Curriculum and Instruction | College of Education and Human Development

Critical and Creative Thinking (MA)

Critical and Creative Thinking (MA) - Science in a Changing World Track

Critical Ethnic and Community Studies (MS)

Critical Ethnic and Community Studies | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 37 credits from 13 courses including six core courses, five electives, and one capstone course.

Students may transfer in completed certificates in Gender, Leadership and Public Policy, Conflict Resolution or Critical and Creative Thinking to partially or wholly fulfill their elective credits requirements.

Capstone: Completion of a project, internship, or research paper as part of CECS 698. The capstone includes a public presentation of the student's work.

Grading basis: No courses taken satisfactory/unsatisfactory or for no grade may be applied toward the program.

Residency: Before enrollment in the program, students should consult with the graduate program director regarding transfer credits or UMass Boston undergraduate credits if these are intended to satisfy degree requirements. The program does not accept transfer credit for any of its required core courses; transfer

courses may be applied to the program's electives.

Independent study: No more than one independent study course (three credits) may be applied toward the program.

Statute of limitations: Five years.

Course Requirements

Core Courses (16 Credits)

- CECS 600 - CECS Professional Seminar A *1 Credit(s)*
- CECS 610 - Foundations of Critical Ethnic and Community Studies *3 Credit(s)*
- CECS 611 - Migration and Diaspora *3 Credit(s)*
- CECS 612 - Community Formation and Development *3 Credit(s)*
- CECS 622 - Transdisciplinary Research in Practice B *3 Credit(s)*
- CECS 623 - Transdisciplinary Research Methods *3 Credit(s)*

Electives (15 Credits)

Complete five additional courses chosen in consultation with the faculty advisor.

Electives for CECS include graduate courses from within Critical Ethnic and Community Studies as well as courses from other graduate disciplines or programs, such as Global Inclusion and Social Development, Public Administration, Creative Writing, Conflict Resolution, American Studies, Environmental Sciences, Gerontology, Urban Planning and Community Development, or Applied Sociology.

Alternatively, CECS offers the unique opportunity of fulfilling the elective sequence through the completion of a graduate certificate (at least 15 credits) in one of various areas, including:

- Human Rights
- Conflict Resolution
- Survey Research
- Gender, Leadership, and Public Policy
- Critical and Creative Thinking

Capstone Course (6 Credits)

- CECS 698 - CECS Master's Capstone *3 Credit(s)*

Education (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

Education (MEd) - Initial Licensure in Early Childhood Education Track

Education (MEd) - Teach Next Year Early Childhood Initial Licensure

Education (MEd) - Initial Licensure in Elementary Education Track

Education (MEd) - Teach Next Year Elementary Initial Licensure

Education (MEd) - Initial Licensure in Middle/Secondary Education Track

Education (MEd) - Teach Next Year Middle/Secondary Initial Licensure
Education (MEd) - Non-Licensure in Early Childhood Education Track

Educational Administration (MEd)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve required courses.

Capstone: Passage of a comprehensive portfolio examination synthesizing a significant portion of their course work. The portfolio offers students an opportunity to collect and reflect systematically upon the various components of their own learning, drawing on readings, course work, and pre-practicum and practicum experiences.

Practicum or internship: A 500-hour, two-year-long practicum or internship in educational administration is required for aspiring principals/assistant principals and special education directors. Students normally begin their practicum in the first semester and continue adding hours over the next two years (although this schedule may vary with different districts).

Licensure: Applicants seeking licensure as principal, supervisor/director, or administrator of special education must pass the communication and literacy portion of the Massachusetts Test for Educator Licensure to be recommended for licensure. For complete information on this requirement, see the Massachusetts DESE website on Educator Services. Applicants seeking licensure as principal/assistant principal must also pass the Massachusetts Performance Assessment for Leaders (PAL). We will assist you with the assessment tasks as part of your regular coursework.

In addition to the MEd in Educational Administration, students will receive the Sheltered English Instruction (SEI) endorsement for administrators upon graduation.

Statute of limitations: Five years.

Course Requirements

Required Courses (36 Credits)

- ADM G 610 - Research Design 3 *Credit(s)*
- ADM G 613 - Personnel: Administration, Supervision and Evaluation 3 *Credit(s)*
- ADM G 621 - Curriculum: Theories, Development, and Evaluation 3 *Credit(s)*
- ADM G 622 - Curriculum: Status, Issues, and Trends 3 *Credit(s)*
- ADM G 627 - Legal Issues In Educ 3 *Credit(s)*
- ADM G 632 - Facility Design and Fiscal Management 3 *Credit(s)*
- ADM G 646 - Leadership Development 3 *Credit(s)*
- ADM G 655 - Advanced Seminar in Supervision 3 *Credit(s)*
- ADM G 686 - Internship I Ed Adm 1.5-3 *Credit(s)*
- ADM G 687 - Practicum II in Educational Administration 1.5-3 *Credit(s)*
- EDC G 606 - Sociocultural Foundations of Education 3 *Credit(s)*

English (MA)

English Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 30 credits ten courses in one of four concentrations.

Students must complete a self-assessment narrative earning 15 credits.

Concentrations: Students must pick a concentration in literature, composition, creative writing, or pedagogy.

Capstone: Students must complete an analytical essay, written exam, or thesis.

Statute of limitations: Five years.

Course Requirements

Concentration Courses

Complete the requirements for one of the concentrations below.

Literature Concentration

Composition Concentration

Creative Writing Concentration

Pedagogy Concentration

Initial Licensure

English MA Students who wish to teach English at the middle (grades 5-8) or secondary (grades 8-12) school level may earn an initial teacher license through the program of study below.

Initial Teacher Licensure for Middle or Secondary School

Environmental Sciences (MS)

Environmental Sciences | School for the Environment

Environmental Sciences (MS) - Thesis Track

Environmental Sciences (MS) - Non-Thesis Track

Environmental Sciences (MS) - Professional Science Track

Exercise and Health Sciences (MS)

About the Program
Admission Requirements

Program Requirements

Complete 30 to 33 credits from ten to eleven courses including four core courses and six to seven courses in one of the options below.

Thesis option - three option courses, two concentration courses, and one elective.

Non-thesis option - three option courses, two concentration courses, and two electives.

Concentration: Select a concentration in applied exercise physiology or physical activity and health promotion.

Capstone: Completion of a thesis or a practicum project.

Statute of limitations: Five years.

Course Requirements

Core Courses (12 Credits)

- EHS 630 - Advanced Health Fitness and Nutrition Assessment 3 *Credit(s)*
- EHS 655 - Advanced Physical Activity and Health 3 *Credit(s)*
- EHS 685 - Applied Exercise Physiology 3 *Credit(s)*
- NURSNG 760 - Introduction to Biostatistics: Biostatistics I 3 *Credit(s)*

Thesis or Non-Thesis Option

Thesis Option

Non-Thesis Option

Concentration

Applied Exercise Physiology Concentration

Physical Activity and Health Promotion Concentration

Finance (MS)

College of Management

Finance (MS) - General Finance Track

Finance (MS) - Investment Management and Quantitative Finance Track

Gerontology (MS)



Department of Gerontology | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

Gerontology (MS) - Research/Policy Track
Gerontology (MS) - Management of Aging Services Track

Global Governance and Human Security (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School
of Policy and Global Studies

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from eleven to twelve courses including six core courses, four electives, and one to two capstone courses.

Capstone: Complete a capstone paper or thesis.

Exam: A comprehensive examination is required if completing the GGHS 780 and methods course capstone.

Statute of limitations: Five years.

Course Requirements

Core Courses (18 Credits)

Complete six courses from below.

- GGHS 710 - Human Security *3 Credit(s)*

- GGHS 711 - Global Governance *3 Credit(s)*
or
- INTREL 638L - Global Governance *3 Credit(s)*

- GGHS 713 - International Relations Theory *3 Credit(s)*
or
- INTREL 611 - Theories of International Relations *3 Credit(s)*

- GGHS 715 - International Organization *3 Credit(s)*

- **Two of the following:**
- GGHS 712 - Gender and Human Security *3 Credit(s)*
- CONRES 623 - Introductory Theory *3 Credit(s)*
- INTREL 613 - International Relations Research Methods *3 Credit(s)*

Electives (12 Credits)

Complete four courses chosen in collaboration with your faculty advisor.

Capstone (6 Credits)

Complete one of the following options:

- GGHS 780 - Doctoral Research Design and one additional methods course
- INTREL 691 - Capstone in International Relations
- Six credit Master's thesis (see department for course information)

Global Inclusion and Social Development (MA)

Global Inclusion and Social Development Program | School for Global Inclusion and Social Development |
College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including four required core courses, three core electives, and five concentration courses.

Concentration: Students must choose a concentration from disability studies; gerontology; human rights; non-profit management; transnational, cultural, and community studies; or individual plan of study.

Capstone: Completion of a master's project consisting of a 7,000 to 8,000 word writing project (research paper, policy analysis project, program development project, grant application, or self-directed paper) and a public oral or poster presentation of the writing project.

Minimum grade: No course with a grade below B may be applied toward the core courses for the program.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: No more than six credits of graduate coursework from another institution may be applied toward the program. Transfer courses must have a grade of B or higher and be approved by the graduate program director.

Statute of limitations: Five years.

Course Requirements

Core Required Courses (12 Credits)

- GISD 601 - Current and Historical Perspectives on Global Inclusion and Social Development 3 *Credit(s)*
- GISD 605 - International Responses to Social Inclusion 3 *Credit(s)*
- GISD 606 - Research and Evaluation in Diverse Settings: Methods and Implications 3 *Credit(s)*

- GISD 801 - Innovations Seminar 3 *Credit(s)*

or

- GISD 802 - Social Innovations in Domestic Settings Seminar 3 *Credit(s)*

Core Electives (9 Credits)

Complete three from below.

- GISD 608 - Ethics and Professionalism in Global Inclusion and Social Development 3 *Credit(s)*
- GISD 609 - Justice: A Global Transdisciplinary Framework for Culture and Innovation 3 *Credit(s)*
- GISD 610 - Strategies for Systemic Change 3 *Credit(s)*
- GISD 611 - Managing Change: Supporting Communities and Embracing Cultures 3 *Credit(s)*
- GISD 615 - State, Sovereignty and Governance for Inclusion and Social Development 3 *Credit(s)*
- GISD 616 - Population Needs and Global Practice 3 *Credit(s)*

Concentration Courses (15 Credits)

Complete five courses from one of the concentrations below.

Disability Studies Concentration

Gerontology Concentration

Human Rights Concentration

Nonprofit Management Concentration

Transnational, Cultural, and Community Studies Concentration

Individualized Plan of Study Concentration

Historical Archaeology (MA)

Anthropology Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 36 credits from ten courses including three required courses, one fieldwork course, five electives, and one thesis course.

Capstone: Completion and defense of a thesis based on original research.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Six years.

Course Requirements

Required Courses (9 Credits)

- ANTH 625 - Graduate Seminar in Historical Archaeology 3 *Credit(s)*
- ANTH 640 - Archaeological Methods and Analysis 3 *Credit(s)*

- ANTH 665 - Graduate Seminar in Archaeology 3 *Credit(s)*

Fieldwork Course (6 Credits)

Students who can demonstrate sufficient field training and receive approval from the graduate program director may waive this requirement and complete six credits of additional elective courses.

- ANTH 685 - Summer Field School in Historical Archaeology 6-10 *Credit(s)*

Electives (15 Credits)

Complete five courses from below.

- ANTH 615 - Public Archaeology 3 *Credit(s)*
- ANTH 635 - Material Life in New England 3 *Credit(s)*
- ANTH 643 - Reconstruction the African Diaspora 3 *Credit(s)*
- ANTH 645 - Topics in Environmental Archaeology 3 *Credit(s)*
- ANTH 650 - Materials in Ancient Societies 5 *Credit(s)*
- ANTH 655 - Historical Landscapes and Geographic Information Systems 3 *Credit(s)*
- ANTH 672 - Culture Contact and Colonialism in the Americas 3 *Credit(s)*
- ANTH 696 - Independent Study 1-6 *Credit(s)*
- ANTH 697 - Special Topics in Archaeology 1-6 *Credit(s)*
- ANTH 698 - Practicum in Archaeology 1-10 *Credit(s)*
- AMST 604 - Gender and Sexuality in US History and Culture 3 *Credit(s)*
- AMST 605 - Ethnicity, Race, and Nationality 3 *Credit(s)*
- HIST 620 - Introduction to Public History and Popular Memory 3 *Credit(s)*
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 *Credit(s)*
- HIST 685 - Topics in Atlantic History 3 *Credit(s)*
- HIST 688 - Oral History 3 *Credit(s)*

Thesis Course (6 Credits)

- ANTH 699 - Thesis Research Projects in Historical Archaeology 6-10 *Credit(s)*

History (MA)

History Department | College of Liberal Arts
Online (History Track): Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from at least nine courses including two core courses and six to nine courses in the chosen track of study.

Capstone: Completion of a master's thesis or capstone project.

Track: Students may select a track in history, public history, or archives.

Minimum grade: No course with a grade below C may be applied toward the program. No more than one course with a grade below B- may be applied toward the program.

Residency: With approval of the graduate program director, no more than six credits from another institution may be applied toward the elective requirements for the online History, MA degree.

Statute of limitations: Five years.

Course Requirements

Course Courses (6 Credits)

- HIST 600 - Research and Methods 3 *Credit(s)*
- HIST 605 - Introduction to Historiography 3 *Credit(s)*

Track Requirements

Students must select a track from below.

History Track

Archives Track

Public History Track

Information Technology (MS)

Management Science and Information Systems Department | College of Management

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from ten courses including five required courses, four electives, and a capstone course.

Capstone: Completion of a written paper.

Pre-/corequisite courses: Four (4) pre-requisite courses must be satisfied or waived through prior relevant coursework, based on a review of transcripts.

Course waivers: Students that complete equivalent coursework may be eligible to waive some of these courses.

A minimum of 30 credits (10 courses) total are required to meet university degree completion criteria. Waiving multiple courses may require completion of additional elective courses to meet the 30 credit minimum requirement.

Statute of limitations: Eight years.

Pre-/Corequisite Courses

These courses may be waived in accordance with the course waiver policy below.

- MBAMS 630 - Statistical Analysis for Managers 3 *Credit(s)*
- MBAMS 635 - Operations Mgt 3 *Credit(s)*
- MBAMS 640 - Computer & Info Syst 3 *Credit(s)*
- MBAMGT 650 - Organizational Analysis and Skills 3 *Credit(s)*

Course Requirements

Required Courses (15 Credits)

Courses with an '*' may be waived in accordance with the course waiver policy. Students must replace each waived course with an additional elective from below.

- * MSIS 614 - Business Data Communications & Computer Networks 3 *Credit(s)*
- * MSIS 615 - Business Programming 3 *Credit(s)*
- * MSIS 618 - Database Management 3 *Credit(s)*
- MSIS 619 - Systems Analysis and Design 3 *Credit(s)*
- MSIS 670 - Enterprise Business Intelligence 3 *Credit(s)*

Electives (12 Credits)

Complete four courses from below.

To pursue a specific career path, students will select four elective courses from that area.

Business Analytics Area

- MSIS 635 - Health Information Analytics 3 *Credit(s)*
- MSIS 656 - Information Storage Management 3 *Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence 3 *Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*

Healthcare IT Area

- MSIS 632 - Introduction to Health Informatics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*
- MSIS 635 - Health Information Analytics 3 *Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*

Cybersecurity Area

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance 3 *Credit(s)*
- MSIS 623 - Network and Mobile Forensics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*

IT Management Area

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance 3 *Credit(s)*
- MSIS 617 - Management of the Supply Chain 3 *Credit(s)*
- MSIS 631 - Operational Risk Management 3 *Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence 3 *Credit(s)*

Capstone (3 Credits)

- MSIS 630 - Project & Change Management 3 *Credit(s)*

Course Waiver Policy

Students with equivalent prior coursework may waive classes according to the policy below. A minimum of 10 courses is required to complete any master level degree.

Course waiver criteria: A grade of B or better in each specified equivalent course(s). Students requesting reconsideration of course waiver decisions will be asked to provide syllabi and/or course descriptions for the courses in question.

Business Core Course	Equivalent Course(s) Completed
MBAMS 630	Business Statistics AND Managerial Decision Making
MBAMS 635	Operation Management course OR Enterprise Resource Planning (ERP) Professional certification (e.g., SAP, Microsoft Dynamics, Oracle Siebel, Lean Six Sigma Certification etc.) OR Enterprise Resource Planning (ERP) courses
MBAMS 640	Intro Information Systems course AND an upper-level information systems course (programming courses not included)
MBAMGT 650	Undergraduate business degree with at least one course in organizational behavior, human resource management, or people management, with a grade of B or better OR 2+ years managerial experience OR IT management certifications such as Project Management Professional Certification (PMPC), Program Management Certification (PgMP), Lean Six Sigma Certification, Certified ScrumMaster (CSM), Certified Scrum Product Owner (CSPO), Scaled Agile Framework (SAFe)

Required Core Course	Equivalent Course(s) Completed
MSIS 614	One IT Network course AND Network Certification (e.g., CISCO CCNA Routing and Switching, CISCO CCNP Routing and Switching, or CompTIA Network +)
MSIS 615	Two Programming courses

Required Core Course	Equivalent Course(s) Completed
MSIS 618	One Database course AND one Database related course (e.g., programming, database programming, data warehouse, data integration)

The following courses are degree requirements and cannot be waived: MSIS 619, 630, and 670.

Instructional Design (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including eight required courses and four electives.

Capstone: Completion of a project or thesis.

Statute of limitations: Five years.

Course Requirements

Core Courses (24 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 602 - The Adult as Learner *3 Credit(s)*
- INSDSG 604 - Communication Theory and Practice *3 Credit(s)*
- INSDSG 607 - Using Primary Research for Evidence-Based Practice *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 642 - Assessment and Evaluation in Instructional Design *3 Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses *3 Credit(s)*
- INSDSG 690 - Capstone Seminar *3 Credit(s)*

Electives (12 Credits)

Complete four courses from below.

Independent study and internship courses can only be taken with advance permission of the graduate program director.

Students may take up to two courses from other departments with advance permission of the graduate program director.

- INSDSG 605 - Collaborative Learning Design 3 *Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design 3 *Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning 3 *Credit(s)*
- INSDSG 634 - Project Management in Instructional Design 3 *Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All 3 *Credit(s)*
- INSDSG 655 - Project in Multimedia 3 *Credit(s)*
- INSDSG 696 - Independent Study 1-6 *Credit(s)*
- INSDSG 697 - Special Topics in Instructional Design 1-6 *Credit(s)*
- INSDSG 698 - Internship 1-6 *Credit(s)*

International Relations (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from eleven courses including six required courses, four electives, and one capstone or thesis course.

Capstone: Completion of a project or master's thesis.

Statute of limitations: Five years.

Course Requirements

Required Courses (18 Credits)

- INTREL 611 - Theories of International Relations 3 *Credit(s)*
- INTREL 612 - Issues in World Politics 3 *Credit(s)*
- INTREL 613 - International Relations Research Methods 3 *Credit(s)*
- INTREL 614 - International Political Economy 3 *Credit(s)*
- INTREL 621 - International Development 3 *Credit(s)*
- INTREL 638L - Global Governance 3 *Credit(s)*

Electives (12 Credits)

Complete four courses in any relevant UMass Boston subject of interest with approval of the graduate program director.

Capstone or Thesis Course (6 Credits)

- INTREL 691 - Capstone in International Relations *6 Credit(s)*
or
- INTREL 699 - Master's Thesis in International Relations *6 Credit(s)*

Latin and Classical Humanities (MA)

Classics and Religious Studies Department | College of Liberal Arts

Latin and Classical Humanities (MA) - Applied Linguistics Track

Latin and Classical Humanities (MA) - Greek/Latin Track

Latin and Classical Humanities (MA) - Initial Licensure Track

Marine Science and Technology (MS)

Environmental Sciences | School for the Environment

Marine Science and Technology (MS) - Thesis Track

Marine Science and Technology (MS) - Non-Thesis Track

Marine Science and Technology (MS) - Coastal & Ocean Administration, Science & Technology

Professional Science Track

Mental Health Counseling (MS)

Department of Counseling and Scholl Psychology | College of Education and Human Development

Mental Health Counseling (MS)

Mental Health Counseling (MS) - Adjustment Counseling Concentration

Mental Health Counseling (MS) - Forensic Services Concentration

Nursing (MS)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 48 credits from 13 to 15 courses including eight core courses and five to seven track courses.

Tracks: Students must choose a track in adult/gerontological acute care clinical nurse specialist, adult/gerontological nurse practitioner, or family nurse practitioner.

Capstone: Students must complete a comprehensive paper, an evidenced based project, or a poster or paper presentation. The capstone must be mutually agreed upon with the advisor.

Minimum grade: No courses with a grade below B may be applied toward the program.

Grading basis: No courses taken satisfactory/unsatisfactory or pass/fail may be applied toward the

program.

Statute of limitations: Five years.

Course Requirements

Core Courses (27 Credits)

- NURSNG 601 - Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community *3 Credit(s)*
- NURSNG 614 - Advanced Pathophysiology *3 Credit(s)*
- NURSNG 615 - Advanced Health Assessment Practicum *3 Credit(s)*
- NURSNG 616 - Evidence Based Practice I: Appraising the Strength and Significance of Evidence *3 Credit(s)*
- NURSNG 618 - Introduction to Health Policy, Finance and Ethics *3 Credit(s)*
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse *3 Credit(s)*
- NURSNG 640 - Advanced Health Promotion and Disease Prevention Across the Lifespan *6 Credit(s)*
- NURSNG 715 - Health Informatics *3 Credit(s)*

Track Courses (21 Credits)

Complete five to seven courses from one of the tracks below.

Adult/Gerontology Acute Care Clinical Nurse Specialist Track

Adult/Gerontology Nurse Practitioner Track

Family Nurse Practitioner Track

Public Administration (MPA)

Department of Public Policy and Public Affairs | McCormack Graduate School of Policy and Global Studies

Public Administration (MPA) - General Track

Public Administration (MPA) - Gender, Leadership, and Public Policy Track

Rehabilitation Counseling (MS)

Rehabilitation Counseling Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

About the Program

Admission Requirements

Program Requirements

Complete 60 credits from 19 courses including twelve core courses, four track courses, two fieldwork courses, and one capstone course.

Track: Students must select a track in clinical rehabilitation counseling or vocational rehabilitation counseling.

Capstone: Completion of a portfolio as part of REHAB 611.

Summer intensive: Students must attend a two week session in late June and early July at UMass Dartmouth where they take two clinically based courses.

Fieldwork: Students will be required to complete documented fieldwork experiences aligning with their chosen track.

- The vocational rehabilitation counseling track requires 100 total practicum hours and 600 total internship hours. The internship hours are split over two semesters (300 hours per semester).
- The clinical rehabilitation counseling track requires 100 total practicum hours and 600 total internship hours and must receive supervision from a licensed mental health counselor. The internship hours are split over two semesters (300 hours each semester).

Statute of limitations: Six years.

Course Requirements

Core Courses (36 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment 3 *Credit(s)*
- COUNSL 613 - Vocational Development and Career Information 3 *Credit(s)*
- COUNSL 616 - Group Counseling and Group Dynamics 3 *Credit(s)*
- COUNSL 620 - Life Span Human Development 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities 3 *Credit(s)*
- REHAB 603 - Foundations of Rehabilitation 3 *Credit(s)*
- REHAB 610 - Ethics, Case Management and Planning in Rehabilitation 3 *Credit(s)*
- REHAB 612 - Vocational Rehabilitation and Placement 3 *Credit(s)*
- REHAB 614 - Motivational Interviewing 3 *Credit(s)*
- REHAB 615 - Counseling Theories 3 *Credit(s)*

Track Courses (12 Credits)

Complete four courses from one of the tracks below.

Clinical Rehabilitation Track

Vocational Rehabilitation Track

Fieldwork Courses (11 Credits)

- REHAB 688 - Rehabilitation Practicum 3 *Credit(s)*
- REHAB 698 - Rehabilitation Internship 4 *Credit(s)* - take two semesters

Capstone Course (1 Credit)

- REHAB 611 - Rehabilitation Counseling Portfolio 1 *Credit(s)*

School Psychology (MEd)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including ten required courses and two additional courses.

Prerequisites to full acceptance: Passing scores on the Massachusetts Test for Educator Literacy (MTEL) and a minimum of five courses in psychology including one course in human development (if needed, COUNSL 620 - Life Span Human Development is recommended) and one course in statistics (if needed, PSYCH 270 Psychology Statistics is recommended).

Capstone: Successful completion of a written comprehensive exam after completing 36 credits of coursework.

Statute of limitations: Seven years.

Course Requirements

Required Courses (30 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- SPY G 601 - Issues and Ethics in School Psychology 3 *Credit(s)*
- SPY G 602 - Standardized Assessment and Report Writing 3 *Credit(s)*
- SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making 3 *Credit(s)*
- SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention 3 *Credit(s)*
- SPY G 607 - School-Based Interventions and Data-Based Decision Making 3 *Credit(s)*
- SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology 3 *Credit(s)*

Additional Courses (6 Credits)

Complete two from below.

- COUNSL 608 - Psychopathology and Diagnosis 3 *Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling 3 *Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents 3 *Credit(s)*
- COUNSL 660 - College Readiness Counseling 3 *Credit(s)*
- SPY G 608 - Systems Consultation, Prevention, and Organizational Change 3 *Credit(s)*
- SPY G 612 - Learning and the Curriculum 3 *Credit(s)*
- SPY G 635 - Behavior Therapy in Schools 3 *Credit(s)*

Special Education (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

Special Education (MEd) - Successive Licensure in Moderate Disabilities PreK-8 or 5-12 Track

Special Education (MEd) - Non-Licensure in Moderate Disabilities PreK-8 or 5-12 Track

Special Education (MEd) - Transition Leadership

Urban Planning and Community Development (MS)

Urban Planning and Community Development | School for the Environment

About the Program

Admission Requirements

Program Requirements

Complete 49 credits from 15 courses including nine core courses, three concentration required courses, two concentration electives, and one capstone course.

Concentration: Select a concentration in environmental land use and planning, housing and community development planning, or community resiliency planning.

Capstone: Completion of UPCD 750.

Statute of limitations: Five years.

Course Requirements

Core Courses (28 Credits)

- ENVSCI 623L - Introduction to Geographic Information Systems *4 Credit(s)*
- PUBADM 621 - Analytic Skills II: Research Methods *3 Credit(s)*
- UPCD 600 - History and Theory of Urban Planning *3 Credit(s)*
- UPCD 601L - Social Vulnerability to Disasters *3 Credit(s)*
- UPCD 611 - The City in History *3 Credit(s)*
- UPCD 620 - Analytic Methods for Urban Planning and Community Development *3 Credit(s)*
- UPCD 630 - Urban Information and Institutional Systems *3 Credit(s)*
- UPCD 631 - Land Use Controls *3 Credit(s)*
- UPCD 632 - Law, Ethics, and Practice in Planning *3 Credit(s)*

Concentration Required Courses (9 Credits)

Complete three courses from one of the concentrations below.

Community Resiliency Planning Concentration

Environmental and Land Use Planning Concentration

Housing and Community Development Concentration

Concentration Electives (6 Credits)

Complete two additional courses approved by your advisor.

Capstone Course (6 Credits)

- UPCD 750 - Planning Studio I 3 *Credit(s)*

Vision Studies (MEd)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

Vision Studies (MEd) - Assistive Technology Track

Vision Studies (MEd) - Orientation and Mobility Track

Vision Studies (MEd) - Teacher of Students with Visual Impairment Track

Vision Studies (MEd) - Vision Rehabilitation Therapy Track

Doctorate

Applied Linguistics (PhD)

Applied Linguistics Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 55 credits from 16 courses including three core courses, three seminars, one colloquium, three to five research methods courses, one to three electives, two inquiry courses, and one dissertation research course.

Students with a master's degree in a relevant field earned no more than seven years before matriculation may be eligible for advanced standing awarding them up to twelve credits toward the degree.

Doctoral candidacy: Acceptance of a qualifying paper and dissertation proposal.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (9 Credits)

- APLING 700 - Issues in Applied Linguistics 3 *Credit(s)*

- APLING 701 - Issues in Second Language Acquisition 3 *Credit(s)*
- APLING 702 - Issues in Sociolinguistics 3 *Credit(s)*

Seminars (9 Credits)

- APLING 707 - Current Research on Language and Pedagogy 3 *Credit(s)*
- APLING 708 - Corpus Linguistics 3 *Credit(s)*
- APLING 709 - Language Policy 3 *Credit(s)*

Colloquium (1 Credit)

- APLING 890 - Graduate Colloquium in Applied Linguistics 1 *Credit(s)*

Research Methods Courses (9 to 15 Credits)

Complete at least three courses from below.

- APLING 703 - Applied Linguistics Research Methods 3 *Credit(s)*
- and at least two chosen in consultation with your advisor from the following:**
- APLING 704 - Advanced Discourse Analysis 3 *Credit(s)*
 - APLING 705 - Advanced Ethnography 3 *Credit(s)*
 - PPOL-G 604L - Statistical Methods in the analysis of Social Problems I 3 *Credit(s)*
 - PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II 3 *Credit(s)*

Electives (3 to 9 Credits)

Complete no more than three from below.

- APLING 601 - Linguistics 3 *Credit(s)*
- APLING 603 - Language, Culture and Identity 3 *Credit(s)*
- APLING 605 - Theories and Principles of Language Teaching 3 *Credit(s)*
- APLING 611 - Methods and Materials in Foreign Language Instruction 3 *Credit(s)*
- APLING 612 - Integrating Culture into the Language Curriculum 3 *Credit(s)*
- APLING 614 - Foundations of Bilingual/Multicultural Education 3 *Credit(s)*
- APLING 615 - Dual Language Pedagogy 3 *Credit(s)*
- APLING 618 - Teaching ESL: Methods and Approaches 3 *Credit(s)*
- APLING 621 - Psycholinguistics 3 *Credit(s)*
- APLING 623 - Sociolinguistics 3 *Credit(s)*
- APLING 627 - Phonetics and Phonemics 3 *Credit(s)*
- APLING 629 - The Structure of the English Language 3 *Credit(s)*
- APLING 633 - Discourse Analysis in ESL 3 *Credit(s)*
- APLING 635 - Literacy & Culture 3 *Credit(s)*
- APLING 637 - Ethnography of Education: Culture, Language, & Literacy 3 *Credit(s)*
- APLING 670 - Testing in the Bilingual/ESL Classroom 3 *Credit(s)*
- APLING 673 - Reading in the Bilingual/English as a Second Language (ESL) Classroom 3 *Credit(s)*
- APLING 696 - Independent Study 1-6 *Credit(s)*

- APLING 697 - Special Topics in Applied Linguistics 1-6 *Credit(s)*

Inquiry Courses (6 Credits)

- APLING 891 - Qualifying Paper Seminar 3 *Credit(s)*
- APLING 892 - Dissertation Proposal Writing Seminar 3 *Credit(s)*

Dissertation Research Course (12 Credits)

- APLING 899 - Dissertation Research 1-12 *Credit(s)*

Applied Physics (PhD)

Physics Department | College of Science and Mathematics

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 72 credits from 18 courses including four core courses, eight electives, and 24 credits of dissertation courses.

Doctoral candidacy: Completion of the foundational and lab courses of the MS program and passage of written comprehensive examinations and an oral candidacy examination.

Dissertation: Compose and defend a dissertation based on independent experimental or theoretical research. For students who have already published at least one peer reviewed article in a high impact journal, their published work may be used in place of a dissertation at the discretion of the committee and graduate program director, though an oral defense is still required.

Statute of limitations: Eight years.

Course Requirements

Core Courses (16 Credits)

Complete the courses below if not already taken as part of the MS degree.

Courses may be waived if the student passes the corresponding examination section prior to enrolling in the course.

- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics 4 *Credit(s)*
- PHYSIC 612 - Electromagnetic Theory 4 *Credit(s)*
- PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics 4 *Credit(s)*
- PHYSIC 614 - Thermodynamics and Statistical Mechanics 4 *Credit(s)*

Electives (32 Credits)

Complete eight from below.

Courses already completed for the MS may be applied toward this requirement.

- PHYSIC 600 - Electronic Instrumentation I: Analog *4 Credit(s)*
- PHYSIC 601 - Electronic Instrumentation II: Digital *4 Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory *4 Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics *4 Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging *4 Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists *4 Credit(s)*
- PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics *4 Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) *4 Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) *4 Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory *4 Credit(s)*
- PHYSIC 645 - Cancer Biophysics *4 Credit(s)*
- PHYSIC 662 - Computational Science *4 Credit(s)*
- PHYSIC 680 - Readings in Physics *3-6 Credit(s)*
- PHYSIC 690 - Projects in Physics *3-6 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)*

Dissertation (24 Credits)

- PHYSIC 899 - Doctoral Dissertation Research *1-15 Credit(s)*

Biology (PhD)

Biology Department | College of Science and Mathematics

Biology (PhD) - Environmental Biology Track

Biology (PhD) - Molecular, Cellular, and Organismal Biology Track

Biomedical Engineering and Biotechnology (PhD)

Biology Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 63 credits from 12 courses including six core courses, four specialization courses, one project/directed study course, one doctoral seminar, and 30 credits of research.

Doctoral candidacy: Students must pass written and oral qualifying examinations before undertaking research at the doctoral level.

Dissertation: Candidates must compose and defend a dissertation based on original research.

Departmental presentation: Within two semesters after the advance to candidacy, the student will present a seminar, based on his/her work in progress, to the entire department.

Teaching: Students are required to participate in the teaching program as teaching assistants for at least two semesters.

Minimum grade: No more than one course with a grade of C may be applied toward the program.

Statute of limitations: Eight years.

Course Requirements

Core Courses (16 Credits)

Complete six courses from below.

One course must be taken in each area.

Introduction to Biomedical Engineering and Biotechnology

- BIOL 625 - Genomics and Biotechnology *3 Credit(s)*
- BIOL 697 - Special Topics in Biology *1-6 Credit(s)*

Instrumentation and Laboratory Experience

- BIOL 899 - Dissertation Research *1-99 Credit(s)*

Applied Math for Life Sciences or Advanced Numerical Methods

- BIOL 384L Game Theory, Evolution and Ecology *3 Credit(s)* (see undergraduate catalog)
- BIOL 607 - Biostatistics and Experimental Design *3 Credit(s)*
- ENVSCI 611 - Applied Statistics *3 Credit(s)*
- MATH 303 Introduction to Mathematical Biology *3 Credit(s)* (see undergraduate catalog)
- MATH 384L Game Theory, Evolution and Ecology *3 Credit(s)* (see undergraduate catalog)
- BIOL 691 - Seminar in Developmental Biology *3 Credit(s)*

Bioethics

- BIOL 650 - Scientific Communication *3 Credit(s)* (1/3 of this course or 1 credit will apply to this requirement; the remainder is applied to the doctoral seminar requirement below)

Advanced Cell and Molecular Biology

- BIOL 612 - Advanced Cell Biology *3 Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture *3 Credit(s)*

Specialization Courses (12 Credits)

Complete four courses chosen and approved by the dissertation committee.

Project/Directed Study (3 Credits)

The credits for this can be embedded in existing coursework, but the spirit of this requirement is that students must be involved in some multi-investigator collaborative project and the student should present this project at some national meetings or equivalent venue. Documentation of this presentation must be presented to the GPD for this requirement to be fulfilled.

- BIOL 672 - Directed Readings in Biology 1-3 *Credit(s)*
or
- BIOL 899 - Dissertation Research 1-99 *Credit(s)*

Doctoral Seminar (2 Credits)

Doctoral students will present research in progress. The seminar will emphasize not only research but also communication and writing.

- BIOL 650 - Scientific Communication 3 *Credit(s)* (2/3 of this course or 2 credits will apply to this requirement; the remainder is applied to the Bioethics requirement above).

Research (30 Credits)

Complete at least 30 credits of doctoral research from below.

- BIOL 899 - Dissertation Research 1-99 *Credit(s)*

Business Administration (PhD)

College of Management

Business Administration (PhD) - Finance Track

Business Administration (PhD) - Information Systems for Data Science Track

Business Administration (PhD) - Organizations and Social Change Track

Chemistry (PhD)

Chemistry Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 60 credits from at least 15 courses including one core course, five track courses, six graduate seminars, and a minimum of 20 credits in dissertation courses.

Students must pass a literature seminar in the first year of study.

Track: Students must select a track from green chemistry, biological chemistry, chemistry education research, organic chemistry, inorganic chemistry, or physical/analytical chemistry.

Doctoral candidacy: Pass four written qualifying exams (at least two of which are in the track), and an oral qualifying exam.

Dissertation: Candidates must complete and defend a dissertation based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Course (4 Credits)

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
or
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Track Courses (15 to 20 Credits)

Complete five courses required for one of the tracks below.

Green Chemistry Track
Biological Chemistry Track
Chemistry Education Research Track
Organic Chemistry Track
Inorganic Chemistry Track
Physical/Analytical Chemistry Track

Graduate Seminar (6 Credits)

Take one from below each semester.

- CHEM 691 - Seminar I *1 Credit(s)* (Fall)
- CHEM 692 - Seminar II *1 Credit(s)* (Spring)

Dissertation Course (20 Credits)

- CHEM 899 - Dissertation Research *1-10 Credit(s)*

Literature Seminar

During the second semester of enrollment, students are expected to fulfill their literature seminar requirement. The literature seminar requires students to deliver a talk presenting current research on a topic of interest.

Students work closely with their advisor and the seminar instructor to obtain approval for their topic and to prepare for the presentation.

Clinical Psychology (PhD)

Psychology Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete a minimum of 82 credits from at least 22 courses including twelve core courses, four required practicum courses, four elective practicum credits, two Master's research courses, one teaching seminar, and four elective distribution courses.

Doctoral candidacy: Passage of a written qualifying exam.

Master's thesis: Complete an empirical master's thesis. May be waived if successfully completed at another university.

Dissertation: Compose and defend an empirical dissertation.

Teaching experience: Students must teach in their fourth year of study.

Practica: Students must complete two year-long, part-time practica in their second and third year of study.

Internship: Students must complete a one-year, full-time APA accredited internship.

Statute of limitations: Eight years.

Course Requirements

Core Courses (33 Credits)

- PSYCLN 601 - Assessment and Testing I *4 Credit(s)*
- PSYCLN 610 - Culture and Mental Health *3 Credit(s)*
- PSYCLN 613 - Lifespan Psychopathology *3 Credit(s)*
- PSYCLN 620 - Intervention Strategies *3 Credit(s)*
- PSYCLN 641 - Cognitive and Affective Bases of Behavior: Life Span Development I *3 Credit(s)*
- PSYCLN 642 - Social and Cultural Bases of Behavior: Life Span Development II *3 Credit(s)*
- PSYCLN 650 - Clinical Psychology Proseminar I *1 Credit(s)*
- PSYCLN 651 - Clinical Psychology Proseminar II *1 Credit(s)*
- PSYCLN 660 - Physiological Psychology *3 Credit(s)*
- PSYCLN 670 - Advanced Statistics *3 Credit(s)*
- PSYCLN 675 - Research Methods and Ethics in Clinical Psychology *3 Credit(s)*
- PSYCLN 680 - History and Systems *3 Credit(s)*

Required Practicum Courses (24 Credits)

- PSYCLN 785 - Practicum and Ethics I *6 Credit(s)*
- PSYCLN 786 - Practicum and Ethics II *6 Credit(s)*
- PSYCLN 787 - Practicum III *6 Credit(s)*
- PSYCLN 788 - Practicum IV *6 Credit(s)*

Elective Practicum Courses and Training (4 or More Credits)

- PSYCLN 690 - Introduction to Clinical Outreach and Intervention Practicum *2-3 Credit(s)*
- PSYCLN 692 - Clinical Research Practicum II *1 Credit(s)*
- PSYCLN 781 - Assessment Practicum I *1-4 Credit(s)*
- PSYCLN 782 - Assessment Practicum II *1-4 Credit(s)*
- PSYCLN 783 - Advanced Clinical Research Practicum I *1 Credit(s)*
- PSYCLN 784 - Advanced Clinical Research Practicum II *1 Credit(s)*

- PSYCLN 791 - Advanced Clinical Outreach, Intervention, and Consultation Practicum I 1-4 *Credit(s)*
- PSYCLN 792 - Advanced Clinical Outreach, Intervention, and Consultation Practicum II 1-4 *Credit(s)*
- PSYCLN 893 - Advanced Community Practicum I 1 *Credit(s)*
- PSYCLN 894 - Advanced Community Practicum II 1 *Credit(s)*

Master's Research Courses (6 Credits)

- PSYCLN 698 - Master's Research 3 *Credit(s)*
- PSYCLN 699 - Master's Research Seminar 3 *Credit(s)*

Teaching Seminar (3 Credits)

- PSYCLN 891 - Teaching Seminar 3 *Credit(s)*

Elective Distribution Courses (12 Credits)

Complete four courses.

One course from must be taken from each of the four groups below.

Students may also enroll in additional non-required courses offered through other UMass Boston departments (e.g. language, psychotherapy, statistics, etc.) that may enhance their professional development.

Group 1: Therapy Approaches

- PSYCLN 721 - Child Therapy 3 *Credit(s)*
- PSYCLN 726 - Cognitive Behavioral Theory and Therapy 3 *Credit(s)*
- PSYCLN 727 - Emotion-Focused Psychotherapy 3 *Credit(s)*

Group 2: Assessment

- PSYCLN 701 - Neuropsychological Assessment 3 *Credit(s)*
- PSYCLN 710 - Child Assessment 3 *Credit(s)*

Group 3: Advanced Methods and Analysis

- PSYCLN 770 - Advanced Statistics II - Latent Variable Modeling 3 *Credit(s)*
- PSYCLN 775 - Qualitative Methods in Clinical Psychology 3 *Credit(s)*

Group 4: Diversity

- PSYCLN 879 - Advanced Community Psychology 3 *Credit(s)*

Computational Sciences (PhD)

Computational Sciences Program | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 64 to 70 credits from at least 15 courses including 40 credits of course work from four core courses, five track courses, three electives, and four credits of research seminar; and 20 credits of dissertation research.

Track: Students must choose a track in data analytics, bioinformatics, or computational physics.

Doctoral candidacy: Pass a comprehensive examination after completion of 30 credits of course work. This examination consists of two parts; written and oral. Passing the written examination is a prerequisite to enter the oral examination.

Dissertation: Compose and defend a dissertation based on original research.

Minimum grade: No course with a grade below B may be applied toward program requirements.

Statute of limitations: Seven years.

Course Requirements

Core Courses (16 Credits)

- MATH 625 - Numerical Analysis *4 Credit(s)*
- MATH 626 - Numerical Linear Algebra *4 Credit(s)*
- MATH 647 - Probability Models *4 Credit(s)*
- MATH 648 - Computational Statistics *4 Credit(s)*

Track Courses (15 to 18 Credits)

Complete five courses. Three courses from your declared track and one course from each of the other two tracks.

Data Analytics Courses:

- CS 624 - Analysis of Algorithms *3 Credit(s)*
- CS 670 - Artificial Intelligence *3 Credit(s)*
- CS 671 - Machine Learning *3 Credit(s)*
- CS 724 - Topics in Algorithm Theory and Design *3 Credit(s)*

Computational Physics Courses:

- PHYSIC 610 - Topics in Medical Imaging *4 Credit(s)*
- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics *4 Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists *4 Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory *4 Credit(s)*
- BIOL 370 Molecular Biology (see Undergraduate Catalog)

- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- CS 612 - Algorithms in Bioinformatics 3 *Credit(s)*

Electives (9 to 12 Credits)

Complete three courses from below. Additional track courses from above may be applied toward this requirement with permission of the graduate program director.

- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- CHEM 601 - Thermodynamics & Kinetics 4 *Credit(s)*
- CHEM 602 - Quantum Mechanics & Spectroscopy 4 *Credit(s)*
- CS 630 - Database Management Systems 3 *Credit(s)*
- CS 636 - Database Application Development 3 *Credit(s)*
- CS 680 - Object-Oriented Design and Programming 3 *Credit(s)*
- CS 681 - Object-Oriented Software Development 3 *Credit(s)*
- CS 682 - Software Development Laboratory I 3 *Credit(s)*
- MATH 648 - Computational Statistics 4 *Credit(s)*

Research Seminars (4 Credits)

Consult with you advisor for course options.

Dissertation (20 Credits)

Complete 20 credits of dissertation research by registering for a science dissertation course to be approved by your faculty advisor.

Computer Science (PhD)

Computer Science Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete 48 credits from seventeen courses including four object-oriented software development courses, two theoretical electives, six applied electives, two additional theory courses, two additional electives and fifteen credits of dissertation research. The first 30 credits of course work are subject to the requirements of the Computer Science (MS) program.

Doctoral candidacy: Successful completion of a written exam after completion of 30 credits and an oral exam after completion of 48 credits. Both exams may be retaken once.

Dissertation: Compose and defend a dissertation based on original research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive the MS degree en route to the PhD. To qualify, students must complete the requirements outlined in the Computer Science (MS) program.

GPA: A minimum GPA of 3.5 must be maintained throughout the program.

Residency: At least one year in the program must be completed as a full-time student.

Statute of limitations: Eight years.

Course Requirements

Object-Oriented Software Development (12 Credits)

- CS 680 - Object-Oriented Design and Programming 3 *Credit(s)*
- CS 681 - Object-Oriented Software Development 3 *Credit(s)*
- CS 682 - Software Development Laboratory I 3 *Credit(s)*

Required Theoretical Courses (6 Credits)

- CS 720 - Logical Foundations of Computer Science 3 *Credit(s)*
- CS 724 - Topics in Algorithm Theory and Design 3 *Credit(s)*

Theoretical Electives (6 Credits)

Take two from below.

- CS 620 - Theory of Computation 3 *Credit(s)*
 - CS 622 - Theory of Formal Languages 3 *Credit(s)*
 - CS 624 - Analysis of Algorithms 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 420 Introduction to the Theory of Computation
 - MATH 470 Mathematical Logic

Applied Electives (18 Credits)

Take six from below.

- CS 615 - User Interface Design 3 *Credit(s)*
- CS 630 - Database Management Systems 3 *Credit(s)*
- CS 634 - Architecture of Database Systems 3 *Credit(s)*
- CS 636 - Database Application Development 3 *Credit(s)*
- CS 637 - Database-Backed Websites 3 *Credit(s)*
- CS 646 - Computer Communications Networks 3 *Credit(s)*
- CS 648 - Wireless Networks and Mobile Computing 3 *Credit(s)*
- CS 651 - Compiler 3 *Credit(s)*

- CS 670 - Artificial Intelligence 3 Credit(s)
 - CS 675 - Computer Vision 3 Credit(s)
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 410 Introduction to Software Engineering
 - CS 411 Competitive Programming
 - CS 444 Operating Systems
 - CS 446 Introduction to Internetworking
 - CS 450 Structure of Higher Level Languages
 - CS 445 Real-Time Systems
 - CS 460 Graphics

Additional Electives (6 Credits)

Take two additional computer science courses.

Dissertation Research (15 Credits)

- CS 899 - PhD Dissertation Research 1-9 Credit(s)

Counseling and School Psychology (PhD)

Department of Counseling and School Psychology | College of Education and Human Development

Counseling and School Psychology (PhD) - Counseling Psychology Track
Counseling and School Psychology (PhD) - School Psychology Track

Developmental and Brain Sciences (PhD)

Psychology Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 60 credits from twelve courses including seven required core courses, one concentration core course, two electives, one mentored research course, and 24 credits of dissertation research.

Doctoral candidacy: Passage of a take-home exam, based on questions that require the student to engage critically with the literature. Typically, students will select questions from a set developed by program faculty. Students are required to take the qualifying exam by the end of their 5th semester.

Dissertation: Completion of a dissertation representing an original and thorough body of research. Multiple formats for the dissertation may be acceptable, at the agreement of the student and the dissertation committee. For instance, a dissertation that encompasses three independent projects each with the scope (and expectation of submission) of a journal article may be acceptable instead of one large-scope project with multiple related experiments. Students are expected to complete their dissertation by the end of the 4th year.

First-year report: Completion of an oral presentation to the student's advisory committee. It should contain both a review of the student's research accomplishments during his/her first year (including background, results, and significance) and a proposal for the work that will comprise the mentored research project (see below). Students are required to complete this milestone by the end of the second semester (late May). There is no written component for the first year report; however, students will be required to apply for a grant of relevance to their research, such as an NRSA (<http://grants.nih.gov/training/nrsa.htm>) or GRFP (<http://www.nsfgrfp.org>).

Mentored research project: Completion of a research project culminating the student's first two years of research. The MRP requires both an oral defense as well as a written component that should follow the format of an NRSA proposal. It is understood that elements of the student's grant proposal and first-year report research will be incorporated into the MRP. Students are required to complete their mentored research project by the end of the 4th semester.

Statute of limitations: Eight years.

Course Requirements

Required Core Courses (21 Credits)

- PSYDBS 601 - Grant Writing and Research Ethics *3 Credit(s)*
- PSYDBS 613 - Behavioral Neuroscience *3 Credit(s)*
- PSYDBS 623 - Cognitive Neuroscience *3 Credit(s)*
- PSYDBS 693 - Seminar in Development and Brain Sciences *3 Credit(s)*
- PSYCLN 670 - Advanced Statistics *3 Credit(s)*
- PSYCLN 891 - Teaching Seminar *3 Credit(s)*

Concentration Core Course (3 Credits)

Complete one from below.

- PSYDBS 715 - Developmental Behavioral Neuroscience *3 Credit(s)*
or
- PSYDBS 725 - Developmental Cognitive Neuroscience *3 Credit(s)*

Electives (6 Credits)

Complete two from below.

Students may also elect to take an independent study course or a course offered by another UMass Boston PhD program. In all cases, independent studies must first be approved by the DBS graduate program director and the student's advisory committee.

- PSYDBS 762 - Knowledge Acquisition *3 Credit(s)*

Mentored Research Course (6 Credits)

- PSYDBS 690 - Mentored Research *1-9 Credit(s)*

Dissertation Research Course (24 Credits)

- PSYDBS 899 - Dissertation Research *1-12 Credit(s)*

Early Childhood Education and Care (PhD)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 63 credits from 19 courses including five core courses, six research methods courses, one teaching seminar, two doctoral seminars, two research team seminar, and three concentration courses; as well as a nine credit dissertation.

Doctoral candidacy: Completion of a comprehensive examination.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Nine years.

Course Requirements

Core Courses (15 Credits)

- ECHD 701 - Early Education and Care Policy and Practice *3 Credit(s)*
- ECHD 702 - Advanced Child Development and Early Learning *3 Credit(s)*
- ECHD 704 - Leadership and Change in Early Education and Care *3 Credit(s)*
- ECHD 705 - The Science of Early Learning *3 Credit(s)*
- ECHD 706 - Historical and Theoretical Foundations of Early Childhood Education and Care. *3 Credit(s)*

Research Methods Courses (18 Credits)

Complete one introductory course, one quantitative course, one qualitative course, and three advanced qualitative research electives.

Introductory Course:

- ECHD 703 - Translating Early Education Research into Practice *3 Credit(s)*

Qualitative Courses (choose one):

- PPOL-G 609L - Qualitative Methods and Field Research *3 Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I *3 Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis *3 Credit(s)*

Quantitative Courses (choose one):

- EDLDRS 741 - Research Methods in Educational Leadership II 3 *Credit(s)*
- CSP 708 - Intermediate Statistics in CSP 3 *Credit(s)*
- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis 3 *Credit(s)*

Advanced Quantitative Research Courses (choose three):

- EDLDRS 743 - Measurement and Research Instrument Design 3 *Credit(s)*
- PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II 3 *Credit(s)*
- CSP 770 - Advanced Statistics in Counseling and School Psychology 3 *Credit(s)*
- APLING 704 - Advanced Discourse Analysis 3 *Credit(s)*
- APLING 705 - Advanced Ethnography 3 *Credit(s)*
- SOCIOL 655 - Evaluation Research 3 *Credit(s)*
- SOCIOL 660 - Fundamentals of Survey Methodology 3 *Credit(s)*

Teaching Seminar (3 Credits)

- ECHD 707 - Teaching Early Childhood Education and Care in Higher Education 3 *Credit(s)*

Doctoral Seminars (6 Credits)

- ECHD 709 - ECEC Doctoral Seminar I 3 *Credit(s)*
- ECHD 710 - ECEC Doctoral Seminar II 3 *Credit(s)*

Research Team Seminars (3 Credits)

Complete two semesters.

- ECHD 708 - Early Childhood Education and Care (ECEC) Research Team Seminar 1.5 *Credit(s)*

Concentration Courses (9 Credits)

Take three courses from one of the concentrations below.

Learning and Teaching in the First Five Years Concentration
Leadership, Policy and Finance Concentration
Urban, Multilingual and Global Contexts Concentration
Individual Concentration

Environmental Sciences (PhD)

Environmental Sciences | School for the Environment

About the Program

Admission Requirements

Program Requirements

Complete at least 60 credits from 13 or more courses including two core courses, one skills course, one ethics course, one School for the Environment seminar, 18 credits of dissertation research, and 25 to 26 credits of electives.

Doctoral candidacy: Completion of written & oral qualifying exams by the end of the sixth semester. If the presentation and successful defense of the dissertation do not take place within five years of admission to candidacy, the candidate must repeat the comprehensive examination.

Dissertation: Compose and defend a dissertation based on original research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete the core course requirements and comprehensive examinations.

Minimum grade: No courses with grade below B can be applied to the program. Students who earn B- in two courses will be considered no longer in good standing and may be dismissed from the program. Students who receive a grade below C in any graduate course will be dismissed from the program.

Grading basis: Courses must be taken graded unless the course is only offered on a satisfactory/unsatisfactory basis.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: Graduate course credits earned at another institution, as a non-degree student, or in another department may only be applied to the program with approval from the dissertation committee and graduate program director.

Course level: No more than one course taken at UMass Boston at the 300/400-level may be applied toward the program with approval of the thesis/project advisor and graduate program director.

Statute of limitations: Ten years.

Course Requirements

Core Courses (8 Credits)

- ENVSCI 603 - Coasts and Communities I *4 Credit(s)*
- ENVSCI 604 - Coasts and Communities II *4 Credit(s)*

Skills Course (3 or 4 Credits)

Complete one from below.

Another course may be taken with approval of the student's dissertation committee.

- ENVSCI 601 - Introduction to Probability and Applied Statistics *3 Credit(s)*
- ENVSCI 611 - Applied Statistics *3 Credit(s)*

Ethics Course (1 Credit)

- ENVSCI 600 - Responsible Conduct in Research *1 Credit(s)*

School for the Environment Seminar (4 Credits)

All PhD students must attend seminar each week throughout their enrollment in the program but will receive no more than 4 credits for seminar.

- ENVSCI 791 - Seminar in Environmental Sciences *1 Credit(s)*

Dissertation Research (18 Credits)

PhD students must complete 18 credits of dissertation research. More than 18 credits may be taken but only 18 will be applied to the degree.

- ENVSCI 899 - Dissertation Research *1-12 Credit(s)*

Electives (25 or 26 Credits)

Complete 28 credits of additional courses and research hours in order to reach the 60 credits required for the program.

Students may select from any of the courses above not already taken or from 600-level or higher courses approved by their faculty mentor.

Exercise and Health Sciences (PhD)

Department of Exercise and Health Sciences | Manning College of Nursing and Health Sciences

About the Program

Entry to PhD with a BS Route
Entry to PhD with a MS Route

Gerontology (PhD)

Department of Gerontology | Manning College of Nursing and Health Sciences

About the Program
Admission Requirements

Program Requirements

Complete 69 credits from 21 courses including five foundation courses, six research courses, three policy courses, one professional development seminar, five electives, and nine credits of dissertation research.

Doctoral candidacy: Completion of a paper examination.

Dissertation: Compose and defend a dissertation based on original research.

Empirical research paper: By the end of the fourth semester of study, students are expected to complete an empirical research paper, comparable to an article that would be published in a professional academic journal. The paper is based on the preparatory course work in research methods and statistical analysis undertaken during the first and second years of study. Completion and acceptance of the paper by two faculty reviewers by the end of the fourth term is a prerequisite to taking the qualifying paper examination.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete 30 credits and the empirical research paper.

Transfer coursework: Students who enter the program already holding an appropriate master's degree may petition the Graduate Program Director for waiver of up to 12 credit hours of required or elective course work. Prior graduate courses will be considered for meeting elective requirements on the basis of their pertinence to the student's course of studies in gerontology. All courses considered for waiver or transfer must have been completed with a grade of at least B. Consideration will be given only to courses completed within 7 years of enrollment. Acceptance of prior course work is subject to the approval of the graduate program director and the dean of graduate studies.

Statute of limitations: Eight years.

Course Requirements

Foundation Courses (15 Credits)

- GERON GR 611 - Health and Physical Changes in Aging 3 *Credit(s)*
- GERON GR 621 - Social Aspects Aging 3 *Credit(s)*
- GERON GR 628 - Psychology of Aging 3 *Credit(s)*
- GERON GR 724 - Race & Culture 3 *Credit(s)*

Research Courses (18 Credits)

- GERON GR 601 - Research Methods and Experimental Design 3 *Credit(s)*
- GERON GR 603L - Statistical Methods in the analysis of Social Problems I 3 *Credit(s)*
- GERON GR 604L - Statistical Methods in the Analysis of Social Problems II 3 *Credit(s)*
- GERON GR 726 - Current National Data Bases in Gerontological Policy Research 3 *Credit(s)*
- GERON GR 727 - Research Practicum in Gerontology 3 *Credit(s)*

- GERON GR 609L - Qualitative Methods and Field Research 3 *Credit(s)*
or
- GERON GR 701 - Advanced Statistical Methods in Gerontology 3 *Credit(s)*
or

Policy Courses (9 Credits)

- GERON GR 623 - Issues in Aging Policy 3 *Credit(s)*
- GERON GR 760 - Policy Analysis Techniques 3 *Credit(s)*
- GERON GR 761 - Advanced Policy Analysis in Aging 3 *Credit(s)*

Professional Development Seminar (3 Credits)

- GERON GR 688 - Multidisciplinary Seminar in Aging 1 *Credit(s)* - complete three times

Electives (15 Credits)

Complete at least five additional GERON GR courses.

Dissertation Research (9 Credits)

- GERON GR 899 - Dissertation Research *1-9 Credit(s)*

Global Governance and Human Security (PhD)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program

Admission Requirements

Program Requirements

Complete 68 credits from 21 courses including six core courses, two research methods courses, four track courses, four electives, two colloquium courses, two doctoral research courses, and ten credits of dissertation research.

Tracks: Students select a track in conflict resolution; environment; gender, human rights, and human development; global political economy; or a self-defined concentration.

Doctoral candidacy: Pass two qualifying exams in core subjects and the area of concentration.

Dissertation: Compose and defend a dissertation based on original research.

Language: Students must demonstrate competency in second-language research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an M degree en route to the PhD. To qualify, students must complete the requirements outlined in the Global Governance and Human Security (MA) program.

Statute of limitations: Seven years.

Course Requirements

Core Courses (18 Credits)

- CONRES 623 - Introductory Theory *3 Credit(s)*
- GGHS 710 - Human Security *3 Credit(s)*
- GGHS 711 - Global Governance *3 Credit(s)*
- GGHS 712 - Gender and Human Security *3 Credit(s)*
- GGHS 713 - International Relations Theory *3 Credit(s)*
- GGHS 715 - International Organization *3 Credit(s)*

Research Methods Courses (6 Credits)

Track Courses (12 Credits)

Complete four courses from one of the following tracks or a self-designed concentration.

Courses for the track are chosen in collaboration with the faculty advisor.

Conflict Resolution
Environment
Gender, Human Rights, and Human Development
Global Political Economy

Electives (12 Credits)

Complete four additional courses drawn from any track or methods courses.

Up to six credits of field internship may be applied toward this requirement.

Colloquium Courses (4 Credits)

- GGHS 714 - Doctoral Colloquium in Global Governance and Human Security 2 *Credit(s)* - complete two semesters

Doctoral Research Courses (6 Credits)

- GGHS 781 - Doctoral Research Group 3 *Credit(s)* - complete two semesters

Dissertation (10 Credits)

- GGHS 899 - Dissertation Research 1-10 *Credit(s)*

Global Inclusion and Social Development (PhD)

Global Inclusion and Social Development Program | School for Global Inclusion and Social Development |
College of Education and Human Development

Global Inclusion and Social Development (PhD) - Post-Bachelors Option
Global Inclusion and Social Development (PhD) - Post-Masters Option

Higher Education (EdD)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 51 credits from 17 courses including eight core courses, five research courses, one elective, two dissertation seminars, and six credits of dissertation research.

Doctoral candidacy: Completion of a qualifying paper.

Dissertation: Compose and defend a dissertation based on original research.

Independent study: Students can enroll in up to four independent studies (3 credit hours each).

Transfer courses: Students can transfer a total of 12 credits: 6 from prior or concurrent coursework at other institutions and 6 from prior coursework at UMass Boston. No transfer coursework from other institutions or UMass Boston taken more than seven years before admission to the program will be accepted.

Statute of limitations: Seven years.

Course Requirements

Core Courses (21 Credits)

- HIGHED 601 - Educational Leadership Skills 3 *Credit(s)*
- HIGHED 610 - Administration and Governance in Higher Education 3 *Credit(s)*
- HIGHED 611 - Access and Equity in Higher Education 3 *Credit(s)*
- HIGHED 612 - Research on Students 3 *Credit(s)*
- HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts 3 *Credit(s)*
- HIGHED 632 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- HIGHED 634 - Public Policy Issues in Higher Education 3 *Credit(s)*

Research Courses (15 Credits)

Please take the four classes below and an additional advanced research methods class chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis 3 *Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis 3 *Credit(s)*
- HIGHED 753 - Research Design in Higher Education 3 *Credit(s)*
- HIGHED 793 - Research Seminar on the Qualifying Paper 3 *Credit(s)*

Electives (3 Credits)

Complete one additional course chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

Dissertation Seminars (6 Credits)

- HIGHED 891 - Dissertation Seminar 2-3 *Credit(s)*
- HIGHED 892 - Dissertation Seminar 3 *Credit(s)*

Dissertation Research (6 Credits)

- HIGHED 899 - Dissertation Research 3 *Credit(s)*

Higher Education (PhD)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 60 credits from 20 courses including seven core courses, six research courses, three electives, two dissertation seminars, and six credits of dissertation research.

Doctoral candidacy: Completion of a qualifying paper.

Dissertation: Compose and defend a dissertation based on original research

Independent study: Students can enroll in up to four independent studies (3 credit hours each).

Transfer coursework: Students can transfer a total of 12 credits: 6 from prior or concurrent coursework at other institutions and 6 from prior coursework at UMass Boston. No transfer coursework from other institutions or UMass Boston taken more than seven years before admission to the program will be accepted.

Statute of limitations: Seven years.

Course Requirements

Core Courses (21 Credits)

- HIGHED 601 - Educational Leadership Skills 3 *Credit(s)*
- HIGHED 610 - Administration and Governance in Higher Education 3 *Credit(s)*
- HIGHED 611 - Access and Equity in Higher Education 3 *Credit(s)*
- HIGHED 612 - Research on Students 3 *Credit(s)*
- HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts 3 *Credit(s)*
- HIGHED 632 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- HIGHED 634 - Public Policy Issues in Higher Education 3 *Credit(s)*

Research Courses (18 Credits)

Complete the four courses below and two advanced research methods courses chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis 3 *Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis 3 *Credit(s)*
- HIGHED 753 - Research Design in Higher Education 3 *Credit(s)*
- HIGHED 793 - Research Seminar on the Qualifying Paper 3 *Credit(s)*

Electives (9 Credits)

Complete three courses chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

Dissertation Seminars (6 Credits)

- HIGHED 891 - Dissertation Seminar 2-3 *Credit(s)*
- HIGHED 892 - Dissertation Seminar 3 *Credit(s)*

Dissertation Research (6 Credits)

- HIGHED 899 - Dissertation Research 3 *Credit(s)*

Integrative Biosciences (PhD)

Integrative Biosciences Program | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 60 credits from a minimum of nine courses including two core courses, five track courses, two to three electives, and 32 credits of dissertation.

Doctoral Candidacy: Pass a written qualifying exam in four topics as well as an oral qualifying exam which includes the defense of their dissertation proposal.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Eight years.

Course Requirements

Core Courses (5 Credits)

- INTR-D 601 - Integrative Biosciences Graduate Program Seminar 2 *Credit(s)*
- BIOL 650 - Scientific Communication 3 *Credit(s)*

Track Courses (16 to 18 Credits)

Complete five courses.

Three courses must be from your declared track.

One course must be taken in each of the other two tracks.

Biochemistry Track

- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 680L - Physical Biochemistry 3 *Credit(s)*
or
- CHEM 680L - Physical Biochemistry 3 *Credit(s)*
- CHEM 681 - Medical Biochemistry 4 *Credit(s)*

Biophysics Track

- BIOL 680L - Physical Biochemistry 3 *Credit(s)*
or
- CHEM 680L - Physical Biochemistry 3 *Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging 4 *Credit(s)*
- PHYSIC 614 - Thermodynamics and Statistical Mechanics 4 *Credit(s)*
- PHYSIC 645 - Cancer Biophysics 4 *Credit(s)*

Bioinformatics Track

- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- CS 612 - Algorithms in Bioinformatics 3 *Credit(s)*
- MATH 648 - Computational Statistics 4 *Credit(s)*

Electives (6 to 8 Credits)

Complete two to three courses from any of the track courses above and from below.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 691 - Seminar in Developmental Biology 3 *Credit(s)*
- CHEM 658 - Medicinal Chemistry 4 *Credit(s)*
- MATH 303 Introduction to Mathematical Biology 3 *Credit(s)* - see Undergraduate Catalog
- CS 671 - Machine Learning 3 *Credit(s)*
- ENVSCI 611 - Applied Statistics 3 *Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory 4 *Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics 4 *Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) 4 *Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) 4 *Credit(s)*

Dissertation Course (32 Credits)

Complete at least 32 credits of dissertation research by registering for a science dissertation course to be approved by your faculty advisor.

Marine Science and Technology (PhD)

Environmental Sciences | School for the Environment

About the Program

Admission Requirements

Program Requirements

Complete 54 credits from at least 14 courses including three marine science core courses, one marine policy core course, two School for the Environment seminars, 21 to 22 credits of concentration electives, and 18 credits of dissertation research.

Concentration: Students must select a concentration in coastal systems science, integrated coastal management, living marine resources science and management, marine and atmospheric system modeling and analysis, marine biogeochemistry and environmental change, marine observation technologies, or oceans and human health.

Doctoral candidacy: Successful completion of a comprehensive written and oral qualifying examination by the end of the sixth semester. If the presentation and successful defense of the dissertation do not take place within five years of admission to candidacy, the candidate must repeat the comprehensive examination.

Dissertation: Compose and defend a dissertation based on original empirical research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete all core course requirements and the written and oral examinations.

Minimum grade: No courses with grade below B can be applied to the program. Students who earn B- in two courses will be considered no longer in good standing and may be dismissed from the program. Students who receive a grade below C in any graduate course will be dismissed from the program.

Grading basis: Courses must be taken graded unless the course is only offered on a satisfactory/unsatisfactory basis.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: Excluding intercampus marine science courses taken at UMass campuses, graduate course credits earned at another institution, as a non-degree student, or in another department may only be applied to the program with approval from the dissertation committee and graduate program director.

Course level: No more than one course taken at UMass Boston at the 300/400-level may be applied toward the program with approval of the thesis/project advisor and graduate program director.

Statute of limitations: Eight years.

Course Requirements

Marine Science Core (9 to 10 Credits)

Complete three from below.

- ENVSCI 630 - Biological Oceanography 3 *Credit(s)*
- ENVSCI 640 - The Chemistry of Natural Waters 3 *Credit(s)*
or
- ENVSCI 641 - The Geochemistry of a Habitable Planet 3 *Credit(s)*
- and ENVSCI 642 - Laboratory for the Geochemistry of a Habitable Planet 1 *Credit(s)*
- ENVSCI 650 - Physical Oceanography 3 *Credit(s)*

Marine Policy Core (3 Credits)

Complete one from below.

- ENVSCI 670L - Environmental and Energy Economics 3 *Credit(s)*
- ENVSCI 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- ENVSCI 675L - Economics of Renewables: Marine and Energy Resources 3 *Credit(s)*
- ENVSCI 726L - Coastal Zone Policy, Planning, and Management 3 *Credit(s)*

School for the Environment Seminar (2 Credits)

All PhD students must attend seminar each week throughout their enrollment in the program but will receive no more than 2 credits for seminar.

- ENVSCI 791 - Seminar in Environmental Sciences 1 *Credit(s)*

Concentration Electives (21 to 22 Credits)

Complete courses and independent research hours to fulfill the 54 credit hour requirement.

Students may select from any of the courses above not already taken or from 600-level or higher courses approved by their faculty mentor.

Dissertation Research (18 Credits)

PhD students must complete 18 credits of dissertation research. More than 18 credits may be taken but only 18 will be applied to the degree.

- ENVSCI 899 - Dissertation Research 1-12 *Credit(s)*

Nursing (PhD)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program
Admission Requirements

Nursing (PhD) - BS to PhD Health Policy and Population Health Track
Nursing (PhD) - MS to PhD Health Policy and Population Health Track

Advanced Practice Certification

Students enrolled in the nursing PhD program who wish to pursue additional coursework to apply for Advanced Practice certification (NP or CNS) after completion of the PhD will be allowed to take up to two NP courses for their elective requirements within the PhD curriculum at the discretion of their faculty advisor. Students are encouraged to discuss this option with their faculty advisor as early as possible during their PhD coursework.

Nursing (PhD) - BS to PhD Health Policy and Population Health Track

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 48 credits from 14 courses including seven required courses, three research methods courses, three methods electives, and nine credits of dissertation research.

Doctoral candidacy: Students must pass written and oral comprehensive exams which is a prerequisite for doctoral candidacy. The written exam consists of two papers; one conceptual and one methodological.

Dissertation: Candidates must complete and defend a dissertation written in traditional five-chapter format.

Statute of limitations: Eight years.

En Route MS: A non-clinical, generic master's degree in nursing can be awarded *en route* to the PhD after completing 30 credits.

The 30 credits comprise 21 credits from the BSN-PhD curriculum plus 9 credits required as part of the American Association of Colleges of Nursing's Essentials - Advanced Health Assessment (ex NU 615), Advanced Pharmacology (ex NU 634), and Advanced Pathophysiology (ex NU 614)

Course Requirements

Required Courses (21 Credits)

- NURSNG 607 - Evidenced Based Teaching Practices 3 Credit(s)
- NURSNG 700 - Philosophy of Nursing Science: Ways of Knowing 3 Credit(s)

- NURSNG 702 - Doctoral Seminar *3 Credit(s)*
- NURSNG 741 - Health Policy I *3 Credit(s)*
- NURSNG 745 - Population Health I *3 Credit(s)*
- NURSNG 750 - Contemporary Disciplinary Knowledge *3 Credit(s)*
- NURSNG 770 - Biostatistics II: Advanced Statistical Methods in Healthcare Research *3 Credit(s)*

Research Methods Courses (9 Credits)

- PPOL-G 609L - Qualitative Methods and Field Research *3 Credit(s)*
- EHS 825L - Advanced Quantitative Research Methods I *3 Credit(s)*
or
- NURSNG 825L - Advanced Quantitative Research Methods I *3 Credit(s)*
or
- NURSNG 780 - Epidemiologic Methods *3 Credit(s)*
- NURSNG 790 - Integrating concepts & methods for research development *3 Credit(s)*

Methods Electives (9 Credits)

Complete three electives from below or other with permission of advisor.

- NURSNG 608 - The Nurse Educator in the Academic Setting *3 Credit(s)*
- NURSNG 609 - The Nurse Educator in the Practice Setting *3 Credit(s)*
- NURSNG 618 - Introduction to Health Policy, Finance and Ethics *3 Credit(s)*
- NURSNG 637 - Mental and Psychosocial Health of the Urban Family *3 Credit(s)*

Dissertation Research (9 Credits)

- NURSNG 899 - Dissertation Research *3-9 Credit(s)*

Nursing Practice (DNP)

Department of Nursing | Manning College of Nursing and Health Sciences

Nursing Practice (DNP) - BS to DNP

Nursing Practice (DNP) - MS to DNP

Public Policy (PhD)

Department of Public Policy and Public Affairs | McCormack Graduate School of Policy and Global Studies

About the Program

Admission Requirements

Program Requirements

Complete 67 credits from 20 courses including nine core interdisciplinary courses, four core research and quantitative methods courses, six electives, and one dissertation course. Plus 7 dissertation credits.

Up to twelve credits of coursework may be waived for students holding a master's degree by petitioning the department's Academic Affairs Committee.

Candidacy: Passage of two competency exams given at the end of the first and second years.

Dissertation: Compose and defend a dissertation based on original empirical research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive a Master's in Public Policy (MPP) en route to the PhD. To qualify, students must complete all core courses and electives and pass both competency exams.

Statute of limitations: Eight years.

Course Requirements

Core Interdisciplinary Courses (27 Credits)

- PPOL-G 602 - Political Economy of Class, Race and Gender *3 Credit(s)*
- PPOL-G 609L - Qualitative Methods and Field Research *3 Credit(s)*
- PPOL-G 611 - Public Policy Processes: Environments, Power and Outcomes *3 Credit(s)*
- PPOL-G 612 - Approaches to Policy Analysis: Epistemology, Theory and Institutions *3 Credit(s)*
- PPOL-G 621 - Microeconomics for Policy Analysis *3 Credit(s)*
- PPOL-G 622 - Public Finance and Budgeting *3 Credit(s)*
- PPOL-G 711 - Multi-Disciplinary Topics in Public Policy *3 Credit(s)*
- PPOL-G 716 - Public Policy ProSeminar *1 Credit(s)* - complete three credits
- PPOL-G 760 - Sociological Perspectives on Public Policy and Social Justice *3 Credit(s)*

Core Research and Quantitative Methods Courses (12 Credits)

- PPOL-G 604L - Statistical Methods in the analysis of Social Problems I *3 Credit(s)*
- PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II *3 Credit(s)*
- PPOL-G 630 - Research Methods I for Policy *3 Credit(s)*
- PPOL-G 631 - Research Methods II for Policy *3 Credit(s)*
- PPOL-G 891 - Dissertation Workshop for Public Policy *3 Credit(s)*

Electives (18 Credits)

Complete six courses from below.

Students may also elect to complete an internship working on a policy project.

- PPOL-G 740 - Political Institutions *3 Credit(s)*
- PPOL-G 749L - Scientific & Political Change *3 Credit(s)*
- PPOL-G 753L - Epidemiological Thinking and Population Health *3 Credit(s)*

Dissertation (7 Credits)

- PPOL-G 899 - Dissertation 1-12 *Credit(s)*

Sociology (PhD)

Sociology Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 36 credits from ten or more courses including six required courses, 18 credits of electives, and at least six dissertation credits.

Students admitted without an MA in sociology must also complete the requirements for the Applied Sociology (MA) program.

Dissertation: Compose and defend a dissertation based on original research.

Doctoral candidacy: Passage of two comprehensive examinations taken in two parts; theory/methods and substantive area concentration.

Statute of limitations: Ten years.

Course Requirements

Required Courses (12 Credits)

- SOCIOL 607 - Contemporary Sociological Theory 3 *Credit(s)*
- SOCIOL 609L - Qualitative Methods and Field Research 3 *Credit(s)*
- SOCIOL 652 - Advanced Quantitative Methods 3 *Credit(s)*
- SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology 1 *Credit(s)*
- SOCIOL 701 - Proseminar II: Planning a career in Sociology 1 *Credit(s)*
- SOCIOL 702 - Proseminar III: Developing professional skills and preparing for job market 1 *Credit(s)*

Electives (18 Credits)

Complete 18 credits of additional graduate SOCIOL courses.

With approval of the graduate program director, up to six credits from another graduate program may be applied toward this requirement.

Dissertation (6 Credits)

Complete a minimum of six credits from the course below.

- SOCIOL 899 - Dissertation Credits 1-9 *Credit(s)*

Urban Education, Leadership, and Policy Studies (EdD)

Department of Leadership in Education | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 65 credits from 21 courses including twelve core courses, two concentration courses, two electives, and five dissertation courses.

Students who enter with a master's degree in an equivalent discipline may be considered for advanced graduate standing on a case-by-case basis. Alternatively, if a student is ineligible for advanced standing, the student may transfer up to 6 credits of coursework taken beyond the master's level that has not contributed toward the award of any other degree.

Doctoral candidacy: Pass a comprehensive assessment and qualifying paper.

Dissertation: Propose, compose, and defend a dissertation based on original empirical research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (32 Credits)

- EDLDRS 701 - Leadership Workshop I 3 *Credit(s)*
- EDLDRS 703 - Critical Issues I 3 *Credit(s)*
- EDLDRS 705 - Introduction to Inquiry for Educational Leaders 3 *Credit(s)*
- EDLDRS 714 - Integrative Seminar I 1 *Credit(s)*
- EDLDRS 715 - Integrative Seminar II 1 *Credit(s)*
- EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts 3 *Credit(s)*
- EDLDRS 730 - Historical Roots of Contemporary Urban Schooling 3 *Credit(s)*
- EDLDRS 732 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I 3 *Credit(s)*
- EDLDRS 741 - Research Methods in Educational Leadership II 3 *Credit(s)*
- EDLDRS 750 - Education Policy for School Leaders 3 *Credit(s)*
- EDLDRS 760 - Qualifying Paper Seminar 3 *Credit(s)*

Concentration Courses (6 Credits)

Complete two courses from one of the concentrations below.

Administration and Leadership Concentration

Teaching, Learning, and Leadership Concentration

Electives (6 Credits)

Complete two courses chosen in collaboration with the graduate program director.

Dissertation Courses (15 Credits)

- EDLDRS 891 - Dissertation Seminar 3 *Credit(s)*
- EDLDRS 892 - Dissertation Seminar II 2 *Credit(s)*
- EDLDRS 893 - Dissertation Seminar 2 *Credit(s)*
- EDLDRS 899 - Dissertation Research 1-9 *Credit(s)* - complete twice for 8 total credits

Certification

Students may use Urban Education courses to fulfill many of the requirements for certification as a principal, supervisor-director, or special education administrator.

Urban Education, Leadership, and Policy Studies (PhD)

Department of Leadership in Education | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 65 credits from 26 courses including 15 core courses, 5 elective courses, 1 advanced methods course, and 5 dissertation courses.

Students who enter with a master's degree in an equivalent discipline may be considered for advanced graduate standing on a case-by-case basis. Alternatively, if a student is ineligible for advanced standing, the student may transfer up to 6 credits of coursework taken beyond the master's level that has not contributed toward the award of any other degree.

Doctoral candidacy: Pass a comprehensive assessment and qualifying paper.

Dissertation: Propose, compose, and defend a dissertation based on original empirical research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (32 Credits)

- EDLDRS 701 - Leadership Workshop I 3 *Credit(s)*
- EDLDRS 703 - Critical Issues I 3 *Credit(s)*
- EDLDRS 705 - Introduction to Inquiry for Educational Leaders 3 *Credit(s)*
- EDLDRS 714 - Integrative Seminar I 1 *Credit(s)*
- EDLDRS 715 - Integrative Seminar II 1 *Credit(s)*
- EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts 3 *Credit(s)*

- EDLDRS 730 - Historical Roots of Contemporary Urban Schooling 3 *Credit(s)*
- EDLDRS 732 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I 3 *Credit(s)*
- EDLDRS 741 - Research Methods in Educational Leadership II 3 *Credit(s)*
- EDLDRS 750 - Education Policy for School Leaders 3 *Credit(s)*
- EDLDRS 760 - Qualifying Paper Seminar 3 *Credit(s)*

Electives (6 Credits)

Complete two courses chosen in collaboration with the graduate program director.

Dissertation Courses (15 Credits)

- EDLDRS 891 - Dissertation Seminar 3 *Credit(s)*
- EDLDRS 892 - Dissertation Seminar II 2 *Credit(s)*
- EDLDRS 893 - Dissertation Seminar 2 *Credit(s)*
- EDLDRS 899 - Dissertation Research 1-9 *Credit(s)* - complete twice for 8 total credits

Certification

Students may use Urban Education courses to fulfill many of the requirements for certification as a principal, supervisor-director, or special education administrator.

Post Master's Certificate

Adult/Gerontological Nurse Practitioner (Post-Master's Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete one of the following:

- 21 credits from five required courses
or
- 12 credits from three courses including one required course, one primary care course, and one practicum course.

Prerequisites:

- NURSNG 614 - Advanced Pathophysiology
- NURSNG 615 - Advanced Health Assessment Practicum

- NURSNG 631 - The Role of the Advanced Practice Nurse
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

These courses, taken within 7 years (5 years for Advanced Pharmacology), will be recognized if the student has earned a B or better, if the course is judged to be equivalent in content and credit, and if the course is at the graduate and APN level. Depending on their previous courses, some students may need to complete some or all of these prerequisite courses before advancing to the specialty area.

Clinical experience: All students in the 21-credit option must complete 600 hours of documented supervised clinical experience. Students in the 12-credit option must complete 300 hours of clinical experience. Students need to arrange their own clinical experiences. All practicum experiences are subject to the approval of the program directors. The agency must be under contract agreement with the UMass/Boston College of Nursing and Health Sciences and that working agreement will be facilitated by the Placement Office prior to the start of the clinical course. Students are advised that preceptors must be either master's-prepared NPs, physician assistants (PAs) or physicians with evidence of current licensure.

Grading basis: No courses taken satisfactory/unsatisfactory may be applied toward the program.

Statute of limitations: Four years.

Course Requirements

21-Credit Option

12-Credit Option

Counseling (CAGS)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 18 to 30 credits from accepted prior graduate coursework and additional courses determined by the graduate program director.

The program of study is individually designed, based on prior graduate coursework completed within seven years of matriculation in the CAGS program at the University of Massachusetts Boston. A minimum of 18 credits are required for graduates of a counseling program at UMass Boston; a minimum of 30 credits is required for graduates of all other counseling programs. To meet licensure requirements, more than 30 credits may be required.

Fieldwork: Complete a 100-hour practicum and 450 to 600-hour internship.

To be eligible for the CAGS, applicants must have completed their master's degree coursework in counseling within the last 7 years.

Minimum grade: No content courses with a grade below B- and practicum/internship courses with a grade below B may be applied toward the program.

Statute of limitations: Six years.

Course Requirements

Program Courses

The number and list of required courses for each student is set after review of their graduate coursework. Below is a list of courses commonly required for the program.

- COUNSL 601 - Research and Evaluation in Psychology *3 Credit(s)*
- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment *3 Credit(s)*
- COUNSL 608 - Psychopathology and Diagnosis *3 Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I *3 Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling *3 Credit(s)*
- COUNSL 620 - Life Span Human Development *3 Credit(s)*
- COUNSL 630 - Orientation to Professional School Counseling *3 Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools *3 Credit(s)*
- COUNSL 633 - Professional, Ethical, and Legal Issues in School Counseling *3 Credit(s)*
- COUNSL 635 - Behavioral Counseling *3 Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents *3 Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling *3 Credit(s)*
- COUNSL 660 - College Readiness Counseling *3 Credit(s)*
- COUNSL 661 - Career Development Facilitation and Training *3 Credit(s)*
- COUNSL 665 - Trauma and Crisis Counseling *3 Credit(s)*
- COUNSL 688 - Practicum *3 Credit(s)*
- COUNSL 698 - Internship *6 Credit(s)*

Early Education, Research, Policy, and Practice (Post-Master's Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- ECHD 701 - Early Education and Care Policy and Practice *3 Credit(s)*
- ECHD 702 - Advanced Child Development and Early Learning *3 Credit(s)*
- ECHD 703 - Translating Early Education Research into Practice *3 Credit(s)*
- ECHD 704 - Leadership and Change in Early Education and Care *3 Credit(s)*

Educational Administration (CAGS)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve required courses.

Capstone: Passage of a comprehensive portfolio examination synthesizing a significant portion of their course work. The portfolio offers students an opportunity to collect and reflect systematically upon the various components of their own learning, drawing on readings, coursework, and pre-practicum and practicum experiences.

Practicum or internship: A 500-hour, two-year-long practicum or internship in educational administration is required for aspiring principals/assistant principals and special education directors. Students normally begin their practicum in the first semester and continue adding hours over the next two years (although this schedule may vary with different districts).

Licensure: Applicants seeking licensure as principal, assistant principal, or administrator of special education must pass the communication and literacy portion of the Massachusetts Test for Educator Licensure to be recommended for licensure. For complete information on this requirement, see the Massachusetts DESE website on Educator Services. Applicants seeking licensure as principal/assistant principal must also pass the Massachusetts Performance Assessment for Leaders (PAL). We will assist you with the assessment tasks as part of your regular coursework.

In addition to the CAGS in Educational Administration, students will receive the Sheltered English Instruction (SEI) endorsement for administrators upon graduation.

Statute of limitations: Three years.

Course Requirements

Required Courses (36 Credits)

- ADM G 603 - Organizational Change 3 Credit(s)
- ADM G 610 - Research Design 3 Credit(s)
- ADM G 613 - Personnel: Administration, Supervision and Evaluation 3 Credit(s)
- ADM G 627 - Legal Issues In Educ 3 Credit(s)
- ADM G 632 - Facility Design and Fiscal Management 3 Credit(s)
- ADM G 655 - Advanced Seminar in Supervision 3 Credit(s)
- ADM G 686 - Internship I Ed Adm 1.5-3 Credit(s)
- ADM G 687 - Practicum II in Educational Administration 1.5-3 Credit(s)
- ADM G 691 - Advanced Seminar in Administration 3 Credit(s)
- APLING 623 - Sociolinguistics 3 Credit(s)
- EDC G 606 - Sociocultural Foundations of Education 3 Credit(s)
- SPE G 633 - Legal and Political Issues in Special Education 3 Credit(s)

Family Nurse Practitioner (Post-Master's Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete one of the following:

- 21 credits from five required courses
or
- 12 credits from three courses including one required course, one primary care course, and one practicum course.

Prerequisites:

- NURSNG 614 - Advanced Pathophysiology
- NURSNG 615 - Advanced Health Assessment Practicum
- NURSNG 631 - The Role of the Advanced Practice Nurse
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

These courses, taken within 7 years (5 years for Advanced Pharmacology), will be recognized if the student has earned a B or better, if the course is judged to be equivalent in content and credit, and if the course is at the graduate and APN level. Depending on their previous courses, some students may need to complete some or all of these prerequisite courses before advancing to the specialty area.

Clinical experience: All students in the 21-credit option must complete 600 hours of documented supervised clinical experience. Students in the 12-credit option must complete 300 hours of clinical experience. Students need to arrange their own clinical experiences. All practicum experiences are subject to the approval of the program directors. The agency must be under contract agreement with the UMass/Boston College of Nursing and Health Sciences and that working agreement will be facilitated by the Placement Office prior to the start of the clinical course. Students are advised that preceptors must be either master's-prepared NPs, physician assistants (PAs), certified nurse midwives (CNMs) or physicians (MDs or Docs) with evidence of current licensure and board specialty.

Grading basis: No courses taken satisfactory/unsatisfactory may be applied toward the program.

Statute of limitations: Four years.

Course Requirements

Complete three to five courses from one of the options below.

21-Credit Option
12-Credit Option

Nurse Educator (Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including one required course, one nursing elective, and two additional electives.

Practicum: Practicum is highly recommended, but optional. NURSNG 608 NURSNG 609 NURSNG 612 offer an optional clinical practicum component in the academic or clinical practice setting.

Statute of Limitations: Three years

Course Requirements

Required Course (3 Credits)

- NURSNG 607 - Evidenced Based Teaching Practices *3 Credit(s)*

Nursing Elective (3 Credits)

Complete one from below.

- NURSNG 608 - The Nurse Educator in the Academic Setting *3 Credit(s)*
- NURSNG 609 - The Nurse Educator in the Practice Setting *3 Credit(s)*
- NURSNG 612 - Transition from Nurse Clinician to Nurse Educator *3 Credit(s)*

Additional Electives (6 Credits)

Complete two additional courses from the nursing electives above or courses offered in the College of Education and Human Development.

Rehabilitation Counseling (Post-Master's Certificate)

Rehabilitation Counseling Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 21 credits from seven required courses.

Students who have completed required courses as part of a master's program should speak with the graduate program director about possible substitution courses.

Statute of limitations: Five years.

Course Requirements

Required Courses (21 Credits)

- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities 3 *Credit(s)*
- REHAB 603 - Foundations of Rehabilitation 3 *Credit(s)*
- REHAB 610 - Ethics, Case Management and Planning in Rehabilitation 3 *Credit(s)*
- REHAB 612 - Vocational Rehabilitation and Placement 3 *Credit(s)*

School Psychology (EdS)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 66 credits from 20 courses including 16 core courses and four fieldwork courses.

Prerequisites to full acceptance: Passing scores on the Massachusetts Test for Educator Literacy (MTEL) and a minimum of five courses in psychology including one course in human development (if needed, COUNSL 620 - Life Span Human Development is recommended) and one course in statistics (if needed, PSYCH 270 Psychology Statistics is recommended).

Capstone: Successful completion of Praxis II exams and an internship portfolio.

Practicum: Complete 1400 hours of practicum experience.

Students who have completed the School Psychology (MEd) will apply their coursework toward the EdS requirements.

Applicants admitted to the EdS program, who already have a master's or higher degree in a related field, are eligible for waivers of requirements for comparable courses already completed at the graduate level. Their individual plan of study will be tentatively determined at the interview and formally determined after matriculation, following a review of course descriptions and syllabi.

Students who successfully complete the program are eligible to apply for licensure as a school psychologist in Massachusetts.

Statute of limitations: Three years.

Course Requirements

Core Courses (48 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 608 - Psychopathology and Diagnosis 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling 3 *Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools 3 *Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents 3 *Credit(s)*
- CSP 660 - Physiological Bases of Behavior 3 *Credit(s)*
- SPY G 601 - Issues and Ethics in School Psychology 3 *Credit(s)*
- SPY G 602 - Standardized Assessment and Report Writing 3 *Credit(s)*
- SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making 3 *Credit(s)*
- SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention 3 *Credit(s)*
- SPY G 607 - School-Based Interventions and Data-Based Decision Making 3 *Credit(s)*
- SPY G 608 - Systems Consultation, Prevention, and Organizational Change 3 *Credit(s)*
- SPY G 612 - Learning and the Curriculum 3 *Credit(s)*
- SPY G 635 - Behavior Therapy in Schools 3 *Credit(s)*
- SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology 3 *Credit(s)*

Fieldwork Courses (18 Credits)

- SPY G 685 - Practicum I: School-Based Assessment & Intervention 3 *Credit(s)*
- SPY G 686 - Practicum II: School-Based Assessment & Intervention 3 *Credit(s)*
- SPY G 689 - Internship in School Psychology 6 *Credit(s)* - complete two semesters

Elective Course

SPY G 687 - Practicum in School Psychology III may be taken as an elective, but is not required.

Graduate Certificate

Applied Behavioral Analysis for Special Populations (Certificate)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 21 credits from seven required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (21 Credits)

- ABA 650 - Philosophical Underpinnings of Applied Behavior Analysis *3 Credit(s)*
- ABA 651 - Concepts and Principles of Behavior Analysis *3 Credit(s)*
- ABA 652 - Assessment and Treatment of Problem Behavior *3 Credit(s)*
- ABA 653 - Skill Acquisition *3 Credit(s)*
- ABA 654 - Research Methods *3 Credit(s)*
- ABA 655 - Organizational Behavior Management (OBM) *3 Credit(s)*
- ABA 656 - Ethical & Professional Conduct *3 Credit(s)*

Archives (Certificate)

History Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 15 credits from five required courses.

Course reuse: History MA students who are also seeking an archives certificate may use up to one course to satisfy both the MA and certificate requirements.

Statute of Limitations: Five years.

Course Requirements

Required Courses (15 Credits)

- HIST 626 - Introduction to Archives and Information Management *3 Credit(s)*
- HIST 627 - Archival Methods and Practices *3 Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era *3 Credit(s)*
- HIST 635 - Internship in Archives and Information Management *3 Credit(s)*

- HIST 620 - Introduction to Public History and Popular Memory *3 Credit(s)*
or
- HIST 625 - Interpreting History in Public Approaches to Public History Practice *3 Credit(s)*

Assistive Technology for People with Visual Impairments (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 28 credits from eight required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Statute of limitations: Three years

Course Requirements

Required Courses (28 Credits)

- VISN 603 - Braille I 3 *Credit(s)*
- VISN 604 - Eye Anatomy and Disease 3 *Credit(s)*
- VISN 605 - Clinical and Functional Assessment of Vision 3 *Credit(s)*
- VISN 660 - Introduction to Assistive Technology for People with Visual Impairments 3 *Credit(s)*
- VISN 661 - Assistive Technology Assessment and Instruction for People with Visual Impairments 4 *Credit(s)*
- VISN 662 - Configuration and Exploration of Assistive Technology solutions for People with Visual Impairments 4 *Credit(s)*
- VISN 663 - Technological Methods of Accessibility and Accommodations for People with Visual Impairments 4 *Credit(s)*
- VISN 669 - Assistive Technology for People with Visual Impairments Practicum 4 *Credit(s)*

Autism Endorsement (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- SPE G 661 - Autism Spectrum Disorder: Foundations & Characteristics 3 *Credit(s)*
- SPE G 662 - Autism Spectrum Disorder: Assessment and Collaboration 3 *Credit(s)*
- SPE G 663 - Autism Spectrum Disorders: Programs, Services, and Supports 3 *Credit(s)*
- SPE G 664 - Autism Spectrum Disorder: Field Experience 3 *Credit(s)*

Biotechnology (Certificate)

Biology Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses.

Statute of limitations: Three years

Course Requirements

Elective Courses (15 Credits)

Complete five from below.

At least two courses must be from the list of laboratory courses.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 634 - Methods in Phylogenetics and Macroevolutionary Analysis 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 691 - Seminar in Developmental Biology 3 *Credit(s)*
- BIOL 693 - Seminar in Neurobiology 3 *Credit(s)*

Laboratory Courses

Business Analytics (Certificate)

College of Management
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- MSIS 656 - Information Storage Management *3 Credit(s)*
- MSIS 670 - Enterprise Business Intelligence *3 Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence *3 Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics *3 Credit(s)*

Clean Energy and Sustainability (Certificate)

College of Management
School for the Environment

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including one required course and three electives.

Practicum: Students must complete one practicum experience with a clean energy sector organization.

Statute of limitations: Three years.

Course Requirements

Required Course (3 Credits)

Complete one from below.

Students may also complete an independent study if no suitable internship is available.

- MBAMGT 669 - Entrepreneurship Internship/Practicum *3 Credit(s)*
- MBAMGT 698 - Practicum *1-3 Credit(s)*

- ENVSCI 698 - Projects in Environmental Sciences 1-6 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- ENVSCI 670L - Environmental and Energy Economics 3 *Credit(s)*
- ENVSCI 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- MBA AF 631 - Sustainable Finance and Impact Investing 3 *Credit(s)*
- MBAMGT 671L - Introduction to Environmental Management 3 *Credit(s)*
- MBAMGT 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- MBAMGT 688L - Business and Climate Change 3 *Credit(s)*

Conflict Resolution (Certificate)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program

Admission Requirements

Specialization Options

Students can choose to specialize in one of four single concentrations (12 credits) or one of two dual specialization concentrations (18 credits).

Single Specialization Option

Dual Specialization Option

Contemporary Marketing (Certificate)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including four required courses and one elective.

Additional course: Students without a business degree or have less than three years of experience in marketing must also complete MBAMKT 670 - Marketing Management.

Statute of limitations: Three years

Course Requirements

Required Courses (12 Credits)

- MBAMKT 671 - Marketing Research 3 *Credit(s)*
- MBAMKT 673 - Marketing Communications 3 *Credit(s)*
- MBAMKT 674 - International Marketing 3 *Credit(s)*
- MBAMKT 691 - Social Media Marketing 3 *Credit(s)*

Elective (3 Credits)

Complete one from below.

- MBAMKT 685 - Brain of the Consumer 3 *Credit(s)*

Cortical/Cerebral Visual Impairment (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five required courses.

Statute of limitations: Three years

Course Requirements

Required Courses (15 Credits)

- VISN 648 - Cortical/Cerebral Visual Impairment 3 *Credit(s)*
- VISN 651 - Vision and the Brain: Neurolog 3 *Credit(s)*
- VISN 652 - Assessment for Students with Cortical/Cerebral Visual Impairment 3 *Credit(s)*
- VISN 653 - Promising Practices for Teaching Students with CVI 3 *Credit(s)*
- VISN 654 - Consultation and Collaboration Strategies 3 *Credit(s)*

Critical and Creative Thinking (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

Critical and Creative Thinking (Certificate)

Critical and Creative Thinking (Certificate) - Science in a Changing World Track

Cybersecurity (Certificate)

Department of Management Science and Information Systems | College of Management

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including two required courses and two electives.

Students can waive MSIS 614 if they have taken equivalent courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (6 Credits)

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance *3 Credit(s)*
- MSIS 614 - Business Data Communications & Computer Networks *3 Credit(s)*

Electives (6 Credits)

Complete two from below.

- MSIS 625 - Cybersecurity Risk Management and Auditing *3 Credit(s)*
- MSIS 628 - Cloud Computing and Security *3 Credit(s)*
- MSIS 629 - Cybersecurity and Forensics *3 Credit(s)*

Database Technology (Certificate)

Computer Science Department | College of Science and Mathematics
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including three core courses and one elective.

Statute of limitations: Three years.

Course Requirements

Core Courses (9 Credits)

- CS 615 - User Interface Design 3 *Credit(s)*
- CS 630 - Database Management Systems 3 *Credit(s)*
- CS 634 - Architecture of Database Systems 3 *Credit(s)*

Elective (3 Credits)

Take one from below.

- CS 636 - Database Application Development 3 *Credit(s)*
- CS 637 - Database-Backed Websites 3 *Credit(s)*

Dual Language (Certificate)

Applied Linguistics Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 15 credits from five required courses.

Fieldwork: Complete 100 hours of classroom-based fieldwork.

Statute of limitations: Five years.

Course Requirements

Required Courses (15 Credits)

- APLING 605 - Theories and Principles of Language Teaching 3 *Credit(s)*
- APLING 614 - Foundations of Bilingual/Multicultural Education 3 *Credit(s)*
- APLING 615 - Dual Language Pedagogy 3 *Credit(s)*
- APLING 616 - Curriculum Development in Bilingual Education 3 *Credit(s)*
- APLING 618 - Teaching ESL: Methods and Approaches 3 *Credit(s)*

Gender, Leadership, and Public Policy (Certificate)

McCormack Graduate School of Policy and Global Studies

Continuing and Professional Studies

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 18 credits from six courses including four core courses and two internship courses.

Internship: Complete 10-16 hours per week at their internship site, for a minimum of 160 hours during a minimum 4-month period, over the course of the academic year.

Gender, Leadership, and Public Policy (GLPP) graduate certificate students can also choose to apply for the Public Administration (MPA) - Gender, Leadership, and Public Policy Track, and complete an MPA in just one additional academic year plus one summer.

Statute of limitations: Three years.

Course Requirements

Core Courses (12 Credits)

- PUBADM 619 - WPPP: Contemporary American Public Policy Issues 3 *Credit(s)*
- PUBADM 623 - WPPP: Women in American Politics and Policy Making 3 *Credit(s)*
- PUBADM 628 - Research Methods for Policy Analysis 3 *Credit(s)*
- PUBADM 629 - Leadership and Organizations: Gender, Power and Authority 3 *Credit(s)*

Internship Courses (6 Credits)

- PUBADM 622 - WPPP Fall Internship 3 *Credit(s)*
- PUBADM 624 - WPPP: Spring Internship 3 *Credit(s)*

Gerontology (Certificate)

Department of Gerontology | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five electives.

Statute of limitations: Three years.

Course Requirements

Electives (15 Credits)

Complete five from below.

- GERON GR 610 - Understanding Data: Research Methods for Managers 3 *Credit(s)*
- GERON GR 612 - Healthy Aging Perspectives 3 *Credit(s)*

- GERON GR 622 - Aging in Society 3 *Credit(s)*
- GERON GR 624 - Aging Policy and Programming 3 *Credit(s)*
- GERON GR 629 - Psychological Impact of Aging 3 *Credit(s)*
- GERON GR 630 - Residential Long Term Care Management 3 *Credit(s)*
- GERON GR 635 - Leadership and Ethics in Aging Services 3 *Credit(s)*
- GERON GR 640 - Introduction to Senior Transportation 3 *Credit(s)*
- GERON GR 645 - Marketing of Aging Services 3 *Credit(s)*
- GERON GR 650 - Service Delivery Issues in Aging 3 *Credit(s)*
- GERON GR 660 - Organization and Financing of Aging Services 3 *Credit(s)*
- GERON GR 670 - Human Resources & Personnel Management in Aging Services 3 *Credit(s)*

Healthcare Informatics (Certificate)

College of Management
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- MSIS 632 - Introduction to Health Informatics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*
- MSIS 635 - Health Information Analytics 3 *Credit(s)*

Healthcare Management (Certificate)

College of Management

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses including three required courses and two electives.

Statute of limitations: Three years.

Course Requirements

Required Courses (9 Credits)

- MBA AF 627 - Health System Financial Management 3 *Credit(s)*
- MBAMGT 680 - Management of Health Organizations 3 *Credit(s)*
- MBAMGT 681 - The Health System and Public Policy 3 *Credit(s)*

Electives (6 Credits)

Complete two from below.

Independent study courses must be approved by the graduate program director.

No more than three credits of independent study may be applied toward the program.

- GGHS 716 - Global Health and Development: Concepts, Policies, and Practice 3 *Credit(s)*
- MBAMGT 655 - Healthcare Innovation 3 *Credit(s)*
- MBAMGT 684L - Social Enterprise 3 *Credit(s)*
- MBAMGT 687L - Nonprofit Management 3 *Credit(s)*
- MBAMGT 696 - Independent Study 1-6 *Credit(s)*
- MBAMGT 698 - Practicum 1-3 *Credit(s)*
- MSIS 632 - Introduction to Health Informatics 3 *Credit(s)*

History (Certificate)

History Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 15 credits from five courses including two required courses and three electives.

Statute of limitations: Five years

Course Requirements

Required Courses (6 Credits)

- HIST 600 - Research and Methods 3 *Credit(s)*
- HIST 605 - Introduction to Historiography 3 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- HIST 602L - Historical Sequence I: American Society and Political Culture: 1600-1865 3 *Credit(s)*
- HIST 620 - Introduction to Public History and Popular Memory 3 *Credit(s)*
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 *Credit(s)*
- HIST 626 - Introduction to Archives and Information Management 3 *Credit(s)*
- HIST 627 - Archival Methods and Practices 3 *Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era 3 *Credit(s)*
- HIST 636 - Weimar Germany 3 *Credit(s)*
- HIST 638 - World War I 3 *Credit(s)*
- HIST 639 - World War II 3 *Credit(s)*
- HIST 641 - Socialism: The International History of a Revolutionary Idea 3 *Credit(s)*
- HIST 642 - Fascism 3 *Credit(s)*
- HIST 644 - Topics on the History of the American Revolution 3 *Credit(s)*
- HIST 664 - Boston History 3 *Credit(s)*
- HIST 667 - The Progressive Era 3 *Credit(s)*
- HIST 668 - Age of FDR: Depression, War, and the Birth of Modern America 3 *Credit(s)*
- HIST 670 - Cold War America, 1945-1989 3 *Credit(s)*
- HIST 681 - Topics in European History 3 *Credit(s)*
- HIST 682 - Topics in American History 3 *Credit(s)*
- HIST 685 - Topics in Atlantic History 3 *Credit(s)*
- HIST 687 - Genealogy and Family History 3 *Credit(s)*

Human Rights (Certificate)

Human Rights Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses including three required courses, one independent study, and one elective.

Statute of limitations: Three years.

Course Requirements

Required Courses (9 Credits)

- GISD 624 - International Human Rights Law, Policy and Practice 3 *Credit(s)*
- GISD 625 - Human Rights-Based Approaches to Social Justice 3 *Credit(s)*
- GISD 626 - Global Health and Human Rights 3 *Credit(s)*

Independent Study (3 Credits)

- GISD 696 - Independent Study 1-6 Credit(s)

Elective (3 Credits)

Select one elective course from among the courses offered at the University with the permission of your advisor and the Academic Affairs Committee.

Initial Licensure in Middle/Secondary Education (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 28 credits from at least nine courses including two foundations core courses, two diversity core courses, four or five pedagogy core courses, and one practicum core course.

Fieldwork: Complete at least 30 hours of fieldwork in approved after school programs, approved educational camps, and/or classroom time.

Pre-practicum: Complete at least 100 hours in a classroom with English Language Learners for at least one full day a week or one period every day for a semester.

Practicum: Complete a full practicum of five days a week for 14 weeks (one full semester) of supervised student teaching.

Exams: Take the Communication and Literacy MTEL before starting the diversity core; pass both parts of the Communication and Literacy MTEL before starting the pedagogy core; take the Subject Area MTEL before starting the pedagogy core; pass the Subject Area MTEL before starting the practicum core; pass the Pre-Practicum Gateway Assessment (Unit Plan from EDC G 660) before starting the pedagogy core. Pass the Practicum Gateway Assessment (Teaching Video from Methods) before starting the practicum core.

Portfolio: Completion of a practicum portfolio.

Schools will require CORI/SORI (Criminal/Sex Offender Record Information) and finger-printing prior to fieldwork. Allow enough time for results.

Competency 1 of the state's regulations for licensure covers the knowledge base that teachers must bring to the classroom. For middle/secondary teachers, this is one of the disciplines taught in high school (e.g., English, History, Political Science/ Philosophy, French, Spanish, Biology, Mathematics, Physics, etc.). Most commonly, middle/secondary teachers are licensed in the fields in which they hold their BA or BS.

UMass Boston only endorses students for an initial license in a subject area. For an additional license, students need to pass the two courses in their chosen concentration core, complete the applicable DESE requirements listed on their own, and apply to DESE directly after obtaining a content area initial license.

GPA: A minimum cumulative GPA of 3.0 is required.

Minimum grade: A grade of B or higher is required for all core courses.

Statute of limitations: Three years.

Course Requirements

Foundations Core Courses (6 Credits)

- EDC G 644 - Developmental Stages across the Lifespan 3 *Credit(s)*
- EDC G 660 - Using Data to Plan Curriculum and Instruction 3 *Credit(s)*

Diversity Core Courses (6 Credits)

- EDC G 606 - Sociocultural Foundations of Education 3 *Credit(s)*
- EDC G 630 - Inclusion PreK-12:Diversity and Equity in Inclusive Settings 3 *Credit(s)*

Pedagogy Core Courses (10 to 13 Credits)

- EDC G 643 - Fostering Equitable and Affirming Classroom Environments 3 *Credit(s)*
- EDC G 650 - Rethinking Equity and Teaching for English Language Learners 3 *Credit(s)*
- EDC G 658 - Pre-practicum seminar 1 *Credit(s)*

Methods Courses

Those seeking licensure in middle school math/science must take both Math and Science methods.

- APLING 611 - Methods and Materials in Foreign Language Instruction 3 *Credit(s)*
- EDC G 665 - Science Methods 3 *Credit(s)*
- EDC G 662 - Social Studies Methods 3 *Credit(s)*
- EDC G 667 - English Methods 3 *Credit(s)*
- EDC G 669 - Math Methods 3 *Credit(s)*

Practicum Core (6 Credits)

- EDC G 687 - Graduate Practicum: Student Teaching Middle School Education 6 *Credit(s)*
or
- EDC G 688 - Graduate Practicum: Student Teaching Secondary Education 6 *Credit(s)*

Instructional and Learning Design (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including four required courses and one elective.

Statute of limitations: Five years.

Course Requirements

Required Courses (12 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 602 - The Adult as Learner *3 Credit(s)*
- INSDSG 642 - Assessment and Evaluation in Instructional Design *3 Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses *3 Credit(s)*

Elective (3 Credits)

Complete one from below.

- INSDSG 604 - Communication Theory and Practice *3 Credit(s)*
- INSDSG 605 - Collaborative Learning Design *3 Credit(s)*
- INSDSG 607 - Using Primary Research for Evidence-Based Practice *3 Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design *3 Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning *3 Credit(s)*
- INSDSG 634 - Project Management in Instructional Design *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All *3 Credit(s)*

Instructional Technology Design (Certificate)

Instructional Design Program | College of Education and Human Development

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 15 credits from five courses including three required courses and two electives.

Statute of limitations: Five years.

Course Requirements

Required Courses (9 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 655 - Project in Multimedia *3 Credit(s)*

Electives (6 Credits)

Complete two courses from below.

- INSDSG 605 - Collaborative Learning Design 3 *Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design 3 *Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning 3 *Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All 3 *Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses 3 *Credit(s)*
- INSDSG 697 - Special Topics in Instructional Design 1-6 *Credit(s)*

Investment Management (Certificate)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including two required courses and three electives.

Prerequisite: MBA AF 620 must be completed or waived prior to enrollment in the program.

Statute of limitations: Three years

Course Requirements

Required Courses (6 Credits)

- MBA AF 623 - Financial Modeling 3 *Credit(s)*
- MBA AF 636 - Applied Econometric Analysis of Business Data 3 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- MBA AF 622 - Global Portfolio Investment Management 3 *Credit(s)*
- MBA AF 625 - Options: Theory and Applications 3 *Credit(s)*
- MBA AF 628 - Portfolio Analysis and Investment Management 3 *Credit(s)*
- MBA AF 632 - Asset Management Practicum 3 *Credit(s)*
- MBA AF 634 - Financial Engineering and Risk Management 3 *Credit(s)*

Orientation and Mobility (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 28 credits from nine required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Three years.

Course Requirements

Required Courses (28 Credits)

- VISN 601 - Physical and Functional Aspects of Visual Impairments *3 Credit(s)*
- VISN 603 - Braille I *3 Credit(s)*
- VISN 604 - Eye Anatomy and Disease *3 Credit(s)*
- VISN 605 - Clinical and Functional Assessment of Vision *3 Credit(s)*
- VISN 621 - Orientation and Mobility Assessment and Instructional Strategies: Children *4 Credit(s)*
- VISN 622 - Orientation and Mobility Assessment- Adult *4 Credit(s)*
- VISN 625 - Methods of Orientation and Mobility *3 Credit(s)*
- VISN 628 - Orientation and Mobility Praxis Lab *1 Credit(s)*
- VISN 629 - Orientation and Mobility Practicum *4 Credit(s)*

Public History (Certificate)

History Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 18 credits from six courses including three required courses and three electives.

Statute of limitations: Three years

Course Requirements

Required Courses (9 Credits)

- HIST 620 - Introduction to Public History and Popular Memory *3 Credit(s)*
- HIST 625 - Interpreting History in Public Approaches to Public History Practice *3 Credit(s)*
- HIST 698 - Internship in Public History *3 Credit(s)*

Electives (9 Credits)

Complete three from below.

- HIST 627 - Archival Methods and Practices 3 *Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era 3 *Credit(s)*
- HIST 687 - Genealogy and Family History 3 *Credit(s)*
- HIST 688 - Oral History 3 *Credit(s)*

- ANTH 635 - Material Life in New England 3 *Credit(s)*

Special Education (Certificate) - Initial Licensure in Moderate Disabilities PreK-8 or 5-12

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 27 credits from eight courses including five required courses, two track courses, and one practicum course.

Tracks: Students must select a track in PreK to 8 or 5 to 12.

Field experience: Complete 75 hours of monitored pre-practicum field-based experience, and a minimum semester-long supervised practicum (including hours in an inclusive setting).

Candidates for the Graduate Certificate Leading to Initial Licensure in Moderate Disabilities will experience a subset of the coursework for the MEd and can continue on to complete the additional four courses, leading to the MEd fulfilling the academic requirements for Professional Licensure in Moderate Disabilities.

Statute of limitations: Three years.

Course Requirements

Required Courses (15 Credits)

- EDC G 650 - Rethinking Equity and Teaching for English Language Learners 3 *Credit(s)*
- SPE G 607 - Behavioral and Classroom Management 3 *Credit(s)*
- SPE G 621 - Introduction to Disabilities for Educational Professionals 3 *Credit(s)*
- SPE G 624 - Standardized Assessments for Students with Moderate Disabilities, PreK-12 3 *Credit(s)*
- SPE G 633 - Legal and Political Issues in Special Education 3 *Credit(s)*

Track Courses (6 Credits)

Complete two courses from one of the tracks below.

PreK to 8 Track

5 to 12 Track

Practicum Course (6 Credits)

- SPE G 698 - Moderate Practicum 3-6 *Credit(s)*

Transition Leadership (Certificate)

Transition Leadership in Special Education | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 18 credits from six required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (18 Credits)

- SPE G 654 - Youth Development and Self Determination 3 *Credit(s)*
- SPE G 655 - Career Development and Competitive Employment 3 *Credit(s)*
- SPE G 656 - Postsecondary Education for Students with Disabilities 3 *Credit(s)*
- SPE G 657 - Transition Topics 3 *Credit(s)*
- SPE G 658 - Transition Leadership 3 *Credit(s)*
- SPE G 693 - Practicum: Transition Leadership I 3 *Credit(s)*

Vision Rehabilitation Therapy (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

About the Program

Admission Requirements

Program Requirements

Complete 28 credits from eight required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Three years.

Course Requirements

Required Courses (28 Credits)

- VISN 601 - Physical and Functional Aspects of Visual Impairments 3 *Credit(s)*
- VISN 603 - Braille I 3 *Credit(s)*
- VISN 604 - Eye Anatomy and Disease 3 *Credit(s)*
- VISN 605 - Clinical and Functional Assessment of Vision 3 *Credit(s)*
- VISN 630 - Introduction to Vision Rehabilitation Therapy 4 *Credit(s)*
- VISN 631 - Methods of Vision Rehabilitation Therapy I 4 *Credit(s)*
- VISN 632 - Methods of Vision Rehabilitation Therapy II 4 *Credit(s)*
- VISN 639 - Visual Rehabilitation Therapy Practicum 4 *Credit(s)*

Course Descriptions

Advancing and Professional Studies

CAPS 595 - Independent Study

CAPS 596 - Independent Study

CAPS 597 - Special Topics

CAPS 697 - Special Topics

American Studies

AMST 601 - Intro Amer Studies

AMST 602L - American Society and Political Culture: 1600-1865

AMST 603 - Modern Political, Social, and Cultural History

AMST 604 - Gender and Sexuality in US History and Culture

AMST 605 - Ethnicity, Race, and Nationality

AMST 606 - Studies in Popular Culture & Technology

AMST 688 - Final Project

AMST 691 - American Studies Summer Institute

AMST 696 - Independent Study

AMST 697 - Topics in American Studies

Anthropology

ANTH 615 - Public Archaeology

ANTH 625 - Graduate Seminar in Historical Archaeology

ANTH 635 - Material Life in New England

ANTH 640 - Archaeological Methods and Analysis

ANTH 642 - Latin American Historical Archaeology: Addressing Colonialism, Nation, Diaspora, and Displacement

ANTH 643 - Reconstruction the African Diaspora

ANTH 645 - Topics in Environmental Archaeology

ANTH 650 - Materials in Ancient Societies

ANTH 655 - Historical Landscapes and Geographic Information Systems

ANTH 660 - Critical Approaches to Race in Anthropology

ANTH 665 - Graduate Seminar in Archaeology

ANTH 672 - Culture Contact and Colonialism in the Americas

ANTH 685 - Summer Field School in Historical Archaeology

ANTH 696 - Independent Study

ANTH 697 - Special Topics in Archaeology

ANTH 698 - Practicum in Archaeology

ANTH 699 - Thesis Research Projects in Historical Archaeology

Applied Behavioral Analysis for Special Populations

ABA 640 - Registered Behavior Technician Training

ABA 650 - Philosophical Underpinnings of Applied Behavior Analysis

ABA 651 - Concepts and Principles of Behavior Analysis

ABA 652 - Assessment and Treatment of Problem Behavior

ABA 653 - Skill Acquisition

ABA 654 - Research Methods

ABA 655 - Organizational Behavior Management (OBM)

ABA 656 - Ethical & Professional Conduct

ABA 660 - Autism Spectrum Disorder: Characteristics and Interventions

ABA 661 - Behavioral Analytic Approaches to Psychological Disorders

ABA 662 - Culturally Responsive Practices in Applied Behavior Analysis

ABA 663 - Designing Behavior Analytic Research

ABA 665 - Verbal Behavior

ABA 696 - Independent Study

ABA 697 - Special Topics

ABA 698 - Applied Behavior Analysis for Special Populations Practicum

Applied Linguistics

APLING 601 - Linguistics

APLING 603 - Language, Culture and Identity

APLING 605 - Theories and Principles of Language Teaching

APLING 611 - Methods and Materials in Foreign Language Instruction

APLING 612 - Integrating Culture into the Language Curriculum

APLING 614 - Foundations of Bilingual/Multicultural Education

APLING 615 - Dual Language Pedagogy

APLING 616 - Curriculum Development in Bilingual Education

APLING 618 - Teaching ESL: Methods and Approaches

APLING 621 - Psycholinguistics

APLING 623 - Sociolinguistics

APLING 627 - Phonetics and Phonemics

APLING 629 - The Structure of the English Language

APLING 632 - Forensic Linguistics

APLING 633 - Discourse Analysis in ESL

APLING 634 - Critical Discourse Analysis

APLING 635 - Literacy & Culture

APLING 637 - Ethnography of Education: Culture, Language, & Literacy

APLING 640 - French Applied Linguistics

APLING 643 - Historical Foundations and Contemporary Issues in Critical Pedagogy and Critical Language Education

APLING 665 - Immigration and Education

APLING 669 - Writing Theories in Second Language Instruction

APLING 670 - Testing in the Bilingual/ESL Classroom

APLING 673 - Reading in the Bilingual/English as a Second Language (ESL) Classroom

APLING 678 - Technology In Eductn

APLING 684 - Usage Based Linguistic Analysis

APLING 685 - Bilingual/ESL Classroom

APLING 688 - English as a Second Language Licensure Pre-Practicum

APLING 690 - Field Experience

APLING 696 - Independent Study

APLING 697 - Special Topics in Applied Linguistics

APLING 698 - Practicum/Field Experience

APLING 700 - Issues in Applied Linguistics

APLING 701 - Issues in Second Language Acquisition

APLING 702 - Issues in Sociolinguistics

APLING 703 - Applied Linguistics Research Methods

APLING 704 - Advanced Discourse Analysis

APLING 705 - Advanced Ethnography

APLING 707 - Current Research on Language and Pedagogy

APLING 708 - Corpus Linguistics

APLING 709 - Language Policy

APLING 890 - Graduate Colloquium in Applied Linguistics

APLING 891 - Qualifying Paper Seminar

APLING 892 - Dissertation Proposal Writing Seminar

APLING 899 - Dissertation Research

Biochemistry

BIOCHM 583 - Biochemistry I

Biology

BIOL 506 - Marine and Coastal Ecological Research

BIOL 514 - Developmental Biology

BIOL 518 - Neurobiology Lecture

BIOL 519 - Endocrinology Lecture

BIOL 523 - Plant Physiology (Lecture only)

BIOL 527 - Molecular Biology

BIOL 529 - Plant Life Lecture

BIOL 533 - Marine Invertebrates Lecture

BIOL 534 - Microbiology

BIOL 539 - Comparative Animal Physiology

BIOL 540 - Marine Mammal Biology

BIOL 542 - Ecology Lecture

BIOL 545L - Biology in Society: Critical Thinking

BIOL 552 - Evolution (Lecture only)

BIOL 560 - Bioinformatics

BIOL 572 - Molecular Biology (Lecture only)

BIOL 580 - Intro to Immunology Lecture

BIOL 607 - Biostatistics and Experimental Design

BIOL 611 - Epigenetics

BIOL 612 - Advanced Cell Biology

BIOL 615 - Immunology

BIOL 617 - Biostatistics and Experimental Design Lab

BIOL 625 - Genomics and Biotechnology

BIOL 634 - Methods in Phylogenetics and Macroevolutionary Analysis

BIOL 635 - Population Genetics and Diversity

BIOL 637 - Climate Change: Mechanisms and Biological Impacts

BIOL 638 - Advanced Ecology

BIOL 639 - Conservation Biology

BIOL 646 - Disease Ecology

BIOL 647 - Data Analysis for Disease Ecology

BIOL 649 - Responsible Conduct of Research

BIOL 650 - Scientific Communication

BIOL 652 - Biological Diversity and Evolution

BIOL 653 - Current Literature in Biology

BIOL 654 - Sustainability Science: Environment, Economy and Equity

BIOL 664 - Bioinformatics for Molecular Biologists

BIOL 672 - Directed Readings in Biology

BIOL 673 - Directed Readings

BIOL 674 - Cell Signaling

BIOL 676 - Advanced Molecular Biology Lecture

BIOL 677 - Advanced Eukaryotic Genetics

BIOL 680L - Physical Biochemistry

BIOL 681 - Network Biology

BIOL 682 - GENOME STABILITY: DNA DAMAGE AND REPAIR

BIOL 691 - Seminar in Developmental Biology

BIOL 693 - Seminar in Neurobiology

BIOL 694 - Research Experimentation in Biology

BIOL 697 - Special Topics in Biology

BIOL 698 - Projects in Biology

BIOL 699 - Thesis Research

BIOL 899 - Dissertation Research

Business Administration

BUSADM 696 - Independent Study

BUSADM 700 - Business in Context: Markets, Technologies, Societies

BUSADM 710 - Accounting for Finance I

BUSADM 711 - Accounting for Finance II

BUSADM 721 - Quantitative Financial Analysis II

BUSADM 722 - Cross-Section Analysis of Financial Data

BUSADM 723 - Time Series Analysis of Financial Data

BUSADM 730 - Seminar in Investment & Asset Valuation

BUSADM 731 - Seminar in Financial Economics

BUSADM 732 - Seminar in Corporate Finance

BUSADM 733 - Advanced Topics in Corporate Finance

BUSADM 734 - Topics in Investment Asset Pricing

BUSADM 736 - Accounting for Finance III

BUSADM 740 - Information Systems Theory I: Behavioral and Group Perspectives

BUSADM 741 - Information Systems Theory II: Organizational and Economic Perspectives

BUSADM 742 - Regression Analysis

BUSADM 743 - Decision and Risk Analysis

BUSADM 744 - Quantitative Research Methods in Information Systems

BUSADM 745 - Multivariate Statistics

BUSADM 750 - Foundations of Organization Theory

BUSADM 751 - Contemporary Organization Theory

BUSADM 754 - Introduction to Organizations & Social Change

BUSADM 770 - Introduction to Research Methods for the Social Sciences

BUSADM 771 - Contemporary Research Practice on Management, Organizations, and Social Change

BUSADM 775 - Professional Development Workshop - Doctoral Teaching

BUSADM 777 - Dissertation Seminar - Finance track

BUSADM 780 - Advanced Data Mining and Predictive Modeling

BUSADM 782 - Optimization for Data Science

BUSADM 785 - Big Data: Management, Analytics, and Applications

BUSADM 797 - Special Topics

BUSADM 891 - Dissertation Proposal Course

BUSADM 895 - Independent Study

BUSADM 896 - Independent Study

BUSADM 897 - Special Topics

BUSADM 899 - Dissertation Research

Chemistry

CHEM 561 - Formative Assessment in Chemistry Teaching

CHEM 562 - Chemistry Classroom Discourse

CHEM 601 - Thermodynamics & Kinetics

CHEM 602 - Quantum Mechanics & Spectroscopy

CHEM 608 - Data Analysis in Chemistry

CHEM 611 - Organometallic Catalysis

CHEM 612 - Physical Inorganic Chemistry

CHEM 621 - Organic Synthesis & Mechanisms

CHEM 622 - Physical Organic Chemistry

CHEM 631 - Chemical Toxicology

CHEM 641 - Chemistry and Biochemistry Education Research on Learning, Learning Environments, and Teaching

CHEM 651 - Spectrometric Identification of Organic Compounds

CHEM 658 - Medicinal Chemistry

CHEM 661 - Analytical Instrumentation

CHEM 666 - Electrochemistry

CHEM 671 - Introduction to Green Chemistry

CHEM 680L - Physical Biochemistry

CHEM 681 - Medical Biochemistry

CHEM 687 - Topics in Chemistry

CHEM 689 - Topics in Organic Chemistry

CHEM 691 - Seminar I

CHEM 692 - Seminar II

CHEM 696 - Independent Study

CHEM 697 - Special Topics

CHEM 699 - Master's Thesis

CHEM 899 - Dissertation Research

Classics

CLSICS 696 - Independent Study

CLSICS 697 - Special Topics

Computer Science

CS 612 - Algorithms in Bioinformatics

CS 613 - Applied Cryptography

CS 614 - Blockchain Technology

CS 615 - User Interface Design

CS 620 - Theory of Computation

CS 622 - Theory of Formal Languages

CS 624 - Analysis of Algorithms

CS 630 - Database Management Systems

CS 634 - Architecture of Database Systems

CS 636 - Database Application Development

CS 637 - Database-Backed Websites

CS 638 - Applied Machine Learning

CS 642 - Cybersecurity in the Internet of Things

CS 646 - Computer Communications Networks

CS 648 - Wireless Networks and Mobile Computing

CS 651 - Compiler

CS 666 - Biomedical Signal and Image Processing

CS 670 - Artificial Intelligence

CS 671 - Machine Learning

CS 672 - Neural Networks

CS 675 - Computer Vision

CS 680 - Object-Oriented Design and Programming

CS 681 - Object-Oriented Software Development

CS 682 - Software Development Laboratory I

CS 696 - Independent Study

CS 697 - Special Topics

CS 698 - Practicum in CS

CS 699 - Research for MS Thesis

CS 720 - Logical Foundations of Computer Science

CS 724 - Topics in Algorithm Theory and Design

CS 899 - PhD Dissertation Research

Conflict Resolution

CONRES 603 - Advanced Negotiation and Mediation

CONRES 621 - Negotiation (M)

CONRES 623 - Introductory Theory

CONRES 624 - Cross-Cultural Conflict

CONRES 625 - Conflict Resolution Systems for Organizations

CONRES 626 - Advanced Intervention

CONRES 627 - Inter-Group Dialogue & Facilitation

CONRES 628 - Conflict, Peace and Education

CONRES 635 - Research Methods in Dispute Resolution

CONRES 636 - Conflict in Workgroups

CONRES 638L - Global Governance

CONRES 688L - Business and Climate Change

CONRES 689 - Master's Project in Conflict Resolution

CONRES 690 - Court Internship

CONRES 692 - Internship

CONRES 693 - Capstone Seminar

CONRES 694 - Integrative Seminar

CONRES 696 - Independent Study

CONRES 697 - Special Topics in Dispute Resolution

CONRES 698 - Conflict Resolution Skills Practicum

CONRES 699 - Master's Thesis in Conflict Resolution

Counseling

COUNSL 601 - Research and Evaluation in Psychology

COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment

- COUNSL 606 - Ethical Standards and Professional Issues in Counseling**
- COUNSL 608 - Psychopathology and Diagnosis**
- COUNSL 613 - Vocational Development and Career Information**
- COUNSL 614 - Counseling Theory and Practice I**
- COUNSL 615 - Counseling Theory and Practice II**
- COUNSL 616 - Group Counseling and Group Dynamics**
- COUNSL 617 - Child and Adolescent Counseling**
- COUNSL 620 - Life Span Human Development**
- COUNSL 630 - Orientation to Professional School Counseling**
- COUNSL 631 - Professional Orientation: Foundations of School and Community Mental Health Counseling**
- COUNSL 632 - Collaborative Consultation in Schools**
- COUNSL 633 - Professional, Ethical, and Legal Issues in School Counseling**
- COUNSL 635 - Behavioral Counseling**
- COUNSL 650 - Group Counseling for Children and Adolescents**
- COUNSL 653 - Sociocultural Considerations in Counseling**
- COUNSL 660 - College Readiness Counseling**
- COUNSL 661 - Career Development Facilitation and Training**
- COUNSL 665 - Trauma and Crisis Counseling**
- COUNSL 666 - Sex and Sexuality in Counseling Practice**
- COUNSL 667 - Counseling Families and Couples: Theories and Practice**
- COUNSL 670 - Substance Abuse in Counseling Practice**
- COUNSL 674 - Psychopharmacology for Counselors**

COUNSL 688 - Practicum

COUNSL 690 - Internship Extension

COUNSL 695 - Independent Study

COUNSL 696 - Independent Study in Counseling

COUNSL 697 - Special Topics in Counseling

COUNSL 698 - Internship

COUNSL 699 - Advanced Practice I and II

Counseling and School Psychology

CSP 641 - Cognitive and Affective Foundations

CSP 660 - Physiological Bases of Behavior

CSP 680 - History & Systems in Counseling and School Psychology

CSP 696 - Independent Study

CSP 701 - Social Justice in Counseling and School Psychology

CSP 702 - Foundations and Ethics in Counseling Psychology

CSP 703 - Research in Counseling and School Psychology

CSP 704 - Qualitative and Quantitative Research Methods in Counseling and School Psychology

CSP 705 - Social and Cultural Psychology

CSP 706 - Personality Assessment

CSP 708 - Intermediate Statistics in CSP

CSP 713 - Advanced Career and Group Theory and Practice

CSP 717 - Advanced Theory and Practice in counseling and School Psychology

CSP 752 - Health Psychology: Current Theory, Research, and Interventions

CSP 770 - Advanced Statistics in Counseling and School Psychology

CSP 780 - Supervision and Training in Psychology

CSP 782 - Teaching in Counseling and School Psychology

CSP 783 - Practicum in Counseling Psychology I

CSP 784 - Practicum in Counseling Psychology II: Evidence-Based Practice

CSP 785 - Practicum in School Psychology I

CSP 786 - Practicum in School Psychology II: Evidence-Based Practice

CSP 787 - Advanced Practicum III in Counseling and School Psychology

CSP 797 - Special Topics

CSP 801 - Transnational Social Justice in Counseling and School Psychology

CSP 888 - Internship in School and Counseling Psychology Seminar I

CSP 889 - Internship in School and Counseling Seminar II

CSP 891 - Dissertation Seminar

CSP 897 - Special Topics

CSP 899 - Dissertation Research

Creative Writing

CW 601 - MFA Poetry Workshop

CW 602 - MFA Fiction Workshop

CW 605 - Memoir Workshop

CW 606 - Literary Editing and Publishing

CW 614 - The Teaching of Creative Writing

CW 620 - Techniques of Fiction

CW 630 - Documentary Poetics

CW 675 - Creative Writing Internship

CW 696 - Independent Study in Creative Writing

CW 697 - Special Topics in Creative Writing

CW 698 - Intern Seminar for MFA TA2s

CW 699 - MFA Thesis

Critical and Creative Thinking

CRCRTH 601 - Critical Thinking

CRCRTH 602 - Creative Thinking

CRCRTH 603L - Foundations of Philosophical Thought

CRCRTH 611 - Seminar in Critical Thinking

CRCRTH 612 - Seminar in Creativity

CRCRTH 615 - Holistic & Transformative Teaching

CRCRTH 616 - Dialogue Processes

CRCRTH 618 - Creative Thinking, Collaboration, and Organizational Change

CRCRTH 619 - Biomedical Ethics

CRCRTH 627 - Issues and Controversies in Antiracist and Multicultural Education

CRCRTH 630 - Criticism and Creativity in Literature and the Arts

CRCRTH 645L - Biology in Society: Critical Thinking

CRCRTH 649L - Scientific & Political Change

CRCRTH 650 - Mathematical Thinking

CRCRTH 651L - Advanced Cognitive Psychology

CRCRTH 653L - Epidemiological Thinking and Population Health

CRCRTH 655 - Metacognition

CRCRTH 670 - Thinking, Learning, and Computers

CRCRTH 688 - Reflective Practice

CRCRTH 692 - Processes of Research and Engagement

CRCRTH 693 - Action Research for Educational, Professional & Personal change

CRCRTH 694 - Synthesis of Theory and Practice Seminar

CRCRTH 696 - Independent Study

CRCRTH 697 - Special Topics

Critical Ethnic and Community Studies

CECS 600 - CECS Professional Seminar A

CECS 610 - Foundations of Critical Ethnic and Community Studies

CECS 611 - Migration and Diaspora

CECS 612 - Community Formation and Development

CECS 622 - Transdisciplinary Research in Practice B

CECS 623 - Transdisciplinary Research Methods

CECS 650 - Community Health and Equity

CECS 696 - Independent Study

CECS 697 - Special Topics

CECS 698 - CECS Master's Capstone

CECS 712 - Circuits of Migration

CECS 719 - Queer of Color Critique

CECS 796 - Independent Study

CECS 797 - Special Topics

Early Childhood Education

ECHD 601 - Foundational Understandings of Early Childhood/Early Intervention and Special Education

ECHD 608 - Introduction to Infant and Toddler Care and Education

ECHD 611 - Development and Characteristics of All Young Learners Including Those with Special Needs.

ECHD 621 - Creating Effective Learning Environments and Fostering Positive Social Interactions

ECHD 622 - Observing, Documenting and Assessing in Early Childhood/Early Intervention

ECHD 640 - Language Development and Literacy in Early Childhood/Early Intervention

ECHD 641 - Science and Mathematics Instruction for All Young Children

ECHD 654 - Instructional Leadership and Quality Improvement in Early Care and Education

ECHD 666 - Early Intervention: Curriculum, Methods, and Services

ECHD 685 - Practicum II-PreK-2nd grade

ECHD 689 - Early Childhood Pre-Practicum PreK-2

ECHD 690 - Planning Curriculum in Early Childhood

ECHD 696 - Independent Study: Early Education and Care in Inclusive Settings

ECHD 697 - Special Topics: Early Education and Care in Inclusive Settings

ECHD 701 - Early Education and Care Policy and Practice

ECHD 702 - Advanced Child Development and Early Learning

ECHD 703 - Translating Early Education Research into Practice

ECHD 704 - Leadership and Change in Early Education and Care

ECHD 705 - The Science of Early Learning

ECHD 706 - Historical and Theoretical Foundations of Early Childhood Education and Care.

ECHD 707 - Teaching Early Childhood Education and Care in Higher Education

ECHD 708 - Early Childhood Education and Care (ECEC) Research Team Seminar

ECHD 709 - ECEC Doctoral Seminar I

ECHD 710 - ECEC Doctoral Seminar II

ECHD 711 - Qualitative Inquiry and Research Design: Examining Five Main Approaches

ECHD 799 - Dissertation Research in Early Childhood Education and Care

Economics

ECON 601 - Applied Microeconomics

ECON 602 - Applied Macroeconomics

ECON 607 - Advanced Topics in Development Economics

ECON 610 - Political Economy

ECON 613 - Urban Economic Environment

ECON 617 - Public Finance

ECON 620 - Gender and Economics

ECON 650 - Applied Economic Research Practicum

ECON 651 - Quantitative Research Methods I

ECON 652 - Quantitative Research Methods II

ECON 670L - Environmental and Energy Economics

ECON 675L - Economics of Renewables: Marine and Energy Resources

ECON 680 - Health Economics

ECON 695 - Independent Study

ECON 696 - Independent Study

ECON 697 - Special Topics

ECON 698 - Mentored Research Project

Education

EDC G 556 - Advanced High School Biology for Urban Teachers

EDC G 597 - Special Topics

EDC G 603 - Creating Effective Learning Environments

EDC G 606 - Sociocultural Foundations of Education

EDC G 611 - Internet Application for Educators

EDC G 612 - Coding for Non-Coders

EDC G 619 - Designing Instruction: Science

EDC G 621 - Teaching Writing in the K-12 Classroom

EDC G 625 - Designing Instruction in Mathematics and Science

EDC G 626 - Integrating Social Studies and the Arts

EDC G 628 - Community, School & Classroom Structures

EDC G 630 - Inclusion PreK-12: Diversity and Equity in Inclusive Settings

EDC G 634 - Introduction to Game-Based Teaching

EDC G 643 - Fostering Equitable and Affirming Classroom Environments

- EDC G 644 - Developmental Stages across the Lifespan**
- EDC G 646 - Understanding Reading: Principles and Practices**
- EDC G 648 - New Literacies and Emerging Technologies across the Content Areas**
- EDC G 650 - Rethinking Equity and Teaching for English Language Learners**
- EDC G 656 - Teaching the English Language Arts at the Elementary Level**
- EDC G 658 - Pre-practicum seminar**
- EDC G 660 - Using Data to Plan Curriculum and Instruction**
- EDC G 662 - Social Studies Methods**
- EDC G 663 - Assessment in Teaching**
- EDC G 664 - Digital Literacies/Computer Science Methods**
- EDC G 665 - Science Methods**
- EDC G 667 - English Methods**
- EDC G 668 - Content & Methods for Teaching Elementary School Mathematics**
- EDC G 669 - Math Methods**
- EDC G 670 - Mathematics for Elementary Teachers 2**
- EDC G 676 - Advanced Strategies for Teaching Social Studies and History to ELL and SPED students**
- EDC G 686 - Graduate Practicum: Student Teaching Elementary Education**
- EDC G 687 - Graduate Practicum: Student Teaching Middle School Education**
- EDC G 688 - Graduate Practicum: Student Teaching Secondary Education**
- EDC G 689 - Teacher Research**
- EDC G 690 - Teacher Research for Professional Licensure**
- EDC G 696 - Independent Study**

EDC G 697 - Special Topics in Education

EDC G 698 - Internship in Education

Education Leadership

EDLDRS 701 - Leadership Workshop I

EDLDRS 703 - Critical Issues I

EDLDRS 705 - Introduction to Inquiry for Educational Leaders

EDLDRS 712 - Comparative Study Tour: Educational Change in China and the United States

EDLDRS 714 - Integrative Seminar I

EDLDRS 715 - Integrative Seminar II

EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts

EDLDRS 730 - Historical Roots of Contemporary Urban Schooling

EDLDRS 732 - Organization and Leadership in Educational Institutions

EDLDRS 734 - Scholarly Writing in Education

EDLDRS 740 - Research Methods in Educational Leadership I

EDLDRS 741 - Research Methods in Educational Leadership II

EDLDRS 743 - Measurement and Research Instrument Design

EDLDRS 748 - Evaluation: Theory and Practice

EDLDRS 750 - Education Policy for School Leaders

EDLDRS 751 - International and Comparative Perspectives on Urban Education

EDLDRS 752L - International Education Policy and Leadership

EDLDRS 753 - Cognition & Context: Social, Psychological and Cultural Dynamics of Teaching and Learning

EDLDRS 754 - Dialogical Learning Communities and Praxis

EDLDRS 755 - Advanced Research Methods: Participatory Action Research

EDLDRS 760 - Qualifying Paper Seminar

EDLDRS 796 - Independent Study

EDLDRS 797 - Special Topics

EDLDRS 891 - Dissertation Seminar

EDLDRS 892 - Dissertation Seminar II

EDLDRS 893 - Dissertation Seminar

EDLDRS 899 - Dissertation Research

Education and Administration

ADM G 603 - Organizational Change

ADM G 606 - Social Justice and Anti-Racist Perspectives on Education

ADM G 610 - Research Design

ADM G 611 - Using Data

ADM G 613 - Personnel: Administration, Supervision and Evaluation

ADM G 621 - Curriculum: Theories, Development, and Evaluation

ADM G 622 - Curriculum: Status, Issues, and Trends

ADM G 627 - Legal Issues In Educ

ADM G 632 - Facility Design and Fiscal Management

ADM G 646 - Leadership Development

ADM G 655 - Advanced Seminar in Supervision

ADM G 670 - Special Education Law for PreK-12 School Leaders

ADM G 686 - Internship I Ed Adm

ADM G 687 - Practicum II in Educational Administration

ADM G 691 - Advanced Seminar in Administration

ADM G 696 - Research Project

ADM G 697 - Special Topics in Educational Administration

English

ENGL 600 - Studies in Criticism

ENGL 601 - Studies in Poetry

ENGL 602 - Studies in Fiction

ENGL 603 - Studies in Drama

ENGL 605 - Studies in Literature and Film

ENGL 610 - The Teaching of Composition

ENGL 611 - The Teaching of Literature

ENGL 613 - Teaching English with Technology

ENGL 621 - Literary Theory Today

ENGL 622 - Ecocriticism: Environmental Criticism and Literature

ENGL 624 - Language of Film

ENGL 628 - Comparative Studies of Two Writers

ENGL 631 - Medieval to Renaissance Literature

ENGL 633 - Shakespeare

ENGL 641 - Studies in Romanticism

ENGL 642 - Victorian Literature

ENGL 646 - Literature and Society

ENGL 648 - Modernism in Literature

ENGL 651 - Nineteenth Century American Literature

ENGL 653 - Major American Novelists

ENGL 654 - Modern American Fiction

ENGL 655 - The Harlem Renaissance

ENGL 663 - Revolutionary Romanticism

ENGL 667 - Seminar for Tutors

ENGL 668 - Perspectives on Composition

ENGL 669 - Writing Theories in Second Language Instruction

ENGL 670 - Philosophy and the Composing Process

ENGL 672 - Research in Writing Studies

ENGL 673 - Digital Writing

ENGL 674 - Writing and Community

ENGL 675 - Reading and Writing Poetry

ENGL 676 - Reading and Writing Fiction

ENGL 681 - Advanced Workshop in Poetry

ENGL 682 - Advanced Workshop in Fiction

ENGL 683 - Literary Sites and Spaces

ENGL 689 - English Studies Workshop

ENGL 690 - English Research Workshop

ENGL 691 - Final Project in Composition

ENGL 692 - Final Project in Creative Writing

ENGL 693 - Final Project in Literature

ENGL 694 - Graduate Internship in English

ENGL 695 - Independent Study

ENGL 696 - Independent Study

ENGL 697 - Special Topics in Literature and Composition

ENGL 698 - Teaching Fellows Seminar

ENGL 699 - Master of Art Thesis

Environmental Sciences

ENVSCI 530 - Ecosystem Based Fishery Management

ENVSCI 555 - Introduction to Physical Oceanography

ENVSCI 600 - Responsible Conduct in Research

ENVSCI 601 - Introduction to Probability and Applied Statistics

ENVSCI 603 - Coasts and Communities I

ENVSCI 604 - Coasts and Communities II

ENVSCI 607 - Introduction to Environmental Innovation Clinic

ENVSCI 611 - Applied Statistics

ENVSCI 615 - Introduction to Environmental Health

ENVSCI 622 - Introduction to Zooplankton Ecology

ENVSCI 623L - Introduction to Geographic Information Systems

ENVSCI 625 - Principles and Applications of Remote Sensing

ENVSCI 629 - Advanced Topics in GIScience

ENVSCI 630 - Biological Oceanography

ENVSCI 635 - Environmental Toxicology

ENVSCI 640 - The Chemistry of Natural Waters

ENVSCI 641 - The Geochemistry of a Habitable Planet

ENVSCI 642 - Laboratory for the Geochemistry of a Habitable Planet

ENVSCI 646 - Global Ecology

ENVSCI 650 - Physical Oceanography

ENVSCI 657 - Fluvial Hydrology

ENVSCI 668 - Social Ecological Systems Dynamics

ENVSCI 670L - Environmental and Energy Economics

ENVSCI 674L - Climate and Energy: Law, Policy and Management

ENVSCI 675L - Economics of Renewables: Marine and Energy Resources

ENVSCI 676 - Optical Methods for Monitoring Aquatic Environments

ENVSCI 691 - Current Literature in Environmental Sciences

ENVSCI 697 - Special Topics in Environmental Sciences

ENVSCI 698 - Projects in Environmental Sciences

ENVSCI 699 - Thesis Research

ENVSCI 726L - Coastal Zone Policy, Planning, and Management

ENVSCI 791 - Seminar in Environmental Sciences

ENVSCI 796 - Independent Study in Environmental Science

ENVSCI 798 - Internship in Environmental Sciences

ENVSCI 899 - Dissertation Research

Exercise and Health Science

EHS 610 - Exercise and Aging

EHS 620 - Pediatric Exercise

EHS 625L - Quantitative Research Methods

EHS 630 - Advanced Health Fitness and Nutrition Assessment

EHS 635 - Project and Program Management in Health Promotion

EHS 650 - Obesity and Weight Management

EHS 655 - Advanced Physical Activity and Health

EHS 656 - Advanced Nutrition and Health

EHS 670 - Designing Exercise and Health Promotion Interventions

EHS 680 - Clinical Exercise Physiology

EHS 682 - Exercise Metabolism

EHS 685 - Applied Exercise Physiology

EHS 690 - Proposal Development

EHS 696 - Independent Study

EHS 697 - Special Topics

EHS 698 - Practicum

EHS 699 - Thesis

EHS 820 - Professional and Ethical Issues in EHS

EHS 825L - Advanced Quantitative Research Methods I

EHS 887 - Advanced Topics in Exercise and Health Sciences

EHS 897 - Special Topics

EHS 898 - Directed Research in Exercise and Health Sciences

EHS 899 - Dissertation

Gerontology

GERON GR 601 - Research Methods and Experimental Design

GERON GR 603L - Statistical Methods in the analysis of Social Problems I

GERON GR 604L - Statistical Methods in the Analysis of Social Problems II

GERON GR 609L - Qualitative Methods and Field Research

GERON GR 610 - Understanding Data: Research Methods for Managers

GERON GR 611 - Health and Physical Changes in Aging

GERON GR 612 - Healthy Aging Perspectives

GERON GR 621 - Social Aspects Aging

GERON GR 622 - Aging in Society

GERON GR 623 - Issues in Aging Policy

GERON GR 624 - Aging Policy and Programming

GERON GR 628 - Psychology of Aging

GERON GR 629 - Psychological Impact of Aging

GERON GR 630 - Residential Long Term Care Management

GERON GR 635 - Leadership and Ethics in Aging Services

GERON GR 636 - Technology and Aging

GERON GR 638 - An Overview of Environmental Gerontology: The Micro-to-Macro Continuum

GERON GR 640 - Introduction to Senior Transportation

GERON GR 645 - Marketing of Aging Services

GERON GR 650 - Service Delivery Issues in Aging

GERON GR 651 - Issues in End of Life Care and Bereavement

GERON GR 660 - Organization and Financing of Aging Services

GERON GR 670 - Human Resources & Personnel Management in Aging Services

GERON GR 675 - Organizational Change and Aging Services

GERON GR 688 - Multidisciplinary Seminar in Aging

GERON GR 691 - Capstone Project Seminar

GERON GR 692 - Capstone Project Seminar in Management of Aging Services

GERON GR 697 - Special Topics in Aging Policy

GERON GR 701 - Advanced Statistical Methods in Gerontology

GERON GR 724 - Race & Culture

GERON GR 726 - Current National Data Bases in Gerontological Policy Research

GERON GR 727 - Research Practicum in Gerontology

GERON GR 760 - Policy Analysis Techniques

GERON GR 761 - Advanced Policy Analysis in Aging

GERON GR 796 - Independent Study in Aging Policy

GERON GR 798 - Internship in Gerontology

GERON GR 899 - Dissertation Research

Global Comparative Public Administration

GCPA 705 - Comparative Public Budgeting

GCPA 752L - International Education Policy and Leadership

Global Governance and Human Security

GGHS 695 - Independent Study

GGHS 696 - Independent Study

GGHS 697 - Special Topics

GGHS 710 - Human Security

GGHS 711 - Global Governance

GGHS 712 - Gender and Human Security

GGHS 713 - International Relations Theory

GGHS 714 - Doctoral Colloquium in Global Governance and Human Security

GGHS 715 - International Organization

GGHS 716 - Global Health and Development: Concepts, Policies, and Practice

GGHS 780 - Doctoral Research Design

GGHS 781 - Doctoral Research Group

GGHS 790 - Applied Social Science Research Methods in the Field

GGHS 795 - Independent Study

GGHS 796 - Independent Study

GGHS 797 - Special Topics

GGHS 895 - Independent Study

GGHS 896 - Independent Study

GGHS 897 - Special Topics

GGHS 899 - Dissertation Research

Global Inclusion and Social Development

GISD 601 - Current and Historical Perspectives on Global Inclusion and Social Development

GISD 602 - GISD 602 Research in Diverse Settings: Challenging Epistemological Hegemony

GISD 605 - International Responses to Social Inclusion

GISD 606 - Research and Evaluation in Diverse Settings: Methods and Implications

GISD 608 - Ethics and Professionalism in Global Inclusion and Social Development

GISD 609 - Justice: A Global Transdisciplinary Framework for Culture and Innovation

GISD 610 - Strategies for Systemic Change

GISD 611 - Managing Change: Supporting Communities and Embracing Cultures

GISD 615 - State, Sovereignty and Governance for Inclusion and Social Development

GISD 616 - Population Needs and Global Practice

GISD 620 - International Disability Policy

GISD 624 - International Human Rights Law, Policy and Practice

GISD 625 - Human Rights-Based Approaches to Social Justice

GISD 626 - Global Health and Human Rights

GISD 696 - Independent Study

GISD 697 - Special Topics

GISD 801 - Innovations Seminar

GISD 802 - Social Innovations in Domestic Settings Seminar

GISD 803 - Qualitative Methods: Research Praxis for Global Justice

GISD 804 - Capstone Seminar: Engaging Communities in Research and Practice

GISD 894 - Graduate Seminar on Paper Writing and Publication

GISD 897 - Special Topics

GISD 898 - Transdisciplinary Research to Practice Group

GISD 899 - Dissertation Research Seminar

Greek

GREEK 601 - Attic Orators

GREEK 602 - Plato

GREEK 607 - Herodotus

GREEK 609 - Lyric Poetry

GREEK 680 - Topics in Greek Literature

GREEK 695 - Independent Study

GREEK 696 - Independent Study

Health

HLTH 644 - Global Perspectives on Health; Exploring the Intersection of Equity, Economics and Culture

Higher Education

HIGHED 601 - Educational Leadership Skills

HIGHED 610 - Administration and Governance in Higher Education

HIGHED 611 - Access and Equity in Higher Education

HIGHED 612 - Research on Students

HIGHED 615 - Critical Race Theory in Higher Education

HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts

HIGHED 622 - Community Engagement in Higher Education

HIGHED 628 - Gender in Higher Education: Research, Theory, Policy, and Practice

HIGHED 630 - The History of Higher Education in the United States

HIGHED 632 - Organization and Leadership in Educational Institutions

HIGHED 634 - Public Policy Issues in Higher Education

HIGHED 641 - Effecting Change in Higher Education: Strategies and Processes

HIGHED 648 - Researching Higher Education: Foundations and Approaches

HIGHED 692 - Capstone in Higher Education

HIGHED 696 - Independent Study

HIGHED 740 - Understanding the Academic Profession

HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis

HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis

HIGHED 753 - Research Design in Higher Education

HIGHED 793 - Research Seminar on the Qualifying Paper

HIGHED 797 - Special Topics

HIGHED 891 - Dissertation Seminar

HIGHED 892 - Dissertation Seminar

HIGHED 899 - Dissertation Research

History

HIST 597 - Special Topics

HIST 600 - Research and Methods

HIST 602L - Historical Sequence I: American Society and Political Culture: 1600-1865

HIST 605 - Introduction to Historiography

HIST 620 - Introduction to Public History and Popular Memory

HIST 625 - Interpreting History in Public Approaches to Public History Practice

HIST 626 - Introduction to Archives and Information Management

HIST 627 - Archival Methods and Practices

HIST 630 - Transforming Archives and History in the Digital Era

HIST 635 - Internship in Archives and Information Management

HIST 636 - Weimar Germany

HIST 638 - World War I

HIST 639 - World War II

HIST 641 - Socialism: The International History of a Revolutionary Idea

HIST 642 - Fascism

HIST 644 - Topics on the History of the American Revolution

HIST 664 - Boston History

HIST 667 - The Progressive Era

HIST 668 - Age of FDR: Depression, War, and the Birth of Modern America

HIST 670 - Cold War America, 1945-1989

HIST 681 - Topics in European History

HIST 682 - Topics in American History

HIST 684 - Topics in Food History

HIST 685 - Topics in Atlantic History

HIST 686 - Topics in Gender History

HIST 687 - Genealogy and Family History

HIST 688 - Oral History

HIST 689 - Capstone Project

HIST 690 - Final Project Prep: Prerequisite for HIST 695 and HIST 699

HIST 693 - History Review Essay: Independent Study with Advisor

HIST 696 - Independent Study

HIST 697 - Special Topics

HIST 698 - Internship in Public History

HIST 699 - Master of Arts Thesis

Human Services

HMS G 696 - Independent Study

Interdisciplinary Studies

INTR-D 601 - Integrative Biosciences Graduate Program Seminar

INTR-D 602 - Introduction to Quantitative Research Methods using R

INTR-D 603 - Data Analysis with Python

INTR-D 697 - Special Topics

INTR-D 899 - Doctoral Dissertation Research

Instructional Design

INSDSG 601 - Foundations in Instructional Design and Learning Technology

INSDSG 602 - The Adult as Learner

INSDSG 604 - Communication Theory and Practice

INSDSG 605 - Collaborative Learning Design

INSDSG 607 - Using Primary Research for Evidence-Based Practice

INSDSG 608 - Information Design and Visual Literacy

INSDSG 610 - Video Principles for Instructional Design

INSDSG 612 - Instructional Strategies and the Adult Learner

INSDSG 616 - The Design and Authoring of eLearning

INSDSG 634 - Project Management in Instructional Design

INSDSG 640 - Planning, Design and Development of eLearning

INSDSG 642 - Assessment and Evaluation in Instructional Design

INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All

INSDSG 651 - Designing Your Professional Online Presence

INSDSG 655 - Project in Multimedia

INSDSG 684 - Design and Instruction of Online Courses

INSDSG 690 - Capstone Seminar

INSDSG 696 - Independent Study

INSDSG 697 - Special Topics in Instructional Design

INSDSG 698 - Internship

International Development

INTDEV 595 - Independent Study

INTDEV 596 - Independent Study

International Relations

INTREL 611 - Theories of International Relations

INTREL 612 - Issues in World Politics

INTREL 613 - International Relations Research Methods

INTREL 614 - International Political Economy

INTREL 621 - International Development

INTREL 635 - Foreign Policy Analysis

INTREL 638L - Global Governance

INTREL 671 - Advanced Studies in International Relations

INTREL 691 - Capstone in International Relations

INTREL 695 - Independent Study

INTREL 696 - Independent Study

INTREL 697 - Special Topics in International Relations

INTREL 699 - Master's Thesis in International Relations

Latin

LATIN 600 - Roma Aeterna: Latin Reading Fluency

LATIN 601 - Cicero

LATIN 602 - Caesar

LATIN 603 - Roman Comedy

LATIN 609 - Lucretius

LATIN 610 - Virgil

LATIN 611 - The Roman Novel: Petronius and Apuleius

LATIN 614 - Catullus and Horace

LATIN 615 - Methods of Teaching in the Latin Language

LATIN 620 - Latin Letters

LATIN 625 - Literature in the Age of Nero

LATIN 635 - Latin Historians

LATIN 660 - History of Latin Literature

LATIN 670 - Active Learning methodologies for Teachers of Latin

LATIN 672 - Rome for Teachers

LATIN 675 - Living Text

LATIN 676 - Latin Prose Composition

LATIN 677 - Latin conversation

LATIN 688 - Initial Licensure Practicum: Student Teaching

LATIN 690 - Master of Arts Final Paper

LATIN 696 - Independent Study

LATIN 697 - Special Topics

Management Science and Information Systems

MSIS 613 - Information Security, Privacy, and Regulatory Compliance

MSIS 614 - Business Data Communications & Computer Networks

MSIS 615 - Business Programming

MSIS 617 - Management of the Supply Chain

MSIS 618 - Database Management

MSIS 619 - Systems Analysis and Design

MSIS 623 - Network and Mobile Forensics

MSIS 625 - Cybersecurity Risk Management and Auditing

MSIS 628 - Cloud Computing and Security

MSIS 629 - Cybersecurity and Forensics

MSIS 630 - Project & Change Management

MSIS 631 - Operational Risk Management

MSIS 632 - Introduction to Health Informatics

MSIS 634 - Health Information Privacy & Security

MSIS 635 - Health Information Analytics

MSIS 642 - Multivariate Statistics and Regression Analysis

MSIS 643 - Decision and risk analysis

MSIS 656 - Information Storage Management

MSIS 670 - Enterprise Business Intelligence

MSIS 671 - Enterprise Data Warehousing for Business Intelligence

MSIS 672 - Enterprise Data Mining and Predictive Analytics

MSIS 680 - Advanced Data Mining

MSIS 682 - Linear Programming

MSIS 685 - Introduction to Big Data Analytics

MSIS 696 - Independent Study

Mathematics

MATH 545 - Probability & Statistics I for Secondary Teachers

MATH 570 - History of Mathematics for Secondary Teachers

MATH 597 - Special Topics

MATH 625 - Numerical Analysis

MATH 626 - Numerical Linear Algebra

MATH 647 - Probability Models

MATH 648 - Computational Statistics

MATH 655 - An Introduction to Statistical Machine Learning

MATH 696 - Independent Study

MATH 697 - Special Topics

Mathematics for Teachers

MTT 597 - Special Topics

MBA Accounting/Finance

MBA AF 601 - Economics for Managers

MBA AF 603 - Massachusetts In the Global Economy

MBA AF 610 - Accounting for Managers

MBA AF 611 - Intermediate Accounting

MBA AF 612 - Cost Accounting

MBA AF 613 - Federal Tax Planning

MBA AF 614 - Financial and Managerial Auditing

MBA AF 615 - International Accounting

MBA AF 616 - Financial Statement Analysis/Advanced Accounting

MBA AF 618 - Accounting Information Systems

MBA AF 620 - Financial Management

MBA AF 621 - Adv Corporate Financ

MBA AF 622 - Global Portfolio Investment Management

MBA AF 623 - Financial Modeling

MBA AF 624 - Managing Mutual Funds

MBA AF 625 - Options: Theory and Applications

MBA AF 626 - International Financial Management

MBA AF 627 - Health System Financial Management

MBA AF 628 - Portfolio Analysis and Investment Management

MBA AF 629 - Managing Financial Institutions

MBA AF 631 - Sustainable Finance and Impact Investing

MBA AF 632 - Asset Management Practicum

MBA AF 634 - Financial Engineering and Risk Management

MBA AF 635 - Mergers & Acquisitions

MBA AF 636 - Applied Econometric Analysis of Business Data

MBA AF 637 - Financial Reporting Fraud Examination

MBA AF 640 - Accounting Data Analytics

MBA AF 690 - Master's Thesis Option Research Colloquium

MBA AF 691 - Financial Accounting Theory & Analysis

MBA AF 696 - Independent Study

MBA AF 697 - Special Topics

MBA AF 699 - Master's Thesis

MBA Analysis & Communications

MBAACM 682 - Oral Communication for Managers

MBAACM 683 - Business Communication for Managers

MBAACM 684 - Written communication for Managers

MBAACM 697 - Special Topics

MBA Management

MBAMGT 650 - Organizational Analysis and Skills

MBAMGT 652 - Labor-Management Relations and the Collective Bargaining Process

MBAMGT 655 - Healthcare Innovation

MBAMGT 660 - Business and Its Environment

MBAMGT 664 - The Legal Environment of Business

MBAMGT 665 - Cross-cultural and comparative management

MBAMGT 666 - Diversity in the Global Workplace

MBAMGT 669 - Entrepreneurship Internship/Practicum

MBAMGT 671L - Introduction to Environmental Management

MBAMGT 674L - Climate and Energy: Law, Policy and Management

MBAMGT 675 - Managing in the Global Economy

MBAMGT 680 - Management of Health Organizations

MBAMGT 681 - The Health System and Public Policy

MBAMGT 683 - Leadership Management in 21st Century

MBAMGT 684L - Social Enterprise

MBAMGT 685 - Global Industry and Competitive Analysis

MBAMGT 687L - Nonprofit Management

MBAMGT 688L - Business and Climate Change

MBAMGT 689 - Strategic Management

MBAMGT 690 - Master's Thesis Option Research Colloquium

MBAMGT 691 - Emerging Markets in the Global Economy

MBAMGT 696 - Independent Study

MBAMGT 697 - Special Topics

MBAMGT 698 - Practicum

MBA Management Science

MBAMS 600 - Mathematical Analysis for Managers

MBAMS 630 - Statistical Analysis for Managers

MBAMS 635 - Operations Mgt

MBAMS 638 - Management Decision Models

MBAMS 640 - Computer & Info Syst

MBAMS 652 - Lean and Six Sigma Management

MBAMS 690 - Master's Thesis Option Research Colloquium

MBAMS 696 - Independent Study

MBA Marketing

MBAMKT 668 - Entrepreneurship Sales & Marketing

MBAMKT 670 - Marketing Management

MBAMKT 671 - Marketing Research

MBAMKT 672 - Services Marketing

MBAMKT 673 - Marketing Communications

MBAMKT 674 - International Marketing

MBAMKT 676 - Marketing Analytics for Big Data

MBAMKT 677 - Database & Internet Marketing

MBAMKT 680 - Entrepreneurship in China/US

MBAMKT 682 - Digital Marketing Strategy and Practice

MBAMKT 684 - Brand Management

MBAMKT 685 - Brain of the Consumer

MBAMKT 691 - Social Media Marketing

MBAMKT 696 - Independent Study

MBAMKT 697 - Special Topics

Navitas Study Skills

NAV 501 - Navitas PMP Study Skills

Nursing

NURSNG 601 - Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community

NURSNG 607 - Evidenced Based Teaching Practices

NURSNG 608 - The Nurse Educator in the Academic Setting

NURSNG 609 - The Nurse Educator in the Practice Setting

NURSNG 612 - Transition from Nurse Clinician to Nurse Educator

NURSNG 614 - Advanced Pathophysiology

NURSNG 615 - Advanced Health Assessment Practicum

NURSNG 616 - Evidence Based Practice I: Appraising the Strength and Significance of Evidence

NURSNG 618 - Introduction to Health Policy, Finance and Ethics

NURSNG 625L - Quantitative Research Methods

NURSNG 631 - The Role of the Advanced Practice Nurse

NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

NURSNG 637 - Mental and Psychosocial Health of the Urban Family

NURSNG 639 - Primary Care of Adults

NURSNG 640 - Advanced Health Promotion and Disease Prevention Across the Lifespan

NURSNG 645 - Neuropathology and Diagnosis of Mental Disorders Across the Lifespan

NURSNG 646 - Advanced Psychopharmacology Across the Lifespan

NURSNG 647 - Clinical Management I: Psychiatric Assessment/Diagnosis for PMHNP

NURSNG 648 - Clinical Management II: Diagnostic Management & Treatment Strategies

NURSNG 649 - Clinical Management III: Treatment

NURSNG 664 - Clinical Nurse Specialist (CNS) Clinical Practicum: Focus on the Patient

NURSNG 665 - Clinical Nurse Specialist (CNS) Clinical Practicum: Focus on the CNS Role

NURSNG 670 - Primary Care of the Adult Practicum

NURSNG 671 - Primary Care of the Older Adult

NURSNG 672 - Primary Care of the Older Adult Practicum

NURSNG 681 - Primary Care of the Childbearing Family

NURSNG 682 - Primary Care of the Childbearing Family Practicum

NURSNG 690 - Adult/Gerontology Health Acute Care Nursing I

NURSNG 691 - Adult Gerontological Health Acute Care Nursing II

NURSNG 696 - Independent Study

NURSNG 697 - Special Topics in Nursing

NURSNG 700 - Philosophy of Nursing Science: Ways of Knowing

NURSNG 701L - Science as a Way of Knowing

NURSNG 702 - Doctoral Seminar

NURSNG 703 - Health Economics

NURSNG 705 - Health Disparities

NURSNG 711 - Scientific basis for chronic illness preventative and risk reduction

NURSNG 715 - Health Informatics

NURSNG 716 - Evidence Based Practice II: Designing an Evidenced Based Quality Improvement Project

NURSNG 717 - DNP Seminar: Project Implementation

NURSNG 718 - DNP Seminar: Project Synthesis

NURSNG 719 - DNP Seminar: Project Dissemination

NURSNG 720 - Secondary Data Analysis

NURSNG 722 - Improving Outcomes: Identification, Interventions, and Evaluation of Quality Improvement Activities

NURSNG 724 - Mixed Method Research

NURSNG 741 - Health Policy I

NURSNG 742 - Health Policy II

NURSNG 743 - Internship in Health Care Policy

NURSNG 745 - Population Health I

NURSNG 746 - Population Health II

NURSNG 750 - Contemporary Disciplinary Knowledge

NURSNG 753L - Epidemiological Thinking and Population Health

NURSNG 757 - Social Behavioral Determinants of Health

NURSNG 760 - Introduction to Biostatistics: Biostatistics I

NURSNG 761 - Doctor of Nursing Practice (DNP) Internship

NURSNG 762 - Doctor of Nursing Practice (DNP) Internship II

NURSNG 765 - Health Systems Leadership

NURSNG 766 - Health Finance and Economics

NURSNG 770 - Biostatistics II: Advanced Statistical Methods in Healthcare Research

NURSNG 780 - Epidemiologic Methods

NURSNG 790 - Integrating concepts & methods for research development

NURSNG 791 - Integrating Theory and Policy in Dissertation Research

NURSNG 792 - Dissertation Progression Seminar

NURSNG 796 - Independent Study

NURSNG 797 - Special Topics

NURSNG 825L - Advanced Quantitative Research Methods I

NURSNG 897 - Special Topics

NURSNG 899 - Dissertation Research

Philosophy

PHIL 501L - Foundations of Philosophical Thought

Physics

PHYSIC 597 - Special Topics

PHYSIC 600 - Electronic Instrumentation I: Analog

PHYSIC 601 - Electronic Instrumentation II: Digital

PHYSIC 602 - Laser Optics Laboratory

PHYSIC 607 - Experiments in Squishy Physics

PHYSIC 610 - Topics in Medical Imaging

PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics

PHYSIC 612 - Electromagnetic Theory

PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics

PHYSIC 614 - Thermodynamics and Statistical Mechanics

PHYSIC 616 - Mathematical Methods for Physicists

PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics

PHYSIC 632 - Advanced Laser Optics (with Lab)

PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics)

PHYSIC 638 - Quantum Measurement Theory

PHYSIC 645 - Cancer Biophysics

PHYSIC 662 - Computational Science

PHYSIC 680 - Readings in Physics

PHYSIC 690 - Projects in Physics

PHYSIC 694 - Master's Internship

PHYSIC 697 - Special Topics in Applied Physics

PHYSIC 699 - Master's Thesis Research

PHYSIC 899 - Doctoral Dissertation Research

Political Science

POLSCI 551 - Queer Theory & Politics

Psychology

PSYCH 550L - Advanced Cognitive Psychology

PSYCH 745 - Psychology and Activism for Social Justice

Psychology Clinical

PSYCLN 601 - Assessment and Testing I

PSYCLN 610 - Culture and Mental Health

PSYCLN 613 - Lifespan Psychopathology

PSYCLN 614 - Forensic Psychology

PSYCLN 620 - Intervention Strategies

PSYCLN 641 - Cognitive and Affective Bases of Behavior: Life Span Development I

PSYCLN 642 - Social and Cultural Bases of Behavior: Life Span Development II

PSYCLN 650 - Clinical Psychology Proseminar I

PSYCLN 651 - Clinical Psychology Proseminar II

PSYCLN 660 - Physiological Psychology

PSYCLN 670 - Advanced Statistics

PSYCLN 675 - Research Methods and Ethics in Clinical Psychology

PSYCLN 680 - History and Systems

PSYCLN 690 - Introduction to Clinical Outreach and Intervention Practicum

PSYCLN 692 - Clinical Research Practicum II

PSYCLN 698 - Master's Research

PSYCLN 699 - Master's Research Seminar

PSYCLN 701 - Neuropsychological Assessment

PSYCLN 710 - Child Assessment

PSYCLN 721 - Child Therapy

PSYCLN 726 - Cognitive Behavioral Theory and Therapy

PSYCLN 727 - Emotion-Focused Psychotherapy

PSYCLN 770 - Advanced Statistics II - Latent Variable Modeling

PSYCLN 775 - Qualitative Methods in Clinical Psychology

PSYCLN 781 - Assessment Practicum I

PSYCLN 782 - Assessment Practicum II

PSYCLN 783 - Advanced Clinical Research Practicum I

PSYCLN 784 - Advanced Clinical Research Practicum II

PSYCLN 785 - Practicum and Ethics I

PSYCLN 786 - Practicum and Ethics II

PSYCLN 787 - Practicum III

PSYCLN 788 - Practicum IV

**PSYCLN 791 - Advanced Clinical Outreach, Intervention, and Consultation
Practicum I**

**PSYCLN 792 - Advanced Clinical Outreach, Intervention, and Consultation
Practicum II**

PSYCLN 879 - Advanced Community Psychology

PSYCLN 891 - Teaching Seminar

PSYCLN 893 - Advanced Community Practicum I

PSYCLN 894 - Advanced Community Practicum II

PSYCLN 896 - Independent Study

PSYCLN 897 - Special Topics in Clinical Psychology

PSYCLN 898 - Internship in Clinical Psychology

PSYCLN 899 - Dissertation Research

Psychology Developmental and Brain Sciences

PSYDBS 601 - Grant Writing and Research Ethics

PSYDBS 602 - Fundamentals of Neuroscience

PSYDBS 613 - Behavioral Neuroscience

PSYDBS 623 - Cognitive Neuroscience

PSYDBS 690 - Mentored Research

PSYDBS 693 - Seminar in Development and Brain Sciences

PSYDBS 695 - Independent Study

PSYDBS 696 - Independent Study

PSYDBS 697 - Special Topics

PSYDBS 715 - Developmental Behavioral Neuroscience

PSYDBS 725 - Developmental Cognitive Neuroscience

PSYDBS 762 - Knowledge Acquisition

PSYDBS 795 - Independent Study

PSYDBS 796 - Independent Study

PSYDBS 895 - Independent Study

PSYDBS 896 - Independent Study

PSYDBS 899 - Dissertation Research

Public Administration

PUBADM 601 - The New England Political Environment

PUBADM 602 - The New England Economic Environment

PUBADM 606 - Nonprofit Organizations and Public Policy

PUBADM 610 - Public Management: Theories and Principles

PUBADM 611 - E-Government: The Internet and Public Policy

PUBADM 612 - Urban Politics and Policy

PUBADM 614 - Human Resources Management

PUBADM 619 - WPPP: Contemporary American Public Policy Issues

PUBADM 620 - Analytic Skills I: Skills for Policy Analysis

PUBADM 621 - Analytic Skills II: Research Methods

PUBADM 622 - WPPP Fall Internship

PUBADM 623 - WPPP: Women in American Politics and Policy Making

PUBADM 624 - WPPP: Spring Internship

PUBADM 625 - Public Budgeting and Financial Management

PUBADM 628 - Research Methods for Policy Analysis

PUBADM 629 - Leadership and Organizations: Gender, Power and Authority

PUBADM 651 - Policy Workshop

PUBADM 652 - Policy Workshop

PUBADM 653 - Policy Workshop

PUBADM 654 - Policy Workshop

PUBADM 675 - Collaborative Governance

PUBADM 691 - Capstone /Case Study Seminar

PUBADM 696 - Independent Study

PUBADM 697 - Special Topics in Public Affairs

Public Policy

PPOL-G 602 - Political Economy of Class, Race and Gender

PPOL-G 603 - Community-based and Participatory Research

PPOL-G 604L - Statistical Methods in the analysis of Social Problems I

PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II

PPOL-G 609L - Qualitative Methods and Field Research

PPOL-G 611 - Public Policy Processes: Environments, Power and Outcomes

PPOL-G 612 - Approaches to Policy Analysis: Epistemology, Theory and Institutions

PPOL-G 621 - Microeconomics for Policy Analysis

PPOL-G 622 - Public Finance and Budgeting

PPOL-G 630 - Research Methods I for Policy

PPOL-G 631 - Research Methods II for Policy

PPOL-G 697 - Special Topics

PPOL-G 711 - Multi-Disciplinary Topics in Public Policy

PPOL-G 716 - Public Policy ProSeminar

PPOL-G 740 - Political Institutions

PPOL-G 741 - Urban Housing Policy

PPOL-G 749L - Scientific & Political Change

PPOL-G 753L - Epidemiological Thinking and Population Health

PPOL-G 760 - Sociological Perspectives on Public Policy and Social Justice

PPOL-G 795 - Independent Study

PPOL-G 891 - Dissertation Workshop for Public Policy

PPOL-G 898 - Internship in Public Policy

PPOL-G 899 - Dissertation

Rebuilding Sustainable Communities after Disasters

CRSCAD 522 - Migrants and Refugees

CRSCAD 527 - GIS in Emergency and Disaster Management

CRSCAD 595 - Independent Study

CRSCAD 597 - Special Topics

CRSCAD 601L - Social Vulnerability to Disasters

CRSCAD 602L - Climate Change, Food & Water Resources

CRSCAD 603L - Reconstruction After the Cameras Have Gone

CRSCAD 621L - Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction

CRSCAD 624L - Survival Skills for the 21st Cent: Develop Personal, Organizational, & Community Resilience Skills.

CRSCAD 643L - The Political Economy of International Migration

Rehabilitation Counseling

REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities

REHAB 603 - Foundations of Rehabilitation

REHAB 609 - Psychiatric Rehabilitation

REHAB 610 - Ethics, Case Management and Planning in Rehabilitation

REHAB 611 - Rehabilitation Counseling Portfolio

REHAB 612 - Vocational Rehabilitation and Placement

REHAB 614 - Motivational Interviewing

REHAB 615 - Counseling Theories

REHAB 688 - Rehabilitation Practicum

REHAB 697 - Special Topics

REHAB 698 - Rehabilitation Internship

School Psychology

SPY G 601 - Issues and Ethics in School Psychology

SPY G 602 - Standardized Assessment and Report Writing

SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making

SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention

SPY G 607 - School-Based Interventions and Data-Based Decision Making

SPY G 608 - Systems Consultation, Prevention, and Organizational Change

SPY G 612 - Learning and the Curriculum

SPY G 635 - Behavior Therapy in Schools

SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology

SPY G 685 - Practicum I: School-Based Assessment & Intervention

SPY G 686 - Practicum II: School-Based Assessment & Intervention

SPY G 687 - Practicum in School Psychology III

SPY G 688 - Internship in School Psychology

SPY G 689 - Internship in School Psychology

SPY G 691 - Seminar in School Psychology

SPY G 696 - Independent Study in School Psychology

Sociology

SOCIOL 598 - Field Experience Project

SOCIOL 600 - Foundations of Applied Sociology

SOCIOL 601 - Complex Organizations

SOCIOL 604 - Classical Sociological Theory

SOCIOL 605 - Applied Sociological Theory

SOCIOL 606 - Social Semiotics and Cultural Analysis

SOCIOL 607 - Contemporary Sociological Theory

SOCIOL 608 - Urban Sociology

SOCIOL 609L - Qualitative Methods and Field Research

SOCIOL 610 - Teaching Sociology: Theory & Practice

SOCIOL 630 - Applied Social Psychology

SOCIOL 642 - Issues in Contemporary Social Policy

SOCIOL 646 - Sociology of Gender

SOCIOL 650 - Meth Of Research I

SOCIOL 651 - Quantitative Methods

SOCIOL 652 - Advanced Quantitative Methods

SOCIOL 655 - Evaluation Research

SOCIOL 660 - Fundamentals of Survey Methodology

SOCIOL 661 - Designing and Evaluating Survey Questions

SOCIOL 662 - Applied Survey Sampling - Design and Analysis

SOCIOL 664 - Practicum in Survey Research Techniques

SOCIOL 665 - New Techniques in Survey Data Collection

SOCIOL 667 - Sociology of Law

SOCIOL 681 - Health Care Policy

SOCIOL 682 - Sociology of Health and Illness

SOCIOL 694 - Master's Research Seminar

SOCIOL 696 - Independent Study

SOCIOL 697 - Special Topics in Applied Sociology

SOCIOL 698 - Field Work

SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology

SOCIOL 701 - Proseminar II: Planning a career in Sociology

SOCIOL 702 - Proseminar III: Developing professional skills and preparing for job market

SOCIOL 897 - Special Topics

SOCIOL 899 - Dissertation Credits

Spanish

SPAN 502 - Technology for the Spanish-Language Classroom

SPAN 580 - Translation in Media

Special Education

SPE G 607 - Behavioral and Classroom Management

SPE G 621 - Introduction to Disabilities for Educational Professionals

SPE G 624 - Standardized Assessments for Students with Moderate Disabilities, PreK-12

SPE G 625 - Reading and Writing Assessment and Instruction for Students with Moderate Disabilities, Pre K-8

SPE G 626 - Math, Science, and Social Science Assessment and Instruction for Students with Moderate Disabilities

SPE G 629 - Consultation and Interpersonal Skills

SPE G 630 - Building Collaborative Partnerships with Families of Students with Disabilities

SPE G 631 - Clinical Teaching: Secondary

SPE G 632 - Alternative Strategies

SPE G 633 - Legal and Political Issues in Special Education

SPE G 654 - Youth Development and Self Determination

SPE G 655 - Career Development and Competitive Employment

SPE G 656 - Postsecondary Education for Students with Disabilities

SPE G 657 - Transition Topics

SPE G 658 - Transition Leadership

SPE G 661 - Autism Spectrum Disorder: Foundations & Characteristics

SPE G 662 - Autism Spectrum Disorder: Assessment and Collaboration

SPE G 663 - Autism Spectrum Disorders: Programs, Services, and Supports

SPE G 664 - Autism Spectrum Disorder: Field Experience

SPE G 684 - Computers in Special Education

SPE G 692 - Capstone Research Seminar in Special Education: Professional Licensure

SPE G 693 - Practicum: Transition Leadership I

SPE G 696 - Independent Study

SPE G 697 - Special Topics in Special Education

SPE G 698 - Moderate Practicum

Urban Planning and Community Development

UPCD 600 - History and Theory of Urban Planning

UPCD 601L - Social Vulnerability to Disasters

UPCD 602L - Climate Change, Food & Water Resources

UPCD 603L - Reconstruction After the Cameras Have Gone

UPCD 611 - The City in History

UPCD 615 - Urban Real Estate Markets and Development Process

UPCD 620 - Analytic Methods for Urban Planning and Community Development

UPCD 621L - Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction

UPCD 622 - Citizen Participation and the Right to the City

UPCD 623L - Introduction to Geographic Information Systems

UPCD 624L - Survival Skills for the 21st Cent: Develop Personal, Organizational, & Community Resilience Skills.

UPCD 625 - Analytical Methods II for Planners: Qualitative Techniques

UPCD 626 - Spatial Analysis for Urban Design

UPCD 630 - Urban Information and Institutional Systems

UPCD 631 - Land Use Controls

UPCD 632 - Law, Ethics, and Practice in Planning

UPCD 635 - Master Planning: Principles and Practice

UPCD 643L - The Political Economy of International Migration

UPCD 662 - Citizen Participation in Community Development

UPCD 667 - Environmental Planning and Impact Assessment

UPCD 670L - Environmental and Energy Economics

UPCD 671L - Introduction to Environmental Management

UPCD 674L - Climate and Energy: Law, Policy and Management

UPCD 684L - Social Enterprise

UPCD 687L - Nonprofit Management

UPCD 697 - Special Topics

UPCD 701 - Urban and Regional Environmental Planning

UPCD 720 - Community Development for Urban Planners

UPCD 721 - Social/Class/Multicultural Goals in Community Development

UPCD 725 - Contemporary Community Development

UPCD 726L - Coastal Zone Policy, Planning, and Management

UPCD 730 - Housing and Community Development Finance

UPCD 750 - Planning Studio I

UPCD 752 - Professional Planning Report I

UPCD 753 - Professional Planning Report II

Vision Studies

VISN 601 - Physical and Functional Aspects of Visual Impairments

VISN 602 - Education of Students with Visual Impairments

VISN 603 - Braille I

VISN 604 - Eye Anatomy and Disease

VISN 605 - Clinical and Functional Assessment of Vision

VISN 610 - Braille II

VISN 611 - Technology and Visual Impairments

VISN 612 - Orientation and Mobility and Independent Living Skills

VISN 613 - Assessment of Students with VI Including Those with Additional Disabilities

VISN 614 - Assessment & Instructional Strategies for Students with VI Including Those with Additional Dis II

VISN 619 - Teacher of the Visually Impaired Practicum

VISN 621 - Orientation and Mobility Assessment and Instructional Strategies: Children

VISN 622 - Orientation and Mobility Assessment- Adult

VISN 625 - Methods of Orientation and Mobility

VISN 628 - Orientation and Mobility Praxis Lab

VISN 629 - Orientation and Mobility Practicum

VISN 630 - Introduction to Vision Rehabilitation Therapy

VISN 631 - Methods of Vision Rehabilitation Therapy I

VISN 632 - Methods of Vision Rehabilitation Therapy II

VISN 639 - Visual Rehabilitation Therapy Practicum

VISN 640 - Psychosocial Aspects of Visual Impairment

VISN 646 - Introduction to Audiology and the Human Auditory System

VISN 648 - Cortical/Cerebral Visual Impairment

VISN 651 - Vision and the Brain: Neurolog

VISN 652 - Assessment for Students with Cortical/Cerebral Visual Impairment

VISN 653 - Promising Practices for Teaching Students with CVI

VISN 654 - Consultation and Collaboration Strategies

VISN 660 - Introduction to Assistive Technology for People with Visual Impairments

VISN 661 - Assistive Technology Assessment and Instruction for People with Visual Impairments

VISN 662 - Configuration and Exploration of Assistive Technology solutions for People with Visual Impairments

VISN 663 - Technological Methods of Accessibility and Accommodations for People with Visual Impairments

VISN 669 - Assistive Technology for People with Visual Impairments Practicum

VISN 696 - Independent Study

VISN 697 - Special Topics

Women's and Gender Studies

WGS 501 - Advanced Topics in Human Rights

WGS 581 - Seminar in Gender, Power, Politics/Graduate Consortium in Women's Studies

WGS 583 - Seminar in Gender, Culture, Society/Graduate Consortium in Women's Studies

WGS 591 - Feminist Inquiry: Strategies for Effective Scholarship/Graduate Consortium in Women's Studies

WGS 597 - Special Topics in Women's Studies/Graduate Consortium in Women's Studies

WGS 599 - Dissertation Workshop/Graduate Consortium in Women's Studies

Admissions

Graduate Admissions

<https://www.umb.edu/admissions/graduate-students/>

617.287.6400

- Application Process
 - Eligibility
 - Application Requirements
 - Disclaimers
- International Applicants
 - Bachelor's Degree Equivalency
 - English Language Proficiency
 - Visa Information

Application Process

Eligibility

To be eligible for a UMass Boston graduate degree program, applicants must hold a bachelor's degree from a regionally accredited U.S. institution of recognized standing or an international equivalent with a cumulative GPA of 2.75/4.0 (or international equivalent) in all undergraduate work.

Application Requirements

In addition to any program-specific requirements, all applicants need to submit:

- Online application and fee.
- Official transcripts for all institutions where you have earned more than six credits.
- Applicants who completed undergraduate coursework outside of the United States may be required to submit English proficiency test results, even if they are permanent residents or citizen of the U.S.
- Two to three letters of recommendation depending on the program-specific requirements.
- Statement of purpose
- Resume/CV

Official transcripts should be mailed in hard-copy or sent electronically directly from a digital delivery service such as eScrip, Clearinghouse, or Parchment. We cannot accept scanned or emailed transcripts. Please review the submission instructions for hard-copy application materials and test scores.

Disclaimers

Admission is granted only for the semester requested and cannot be guaranteed for future semesters. Admission to graduate study does not automatically indicate approval of candidacy for a degree.

All materials submitted to the university become the property of the university and cannot be returned to the applicant or forwarded to any third party.

International Applicants

In addition to UMass Boston's general and program-specific graduate application requirements, international applicants to graduate programs must satisfy these requirements:

Bachelor's Degree Equivalency

International applicants must submit evidence that they have completed the equivalent of a regionally accredited, U.S. university-level Bachelor's degree program. Acceptable documents can include official copies of diplomas, certified final degree certificates, and notation on final transcript of degree and date awarded. Most international 4-year degrees are recognized as being equivalent. Most international 3-year degrees, including the Indian Bachelor of Arts, Sciences and Commerce degrees, are not considered to be equivalent.

If we are unable to determine equivalency, we may require applicants to submit an external evaluation from the Center for Educational Documentation (www.cedevaluations.com). Credential evaluations from other agencies may not be accepted. Credential Evaluation Reports will not be accepted in place of official transcripts.

If your transcript is in a language other than English, each page must be accompanied by an English translation, validated by an official public translator.

English Language Proficiency

Any applicant that has not completed at least two academic years of full-time study (excluding ESL or test-prep) at an approved English-speaking college or must submit official score results for one of the following:

- Test of English as a Foreign Language (TOEFL)
- International English Language Testing System academic version (IELTS Academic)
- Pearson Test of English (PTE Academic).

Applicants may be exempt from submitting these test scores if they have received at least four years of education (including their undergraduate program) at an English-speaking college or university in the United States or:

Australia	Guyana
Bahamas	Ireland
Barbados	Jamaica
Belize	Kenya
Canada (except Quebec)	Liberia
Dominica	New Zealand
Ghana	Trinidad / Tobago
Grenada	Singapore
Grand Cayman	United Kingdom

We can only accept official score reports sent electronically or in hard-copy directly from the testing agency. Please review the minimum scores required for admission:

	TOEFL PBT	TOEFL IBT	IELTS Academic	PTE Academic
College of Management	600	90	6.5	61
Applied Linguistics (MA)	600	90	6.5	61
Applied Linguistics (PhD)	600	100	7.0	68
Early Childhood Education and Care (PhD)	600	100	7.0	68
English (MA)	600	90	6.5	61
History (MA)	600	90	6.5	61
Instructional Design	600	90	6.5	61
Most Other Programs	550	79	6.0	53

Visa Information

Once admitted, applicants will be contacted by the International Student & Scholar Office with information on the visa process. Please email iss@umb.edu if you have questions or need assistance.

International students admitted to any American university need an I-20 "Certificate of Eligibility," issued by the admitting institution, indicating that they have been accepted as full-time degree-seeking students, that they have the required proficiency in the English language, and that there is sufficient financial support for their education.

Applicants must be prepared to pay their own expenses, and should also anticipate yearly increases in institutional costs (such as tuition and fees) and living expenses. For a complete listing of fees, refer to the Costs, Financial Aid, & Assistantships section. Transportation to and from the U.S. is not included in this estimate. International students are required to pay non-resident tuition and fees.

The UMass Boston International Student & Scholar Office will normally provide the international applicant with the I-20 form to enable them to apply for a visa with which to enter the United States. The University cannot issue the I-20 to part-time or online programs. Visa documents will not be issued until the applicant has been admitted and satisfied the International Student & Scholar Office requirements for issuance.

The I-20 form is valid only for the semester for which it was issued. The Office of Graduate Studies and Admissions must be notified of an official decision to defer enrollment before a new I-20 form can be issued.

If the applicant holds an I-20 from another U.S. institution, a Transfer Verification Form must be completed by the International Student Advisor at the institution the student is currently attending, or if not currently enrolled, the institution most recently attended. Please email iss@umb.edu if you need assistance.

Costs, Financial Aid, & Assistantships

Bursar's Office

www.umb.edu/bursar



617.287.5350

bursar@umb.edu

Office of Financial Aid Services

<https://www.umb.edu/financial-aid/>

617.287.6300

finaid@umb.edu

- Tuition
- Other Fees
- College of Advancing and Professional Studies (CAPS) Courses
- Certificate Students
- Description of Fees
- Refund Policy
- Residency Status

- The Bursar's Office
 - Bills
 - Payments
 - Wire Transfers
 - Excess/Refund
 - In-House Payment Plan
- Graduate Assistantships and Financial Aid
 - Assistantships
 - Financial Aid
 - Applying for Financial Aid
 - Satisfactory Academic Progress

Tuition

Note: Certain programs may have special fee structures. See the Bursar's website for more information.

Full-Time (12 credits or more)

Rates are per semester. For annual rates, please double the per semester rates shown below.

Tuition and Mandatory Fees	In-State	Out-of-State	NE Regional
Tuition	7,262.28	14,175.45	14,175.45
Technology Fee	187.56	187.56	187.56
Student Activities Fee	39.60	39.60	39.60
NE Regional Tuition Discount	-	-	(1,466.28)



Tuition and Mandatory Fees	In-State	Out-of-State	NE Regional
Total Tuition and Fees	7,489.44	14,402.61	12,936.33

Part-Time (under 12 credits) Costs Per Credit

Tuition and Mandatory Fees	In-State	Out-of-State	NE Regional
Tuition	806.92	1,575.05	1,575.05
NE Regional Tuition Discount	-	-	(162.92)
Technology Fee	20.84	20.84	20.84
Student Activities Fee	4.40	4.40	4.40
Total Tuition and Fees	832.16	1,600.29	1,437.37

Other Fee Information

OTHER MANDATORY FEES	
Description	Fee
Graduate Program Fee	225.00
Late Payment Fee	70.00
Payment Plan Fee	47.00
Returned Check Fee	30.00
Commencement Fee	200.00
Combined New Student Fee - Graduate. (one time charge for each certificate / degree)	390.00
ID Fee (new matriculated student)	75.00
ID Fee (returning student - once each semester)	12.00
International Student Fee (charged to all students with a visa)	\$14.00 per credit

OTHER MANDATORY FEES

Description	Fee
Student Health Insurance (mandatory if student cannot provide comparable coverage)*	3177.56 (08/01/23-07/31/24)
Non-Degree Registration Fee (charged to non-degree students for the Fall / Spring semester)**	60.00
Non-Degree Registrar's Service Fee (charged to non-degree students for the Fall / Spring semester)	10.00
Curriculum and Service Fees for Colleges	
College of Management	
Graduate per semester - fall/spring	950.00
Graduate per semester - summer/winter	475.00
College of Nursing and Health Sciences - Nursing	
Graduate per semester - fall/spring	700.00
Graduate per semester - summer/winter	350.00
College of Nursing and Health Sciences - EHS	
Graduate per semester - fall/spring	700.00
Graduate per semester - summer/winter	350.00
College of Education and Human Development	
E-Portfolio Annual Fee (MA)	50.00
E-Portfolio One-Time Fee (PhD)	140.00
E-Portfolio One-Time Fee (Vision Studies)	139.00

OTHER MANDATORY FEES	
Description	Fee
E-Portfolio One-Time Fee (Rehab Counseling)	197.00

* Student Health Insurance is ONLY billed to matriculated undergraduate students with 9 or more credits, graduate students with 7 or more credits and ALL International Students.

** For "CAPS Registration Fee" in Summer please visit College of Advancing and Professional Studies (CAPS).

OPTIONAL FEES

Description	Fee
MassPIRG (www.masspirgstudents.org)	9.00
Mass Media (Student Newspaper)	17.00
Renewable Energy (UMRET) - opt-in	7.00

About College of Advancing and Professional Studies (CAPS) Courses

Some UMass Boston courses are offered through the College of Advancing and Professional Studies (CAPS). CAPS course costs differ somewhat from those shown in this chart, and CAPS courses are charged separately. Any questions please contact CAPS: Tel (617) 287.7900 or caps@umb.edu.

Certificate Students

Tuition, fees, and billing procedures for certificate students are the same as for matriculated students, unless otherwise noted.

Description of Fees

The Board of Higher Education and the University Board of Trustees determine all charges.

Application Fee

Each application for admission to the university from a student seeking a degree must be accompanied by a non-refundable application fee payment of \$60(UG/Grad) for domestic applicants, \$100(UG/Grad) for international applicants. Checks should be made payable to The University of Massachusetts Boston, and submitted together with completed application forms.

Tuition

As a state institution, tuition rates are established annually by the Massachusetts Board of Higher Education and the University Board of Trustees. (New Pricing Structure-Effective Fall 2022)

Technology Fee

The Technology Fee supports the technology infrastructure and educational environment necessary to meet the technological demands of the UMass Boston community.

Student Activity Fee

The Student Activity Fee supports programs and activities from recognized student organizations that are beneficial to students and enrich current campus student life, including arts, athletics, clubs and recreation and other student-focused programs.

Other Mandatory Fees

- **CM Curriculum and Service Fee** is used to support the College of Management's educational mission. This fee will be assessed per semester to all undergraduate students with more than 60 credits and all graduate students.
- **CNHS Curriculum and Service Fee** is used to support the College of Nursing and Health Science's educational mission. This fee will be assessed per semester to all undergraduate students with more than 60 credits and all graduate students.
- **CNHS - EHS Curriculum and Service Fee** is used to support the EHS program's educational mission. This fee will be assessed per semester to all undergraduate students with more than 60 credits and all graduate students.
- **Combined New Student Fees** is a one-time fee assessed to each certificate and degree seeking student in their first semester. The fee may not be canceled or refunded unless the student withdraws prior to the first day of classes.
- **Commencement Fee** is one-time fee to seniors or students in the year of their anticipated graduation. To change your year of graduation, you must contact the Registrar's Office.
- **Educator Preparation E-Portfolio Fee (Originally CEHD E-Portfolio Fee)** is the annual fee to purchase an online subscription to TaskStream, which provides students with access to a professional E-portfolio that is a powerful tool for providing evidence of the knowledge and skills necessary for professionals in the education and counseling fields. It is also required for students who are enrolling in an educator preparation program and/or are seeking an educator license from Massachusetts Department of Elementary and Secondary Education (MA DESE). For further information, please visit:
https://www.umb.edu/academics/cehd/student_information/taskstream
- **ID card Fee** is used to support the cost of making/activating the identification cards (BeaconCard); all continuing students are charged the fee each fall for reactivation, and all new matriculated students are charged the fee in the first semester of attendance to obtain cards. New students can pick up their BeaconCard in the BeaconCard Office.
- **International Student Fee** is a flat fee charged each semester to all international students holding visas.
- **Non-Degree Registrar's Service Fee** is charged each semester to non-degree students for prepayment of all record copying services. This is a life long service. You will not be charged for the copying and mailing of academic records at anytime, either for personal use or for forwarding to third parties.
- **Non-Degree Registration Fee** is charged to non-degree students during Fall/Spring semester of registration. You will not be charged for orientation or recreation fees. (For Summer Registration Fee please visit CAPS)
- **Orientation Fee** is a one-time fee assessed to each new and transfer certificate or degree seeking student. This fee is used to support orientation, advising, registration, and transition to the university.
- **Student Health Insurance** is mandatory for all students, unless they can prove separate coverage and receive a waiver from the Bursar's Office. The Student Health Insurance waiver must be filed each academic year. Details please see "Health Insurance" below.

Optional Fees



Charges for optional fees appear on the bills of matriculated students, you can waive MassPIRG Fee and Mass Media Fee on WISER during the semester.

* **MassPIRG Fee** The Massachusetts Student Public Interest Research Group (MASSPIRG) is a statewide, student-directed, student-funded, nonpartisan advocacy organization working on environmental, consumer, higher education, voter registration, and hunger and homelessness issues. MASSPIRG student chapters across the state pool resources through a waivable fee each semester and hire professional staff to work with students on these issues. Volunteer, leadership, and internship opportunities are available for students on campus. For more information about MASSPIRG visit www.masspirgstudents.org.

* **Mass Media Fee** provides sustained funding for the operating costs of UMass Boston's student newspaper.

* **Renewable Energy Fee** will be used specifically for renewable energy initiatives on the UMass Boston campus. The revenue will be administered by students through the UMass Renewable Energy Trust (UMRET).

***Parking Pass** please contact the Parking & Transportation Office in the Quinn Administration Building or call them at 617.287.5040 for information about Semester Parking Passes. A student may request that Parking & Transportation department bill the parking pass to their account. It will then be treated as part of the student's bill and will be subject to late fees if not being paid by the due date of the bill.

Program Fee

Each degree-seeking graduate student is required to maintain continuous registration until the degree that the student is seeking has been formally awarded. If a graduate student does not register for course, thesis, or dissertation credits during any semester, the student must pay a **program fee** to maintain continuous registration. The **program fee** for all students is \$225.00 per semester and is paid to the One Stop Student Center. Note: Payment of the **program fee** does not extend the time limit for completion of the degree. Any questions regarding the **program fee** should go through the One Stop Student Center.

Tuition Surcharge for Credit Hours in Excess of Degree Requirements

The Massachusetts Board of Higher Education requires all universities and state colleges to assess a tuition surcharge to students who exceed 118 percent of required credits in an academic degree program. This surcharge applies to in-state undergraduates and students enrolled through the New England Regional Exchange Program and is equal to the non-resident tuition rate per credit.

1. Students who transferred to UMass Boston are exempt.
2. Transfer credits completed after enrolling at UMass Boston are excluded from the total of credits earned.
3. Credits earned for programs requiring more than 120 credits are excluded. For further information, contact the Registrar's Office at 617.287.6200.

Refund Policy

Cancellation of Tuition and Fees Charges

Students who drop courses by the end of the applicable Add/Drop deadline will receive full cancellation of most tuition and fee charges. Cancellation of charges for meal plans, parking passes and book advances are not included in this policy. Note that the Add/Drop deadline may vary based on the academic calendar to which the course adheres.

A cancellation of per-credit tuition (includes Continuing Education) and mandatory fees will be issued to matriculated students withdrawing from the university according to the following schedule. With the exception of accelerated programs, this schedule applies to Fall and Spring semesters only.

Failure to attend classes does not constitute withdrawal from the University

Cancellation of Tuition and Fee Schedule

Matriculated Students

Sessions	Tuition & Fee Refund	During Add/Drop	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 or later
Regular	Tuition, Technology Fee, Student Activity Fee	100%	80%	60%	40%	20%	0%	0%
OCE	CE - Online Course	100%	80%	60%	40%	20%	0%	0%
CEO	CE - Online Course	100%	100%	80%	60%	40%	20%	0%
CE1	CE - Remote/F2F Course/CE - Off-Site Course	100%	100%	80%	60%	40%	20%	0%
CE2	CE - Remote/F2F Course/CE - Off-Site Course	100%	100%	80%	60%	40%	20%	0%

Non-Matriculated Students

Sessions	Tuition & Fees Refund	During Add/Drop	Week 2	Week 3 or later
Regular	Tuition, Technology Fee, Student Activity Fee	100%	0%	0%
OCE	CE - Online Course	100%	0%	0%
CEO	CE - Online Course	100%	100%	0%
CE1	CE - Remote/F2F Course/CE - Off-Site Course	100%	100%	0%
CE2	CE - Remote/F2F Course/CE - Off-Site Course	100%	100%	0%

Additional factors to consider when determining your refund amount:

A refund of per-credit tuition (including Continuing Education) and mandatory fees will be issued to students withdrawing from the university.



Students must withdraw from all courses and should submit a UMB Withdrawal Form in order to qualify for a prorated cancellation of charges. Undergraduate & Graduate withdrawal forms can be found on the Registrar's website.

A refund of the mandatory enrollment deposit is not covered by this policy. Undergraduate and Graduate students seeking an enrollment deposit refund should contact the admissions office.

In addition to the cancellation of charges, Financial Aid recipients withdrawing from the university will have their financial aid award reviewed to determine the amount of financial aid that the student is eligible to keep based on their withdrawal date. This review may result in a reduction of disbursed aid and must be completed before any refund is issued to the student.

A student who is suspended or expelled from the university for disciplinary reasons forfeits all rights to any cancellation of charges.

Individual course withdrawals after the add/drop deadline (including all courses taken by non-matriculated students) do not qualify for any cancellation of charges.

All of the above does not apply to Continuing and Professional Studies (CAPS) courses. See <https://online.umb.edu/> for refund schedule.

On-Campus Housing Proration Policy

In the event that a student does not reside in housing for the entire length of his/her licensing agreement, the following policies will apply to his/her meal plan and Campus Living Grant:

On-Campus Living Proration Policy

The Office of Housing and Residential Life handle all inquiries and decisions regarding licensing agreements for room charges. They can be reached at osh@umb.edu or 617-287-6011.

Residency Status

These rules and regulations apply to the classification of students at the public institutions of higher education as Massachusetts or non-Massachusetts residents for tuition and fee purposes.

Part I. Definitions

1.1 "Board of Trustees" shall mean the Board of Trustees of an institution.

1.2 "Continuous attendance" shall mean enrollment at an institution for the normal academic year in each calendar year or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under its authority.

1.3 "Eligible person" shall mean a U.S. citizen, lawful immigrant, permanent resident, or holder of another legal immigration status, who has satisfied the durational residency requirement and can demonstrate their intent to remain in Massachusetts.

1.4 "Emancipated person" shall mean a person who has attained the age of 18 years and is financially independent of his or her parents, or, if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

1.5 "Institution" shall mean the public college or university at which any person is or seeks to be enrolled as a student.

1.6 "Proof of Emancipation" shall be demonstrated through submission of evidence including, but not limited to: (a) Birth certificate or any other legal document that shows place and date of birth; (b) Legal guardianship papers – court appointment and termination must be submitted; (c) Statement of the person, their parent(s), guardian(s), or others certifying no financial support; (d) Certified copies of federal and state income tax returns filed by the person and their parent(s); (e) Copies of applications for federal financial aid; or (f) Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

1.7 "Parent" shall mean

1. the person's father and mother, jointly;
2. if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;
3. if a legal guardian has been appointed by a court having jurisdiction, the legal guardian;
4. if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands in loco parentis to the person;
5. if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; or, if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student, the word "adoptive" should be inserted before the words "father" and "mother" wherever used.

1.8 "Reside," "residency," or "resident" shall mean "domicile," i.e., a person's true fixed and permanent home or place of habitation, where they intend to remain permanently.

Part II. Classification

2.1 For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." At the University and the state colleges, an eligible person shall be classified as a Massachusetts resident if they (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution (including a private educational institution) for twelve months immediately preceding the student's entry or reentry as a student. At the community colleges, a person shall be classified as a Massachusetts resident if they (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution (including a private educational institution) for six months immediately preceding the student's entry or reentry as a student.

2.2 Physical presence for this entire twelve-month or six-month period need not be required as long as the conduct of an individual, taken in total, manifests an intention to make Massachusetts their permanent dwelling place. However, residency is not acquired by mere physical presence in Massachusetts while the person is enrolled in an institution of higher education.

Part III. Determination of Residency

3.1 Proof of Residency

1. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. A number of factors are required for residency 3 to determine the intention of the person to maintain permanent residence in Massachusetts. No single indicium is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.
2. The following shall be indicia of residence:

1. For unemancipated persons, the residency of parents, having custody, within Massachusetts;
2. Certified copies of federal and state income tax returns;
3. Permanent employment in a position not normally filled by a student;
4. Reliance on Massachusetts sources for financial support;
5. Possession of a Massachusetts high school diploma;
6. Continuous physical presence in Massachusetts during periods when not an enrolled student;
7. Military home of record; and
8. All other material of whatever kind or source which may have a bearing on determining residency.

3.2 Eligibility

1. a) The following individuals shall be eligible for in-state tuition:
 1. Any person who is registered at an institution as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which they are enrolled) during continuous attendance at the institution.
 2. The spouse of any person who is classified or is eligible for classification as a Massachusetts resident is likewise eligible for classification as a Massachusetts resident. This provision will not apply in the case of a spouse in the United States on a non-immigrant visa.
 3. A person who is a lawful immigrant or permanent resident of the United States is eligible to be considered for Massachusetts residency for tuition purposes provided that they meet the same requirements for establishing residency in Massachusetts as are required of a United States citizen. Non-citizens who are in (or who are eligible to apply and who have applied for) refugee/asylum status are likewise eligible to be 4 considered for Massachusetts residency for tuition purposes provided that they meet the same requirements for establishing residency in Massachusetts as are required of a United States citizen. All non-citizens must provide appropriate United States Citizenship and Immigration Services documentation to verify their status.
 4. Those students whose higher education pursuits are funded by the Department of Institutional Assistance, the Massachusetts Rehabilitation Commission, or any of the other Commonwealth of Massachusetts public assistance programs.
 5. A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, their spouse and dependent children. A person does not gain or lose in state status solely by reason of their presence in any state or country while a member of the Armed Forces of the United States.
 6. Full time faculty, professional staff, and classified staff employees of the public higher education system and their spouses and dependent students.
2. A person having their residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

Part IV. Appeals and Reclassification

4.1 **Reclassification:** A student may at any time request the institution to reclassify them as a Massachusetts resident if the factual basis for his or her classification as a nonresident has changed. To do so, the student shall submit a "Residency Reclassification Form" to the appropriate office of the institution for its review and final classification as a resident or a non-resident student.

4.2 **Appeals:** A student or applicant may appeal the institution's final decision to deny their classification (or reclassification) as a non-resident by filing an appeal through the appeal process established by the institution. The decision on appeal is final and may not be appealed further.

4.3 Tuition Deadlines: All deadlines for the payment of tuitions, fees, and other financial obligations to the institution remain in force during the pendency of any request for reclassification or any appeal.

4.4 Retroactive Effect: Any change in a student's classification as the result of a request for reclassification or an appeal will be retroactive only to the beginning of the semester during which the institution makes the final decision to reclassify the student.

Part V. Penalties

Misrepresentation in or omission from any evidence submitted with respect to any fact which, if correctly or completely stated, would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the institution.

Part VI. Miscellaneous

6.1 Each institution may adopt supplementary rules governing any procedures, deadlines, and related matters appropriate for the implementation of this policy.

6.2 The provisions of this policy shall apply to the classification of a student as the resident of any New England state for purposes of determining their eligibility for tuition benefits through the New England Board of Higher Education.

Veterans' Access, Choice, and Accountability Act

*Qualifying veterans, dependents, and eligible individuals will be charged at the in-state tuition rate per **The Veterans Access, Choice and Accountability Act of 2014.***

Public Law 116-315

The Veterans Access, Choice and Accountability Act of 2014 (codified at 38 U.S.C. 3679) has been amended by Section 1005 of Public Law 116-315, the Johnny Isakson and David P. Roe, M.D., Veterans Health Care and Benefits Improvement Act of 2020, which modifies 38 U.S.C. 3679(c).

The amendment requires that for all courses, semesters, or terms beginning after August 1, 2021, public institutions of higher education must charge qualifying veterans, dependents and eligible individuals tuition and fees at the rate for in-state residents.

As amended, 38 U.S.C. 3679(c) requires that the following individuals be charged the in-state resident rate:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 31 (Vocational Rehabilitation) or Chapter 33 (Post-9/11 G Bill), of 38 U.S.C. who lives in the state in which the institution is located (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person must be using educational benefits under Chapter 30, Chapter 31 or Chapter 33 of 38 U.S.C.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal state of residence).

In summary, individuals are no longer required to enroll within three years of discharge or release from a period of active duty service or the transferor's discharge or release from active duty service in order to receive the in-state resident tuition rate.

Federal law permits public institutions of higher education to require eligible veterans, dependents, or other eligible individuals to demonstrate their intent to establish residency in the state by means other than satisfying a physical presence requirement. For example, institutions can request documentation such as a



driver's license, car registration or voter registration, signed lease, or rent receipt to help establish an applicant's intent to establish residency in Massachusetts.

Please note that the federal law does not include a durational residency requirement, nor does it include a requirement that the eligible veteran, dependent, or other eligible individual demonstrate intent to remain in Massachusetts indefinitely. Finally, please note that the federal law does not bar institutions from requiring the eligible veteran, dependent, or other eligible individual to meet other requirements, unrelated to residency, in order to be eligible for the in-state tuition rate.

Please note: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at www.benefits.va.gov/gibill

Section 702 of the Veterans Access, Choice, and Accountability Act of 2014 requires schools to bill eligible individuals using Chapter 30 Montgomery GI Bill® or Chapter 33 Post 9/11 GI Bill® at the in-state tuition rate if they meet the requirements of the law, even when they are defined by the school as an out-of-state resident for tuition purposes. The bill went into effect July 1, 2015.

A "covered individual" is defined in the Choice Act as:

- A Veteran who lives in the state in which the public Institutions of Higher Learning (IHL) is located (regardless of formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more
- A spouse or child using transferred benefits who lives in the state in which the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more
- A spouse or child using benefits under the Fry Scholarship who lives in the state in which the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more

To be eligible for the Choice Act, students must meet the requirements of the law and submit supporting documents to the Office of Veterans Affairs outlined below.

1. Reside in Massachusetts while attending UMass Boston.
2. Submit a Certificate of Eligibility with entitlement for one of the bills below:
 1. Chapter 30 Montgomery GI Bill® (Active Duty)
 2. Chapter 33 Post 9/11 GI Bill® (Veteran)
 3. Chapter 33 Post 9/11 GI Bill® (Dependent – "Transfer of Entitlement")
3. Provide a form DD214 Certificate of Release or Discharge from Active Duty showing the applicant meets the following conditions:
 1. The Uniformed Service Member must have been discharged within the past three years.
 2. The active duty period prior to discharge must have been greater than 90 days.

Mail or scan required documents to:

UMass Boston
Office of Veterans Affairs
Campus Center, Room 4215
100 William T. Morrissey Blvd
Boston, MA 02125-3393

veterans@umb.edu

Individuals who meet the requirements will maintain in-state resident status as long as they remain continuously enrolled at UMass Boston, even if the term of benefits expires or educational assistance is exhausted under Chapter 30 or 33.

The complete policy and information is available on the U.S. Department of Veterans Affairs website at https://benefits.va.gov/gibill/post911_residentraterequirements.asp

The Bursar's Office

The Bursar's Office handles payments of tuition and fees, and distributes refunds and university financial aid.

Bills

Bills are issued monthly to any student with a balance. Payment must be made by the due date on the bill to avoid late fees (**a \$50 late payment fee will be applied to each past due invoice for the semester**).

- Active students will receive an email notification to their UMass Boston email account when their bills have been generated in WISER. The notification will provide the invoice ID as well as the due date.
- In order to view the bills, students must log into their WISER account. **The bills are located under the Finance Center tab on the Student Center page⇒Click on View All Invoices.**
- Students can print or email their student bills directly to parents, guardians, employers, spouses or other involved parties.
- Students have the option to grant or remove access to individuals in order to view student bills within their Student Center in WISER.
(See GRANT ADDITIONAL ACCESS to WISER ACCOUNT)
- Need help? Click here for the Job Aid "How to Access e-bill in WISER"

Payments

(The Bursar's Office will only accept checks, cashier's checks, or money orders drawn on a U.S. bank in U.S. currency, and we do not accept payment over the phone.)

Payment options include cash, check, money order, and cashier's check. Please be sure to put your student account id number on the check for proper posting.

- Cash payments must be made in the Bursar's Office.
- Check, money order, and cashier's check payments may be made by mail or in person at the Bursar's Office or at the One Stop.

In addition to the above payment options, the University of Massachusetts Boston works with an external vendor, **CashNet**, to process **e-check** and online **credit card payments** (MasterCard, VISA, Discover, or American Express cards are accepted) This service is available online 24 hours a day, 7 days a week. **A 2.75% non-refundable convenience fee for domestic credit or debit card transactions is assessed. A 4.25% fee is assessed for each international credit card or debit card transaction is assessed.** Go to Online Payments for details.

Your bank's online bill payment service:

- Any automated bill payment service through your personal bank directing bank to send a check to our office should include your first and last names with the 8-digit university ID number.

- Allow 7 to 14 business days for delivery to the university and posted onto your WISER account.
- Use of personal banking "online bill payment" services may delay payment of your account and may result in late fees or enrollment consequences. Please plan the timing of your payments accordingly.

**** All payments are subject to verification, which could delay the removal of an administrative hold. A returned check or rejected e-check will result in a \$28 fee.**

Nonpayment will result in a hold being placed on a student account which will prevent a student from:

1. registering for a subsequent semester
2. getting grades
3. graduating
4. getting transcripts

Important: Bills unpaid for 3 months after the end of the semester for which they are due will be sent to collections. Accounts in collection are assessed a 25% collection fee.

Veterans Benefits and Transition Act of 2018

UMass Boston is compliant with the Veterans Benefits and Transition Act of 2018, section 3679 of title 38.

Please note: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at www.benefits.va.gov/gibill

A *Covered Individual* is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

UMass Boston must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to UMass Boston a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

UMass Boston will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

UMass Boston requires the following of their Ch. 31 or 33 students wishing to utilize their educational benefits:

- Submit a COE or Statement of Benefits by the first day of classes to the UMass Boston VA Certifying Official, Veterans Affairs Office, Campus Center , Room 4215, 100 William T. Morrissey Blvd., Boston, MA 02125-3393
- Submit a written request to be certified by the first day of classes to the UMass Boston VA Certifying Official, Veterans Affairs Office, Campus Center , Room 4215, 100 William T. Morrissey Blvd., Boston, MA 02125-3393
- Provide any additional information needed for certification by the first day of classes to the UMass Boston VA Certifying Official, Veterans Affairs Office, Campus Center , Room 4215, 100 William T. Morrissey Blvd., Boston, MA 02125-3393

Please note: UMass Boston will hold a student responsible for any portion of tuition and other fees not covered by the VA (ex: room & board charges).

Wire Transfers

(This option is not for the payment of the new student deposit, reactivation fee, application fee or housing fee. Any overpayment would result in the return of the entire transaction.)

International Wire Transfers ([Learn more](#))

Reference: GlobalPay user guides or click on the YouTube tutorial videos on the right side of this web page.

UMass Boston provides you a method of paying your tuition and fees in your own currency via Western Union Business Solutions, a specialist in global business payments.

Note: Transaction fees deducted from both the sending bank and receiving bank will affect the funds the school receives.

Excess / Refund

Excess is created when the total payments on an account are greater than the total bill. Excess payments will result in the issue of an excess check or Debit/Credit Card refund.

Notification that an excess refund is available is made by an email sent to a student's UMass Boston email account. A student can forward their emails from the UMass Boston account to an alternate email address.

In-House Payment Plan

The Bursar's Office offers an in-house payment plan for current semesters. This is an interest-free way of paying tuition in equal monthly payments with a one-time charge of a non-refundable enrollment fee per semester.

The benefits of our monthly payment plan:

- More time to pay.
- Avoid high interest rates.
- Create smaller, more manageable payments.
- Reduce the amount you need to borrow.

See Payment Information - UMass Boston (umb.edu) for more information.

Graduate Assistantships and Financial Aid

Assistantships

UMass Boston supports graduate education primarily through assistantships. Assistantships are not awarded by Financial Aid Services. They are formal service contracts between you and your graduate school department. They may include

- a tuition waiver
- a waiver of fees
- a stipend

The number of graduate assistantships are limited based on budget. Contact your Graduate Program Director for more information. Financial Aid award packages may be adjusted for students receiving assistantships.

International Students

- May apply for assistantships
- Must be enrolled full-time (9 credits) to comply with immigration regulations

Financial Aid

Grants

TEACH Grant Program

- federally-funded program
- stands for The Teacher Education Assistance for College and Higher Education (TEACH)
- provides funds to eligible graduate students who agree to serve as a full-time, highly-qualified teacher in a high-need subject area in a designated low-income school for at least 4 years within 8 years of graduating
- based on your FAFSA application
- intended for students who will teach full-time in high-need subject areas for at least four years
- must serve students from low-income families
- part-time students are eligible for the grant at a reduced level
- requires completion of one or more forms. Scan the list for the appropriate TEACH Grant Program form

Loans

Most graduate students are heavily dependent on loans. You must be enrolled at least half-time (6 credits or more) to be considered for student loans. Be cautious of your total loan liability and your repayment obligations.

Federal Perkins Loan

- federally-funded program
- low-interest (5 percent) loan
- Based on exceptional financial need

Federal Direct Unsubsidized Loan

- federally guaranteed loan that is not based on financial need
- interest accrues from the time the loan is disbursed to the school
- not required to make interest or principal payments until six months after graduation, or six months after you drop below half-time enrollment

The Federal Direct PLUS Loan for Graduate or Professional Students

- a low interest, credit based loan
- borrow directly from the U.S. Department of Education
- must be enrolled at least half-time
- not required to make interest or principal payments until six months after graduation, or six months after you drop below half-time enrollment

Alternative Loans from Private Lenders

- a credit-based loan from a private lender or other financial institution
- Financial Aid Services encourages you to research loan terms and conditions carefully.

Federal Work-Study

- part-time student employment
- eligibility based on financial need
- work for the University or an approved Community Service Program off campus

Institutional Student Employment Program

- part-time student employment on campus funded by UMass Boston

Applying for Financial Aid

Federal Aid

The Free Application for Federal Student Aid (FAFSA) is the first step in the financial aid process. Use the FAFSA to apply for federal student aid.

The FAFSA requires detailed financial information to calculate your Expected Family Contribution (EFC). The EFC measures your family's financial strength and is used to determine your eligibility for financial aid.

Cost of Attendance

Cost of Attendance changes each year and is based on direct educational costs such as tuition, fees and indirect allowances for costs such as personal expenses, transportation, and books/supplies.

The Expected Family Contribution (EFC) is determined by the data supplied on the FAFSA, and is calculated by a federal formula. The Expected Family Contribution (EFC) is subtracted from the Cost of Attendance. The difference between the two amounts is "financial need" and represents a student's maximum eligibility for need-based aid.

Summer Aid

Registered summer students will be reviewed for Pell grant eligibility as well as Federal Direct loans. Students, identified as Pell eligible for the academic year will be reviewed for remaining Pell grant eligibility. You will be considered for Federal Direct Loans if you did not borrow the annual maximum limit of Federal Direct Student Loan funds during the previous fall and spring semesters. A student must be enrolled for a minimum of six (6) summer credits to be considered for student loans.

Satisfactory Academic Progress

At the end of the spring semester each year or upon your re-enrollment at the University, your academic performance is reviewed to determine if you are making satisfactory academic progress (SAP). The review is based on your cumulative grade point average and credits completed vs. attempted.

Graduate students must:

- Maintain a grade point average (GPA) of 3.0 or higher.
- Attempt no more than 150% of the credits/competencies required of your degree program (max credits)
- Complete 67% of all credits/competencies attempted (total earned credits/total attempted credits)

If you fail to meet the above requirements, you will be notified by Financial Aid Services that you are no longer eligible for financial assistance.

You have the right to appeal the Financial Aid Office's decision. You can fill out the Financial Aid Satisfactory Appeal Form and describe any personal circumstances and/or extenuating circumstances that contributed to your academic performance. Your appeal, along with an academic plan, signed by your academic advisor, which outlines your action plan for the following semester, must be received by published deadlines.

Financial Aid Services will review all appeals. Incomplete appeals will not be considered. The decision of the committee is final. The SAP Appeal Process is for financial aid purposes only. It does not substitute for University review of a student's academic standing.

Research Facilities & Services

Resources for Graduate Researchers

- Institutes and Centers
- Graduate Research Funds
- Office of Research and Sponsored Programs
- Statistical Consulting Services

Student Resources

- Athletics and Recreation
- Bookstore
- Disability Services (Ross Center)
- Campus Ministry
- University Health Services
- Housing Services

Contact Information

- [Contact Us](#)

- Directory
- Phone
- Mail
- Office Hours

Directory

Contact information for faculty and staff can be found in the online directory at www.umb.edu/directory.

Directory information includes department, email, phone, and office location.

Phone

The main switchboard can be reached at 617.287.5000 Monday through Friday from 8 a.m. to 5 p.m.

Phone numbers for faculty and staff can be found in the online directory at www.umb.edu/directory.

Mail

Campus mail is collected and distributed to departments through a centralized mail room. Correspondence should be addressed as follows:

[Name of individual (if applicable)]

[Name of department]

University of Massachusetts Boston

100 Morrissey Boulevard

Boston, MA 02125-3393

Office Hours

University offices are generally open from 8 a.m. to 5 p.m. Monday through Friday except on holidays (see Academic Calendar).

The Healey Library operates on an extended daily schedule.

The Department of Public Safety is open at all times and can be reached at 617.287.7799 or 617.287.1212 in an emergency.

Information on campus closures and alerts can be found on the university homepage or by calling the main switchboard at 617.287.5000.

Maps & Directions

The University of Massachusetts Boston is located at 100 William T. Morrissey Boulevard, Boston, MA 02125-3393

- Campus Map

- Directions
 - By Public Transportation
 - By Car
 - By Bike
- Campus Shuttle Bus

Campus Map

View the interactive campus map

Directions

Public Transportation

Subway

Take the Red Line to JFK/UMass MBTA station. A free shuttle bus will carry you to campus.

Commuter Rail

Take the commuter rail to the JFK/UMass MBTA station from the South Shore on the Middleboro, Plymouth and Greenbush lines. A free shuttle bus will carry you to campus.

Bus

Take the 8 or 16 bus directly to campus. MBTA buses stop at the busway behind Wheatley Hall, and at various points on Mt. Vernon Street.

By Car

From the North

To Campus

Take Interstate 93 South through Boston to Exit 15 (Columbia Road/JFK Library). Take a left at the end of the ramp onto Columbia Road, and then take your first right in the rotary. Follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to campus.

To the UMass Boston Bayside Lot

Take Interstate 93 South through Boston to Exit 15 (Columbia Road/JFK Library). Take a left at the end of the ramp onto Columbia Road. Go straight into the rotary. Take the second exit (a right) onto Day Blvd. Take



your first left onto Mt. Vernon Street. The UMass Boston Bayside Lot is straight ahead, past the DoubleTree, on your left. Take the shuttle bus to campus.

From the South

To Campus

Take Interstate 93 North to Exit 14 (Morrissey Boulevard/JFK Library) and follow Morrissey Boulevard north to campus. When driving to campus from the south please take note of up-to-date parking information that is displayed on a large electronic sign on Morrissey Blvd. North before you get to the campus entrance. This sign will help you make informed decisions about where to park for the day.

To the UMass Boston Bayside Lot

Follow Morrissey Blvd., passing the front of BC High School instead of turning onto the campus. Turn right at the first intersection to Mt. Vernon Street. The UMass Boston Bayside Lot will be on your left. Take the shuttle bus to campus.

From the West

To Campus

Take the Massachusetts Turnpike (Interstate 90) east to Interstate 93. Take I-93 South one mile to Exit 15 (JFK Library/South Boston/Dorchester). Take a left at the end of the ramp onto Columbia Road, and then take your first right in the rotary. Follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to campus.

To the UMass Boston Bayside Lot

Take the Massachusetts Turnpike (Interstate 90) east to Interstate 93. Take I-93 South one mile to Exit 15 (JFK Library/South Boston/Dorchester). Take a left at the end of the ramp onto Columbia Road. Go straight into the rotary. Take the second exit (a right) onto Day Blvd. Take your first left onto Mt. Vernon Street. The UMass Boston Bayside Lot is straight ahead, past the DoubleTree, on your left. Take the shuttle bus to campus.

Parking Fees

Rates vary depending on location and duration and are subject to change. Prepaid passes are also available for students, faculty, and staff at discounted rates. For details, see Parking Costs. Please contact the **Office of Transportation Services** (second floor, Quinn Administration Building) for information about multipark, monthly, and semester passes at 617.287.5041.

By Bike

Bike racks are available at multiple on-campus locations and indicated on the Campus Map. Bikes are also available for rental, seasonally, at the Hubway bike-sharing kiosk, located by the Integrated Sciences Complex along University Drive West.

Campus Shuttle Bus

The university runs a regular, free shuttle bus service to campus from the JFK/UMass MBTA stop and the Bayside lot.

See the shuttle schedule and route information

NOTE: SHUTTLE SERVICE IS AVAILABLE EVERY DAY EXCEPT NEW YEAR'S, THANKSGIVING, AND CHRISTMAS DAY.

About the Program

The MS in accounting at UMass Boston is designed to prepare students for rewarding careers in the rapidly growing and changing field of accounting. Upon completion of the MSA, students will qualify for the Uniform Certified Public Accounting (CPA) Exam. The curriculum has been designed by the College of Management Accounting and Finance (AF) faculty in consultation with the AF Department's Advisory Board.

The program can be completed full-time or part-time, with classes that meet primarily in the evenings, late afternoons, weekends and online. Scheduling is highly flexible, with most classes meeting once per week.

The learning objectives for the Master of Science in Accounting (MSA) Program are for students to:

- Achieve proficiency with respect to the functional or technical knowledge and skills required for professional accounting careers.
- Gain knowledge and skills regarding professional integrity and ethics.
- Gain problem identification and solving, critical thinking, and analytical skills.
- Gain proficiency in the communications, teamwork and leadership skills required for professional accounting.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Official GMAT or GRE scores
- Our minimum TOEFL score is 90 and our minimum IELTS score is 6.5
- Essay (Students may write their essay using either the standard essay prompt in the online application or the one below.)
 - Part 1 (up to 300 words): Why are you interested in attending graduate school at UMass Boston?
 - Part 2 (approx. 1,200 words): State a current issue, problem or topic from your intended field of study (This can be specific to your country, state or local community) and discuss your strategic plan as to how you would address the issue and how attending graduate school at UMass Boston will aid you in your pursuits.

About the Program

This program prepares RNs or NPs who have a Master's degree in nursing to function as Nurse Practitioners in ambulatory or community-based areas. Adult Gerontological Nurse Practitioners (AGNPs) provide comprehensive care to the entire spectrum of adults including young adults, adults and older adults; they provide primary care services incorporating health promotion, health protection, disease prevention and disease management. Graduates of this specialty are eligible to take the Adult-Gerontology Primary Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in their state based on regulatory guidelines.

The 12- or 21-credit certificate program is designed to assist RNs or NP's who have an MS degree in nursing to acquire the knowledge and clinical experience that will prepare them to sit for national certification exams as AGPNs.

The 21-credit option is open to RNs with a master's degree in nursing from an NLN- or CCNE-accredited program. The program of study includes 9 credits of didactic study and 12 credits of clinical course work, including 600 hours of clinical practice in the gerontology specialty area. It may be completed in two semesters full-time or four semesters part-time.

The 12-credit option is open to NPs with strong clinical backgrounds, a master's degree in nursing, and current national certification as a family, adult, pediatric, or gerontological nurse practitioner, who wish to sit for certification exams in a second specialty area. Students complete a minimum of 6 credits of didactic and 6 credits of clinical course work, including 300 hours of clinical practice. Participants concentrate in adult/gerontologically advanced practice nursing. The program may be completed in one semester full-time or two semesters part-time, once all prerequisites are accepted.

About the Program

The American Studies graduate program at the University of Massachusetts Boston has earned a national reputation as one of the top MA programs in the field. Our graduate program in American Studies centers on a core of courses focused on the contested meanings of culture, citizenship, democracy, community, politics, race, gender, and sexuality in the United States. We offer a flexible program of study designed to introduce students to various interdisciplinary approaches to historical analysis and to enable students to undertake their own research projects. Faculty specializations include comparative race, ethnicity and culture; literature and history; popular culture; queer/sexuality studies; cultural studies; American popular music; and travel and tourism.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A minimum undergraduate GPA of 3.0 in appropriate courses
- Three letters of recommendation
- A writing sample demonstrating analytic ability in fields relevant to American Studies

About the Program

This graduate certificate program is delivered in seven courses of three credits each. Through these courses, participating educators, counselors, and consultants will gain the knowledge, concepts, and skills to plan, implement, and evaluate applied behavioral analysis programs for children and adults. Advanced ABA coursework is available as part of a master's program for those who have completed this Behavior Analyst Certification Board-approved course sequence.

- The first course offers a comprehensive view of the philosophical and historical foundations of behavior analysis.
- The second course will teach students to identify, define, and apply the concepts and principles of behavior.
- The third course will address competencies in measurement and experimental design.
- The fourth course leads students to critically examine the research in the field as they assess challenging behavior and prepare to select intervention models.
- The fifth course will provide students with a broad range of tools that will allow them to develop systematic and comprehensive programs that teach academic and social skills in the most natural contexts possible.
- The sixth course focuses upon the application of ABA skills, knowledge, and concepts to the organization itself, such as supervising staff, evaluating programs and personnel, training staff and parents to implement programs, and consulting with schools, adult resident and work programs, and home-based programs. During this sixth course, participants will have the opportunity to learn the leadership, problem solving, and communication skills that are helpful when working with others, such as parents and general educators, across settings.
- The overarching seventh course investigates the ethical considerations and professional behaviors related to the other six course content areas.

Students will receive guided practice with each course's content by developing case studies, which may be course-specific or continue across several courses. Successful completion of all courses will meet the ABA coursework requirement to sit for the national Board-Certified Behavior Analyst (BCBA) examination.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Applicants must have earned a bachelor's or master's degree in education, psychology, or a related field that is approved by the program coordinator.

About the Program

The Economics Department Master's in Applied Economics

- Is designed for people currently working in a policy setting or for those desiring jobs as economists in a variety of settings in which economic policy analysis is relevant;
- Offers a unique blend of training in both graduate-level theory and directly applicable practical tools; and
- Can be pursued as a five-year BA/MA sequence for our own undergraduate majors.

Our program brings three distinctive features to the study of economics.

- Insights from alternative economic approaches as well as traditional ones;
- Emphasis on the practical application of key social science research methods; and

- A focus on urban economic issues.

Unlike most programs, our MA curriculum provides foundational courses in orthodox and heterodox economic theory. The design of the program strongly emphasizes the set of skills necessary to do applied economic research.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- Completion of a course in calculus plus at least five economics courses, including intermediate macroeconomics, intermediate microeconomics, and economic statistics (all with grades of B or better)
- Three letters of recommendation from individuals who can assess the applicant's academic and/or professional preparation for graduate work

BA/MA Admission Requirements

- Complete at least 75, but not more than 90, undergraduate credits by the application due date
- Complete one course in college calculus with a grade of B or better
- Obtain a grade of B or better in a minimum of five courses in economics, including introductory and intermediate microeconomics, introductory and intermediate macroeconomics, and statistics
- Take 30 credits and four economics courses in residence at UMass Boston and maintain a minimum 3.0 overall GPA (grade point average)
- Submit the same admissions documentation as BA-trained applicants to the MA program, with two exceptions: BA/MA applicants need only provide two letters of recommendation, but these must be from faculty in the Economics Department of UMass Boston; and they are not required to provide GRE or GMAT scores (though the scores may be submitted to strengthen an application).

About the Program

The Master's in Applied Linguistics includes concentrations in ESL & Bilingual Studies, and Foreign Language Pedagogy. On campus we also offer a Latin track in collaboration with the Department of Classics. This degree offers teachers a chance to combine further study of Latin with coursework in theories of language acquisition.

Courses are offered in basic theoretical linguistics, applied linguistics, research methods in education and applied linguistics, and the interdisciplinary areas of psycholinguistics and sociolinguistics. These courses provide students with a thorough understanding of the linguistic, cultural, and ideological considerations that govern the study of language in use. The program is designed to enable students to understand the diversity of issues inherent in the study of language so that they are well prepared to teach and conduct research in applied linguistics.

Students have the opportunity to engage in research, work with community based organizations or prepare to teach in various contexts, such as public schools, K-12, adult education, and language schools in the United States and abroad. Our campus program offers three types of graduate assistantships: teaching, research, and administrative.

Nearly 25% of our students come from outside the United States, while a variety of American minority groups are also represented in our student body, contributing to a learning environment with linguistic and cultural diversity that enriches the department's intellectual and social life.

We also offer an online option for our MA degree that combines our faculty's expertise and our long tradition of excellence in applied linguistics studies with new technologies for online delivery and eLearning. This program of study allows students to complete a fully accredited, 30-credit master's degree in two years (four semesters and summer courses) completely online and from anywhere in the world!

Many of our students go on to pursue doctoral work in such fields as linguistics, education, and literacy studies. Prospective students need not have teaching experience to be considered for acceptance into the program.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Candidates must have at least a 3.0 undergraduate grade point average, preferably in a relevant field of study such as linguistics, anthropology, English, foreign language, history, political science, psychology, or sociology.
- Non-native speakers of English must submit a minimum TOEFL score of 600 on the paper-based test, or a 6.5 IELTS score.
- Candidates for the ESL and Bilingual Studies concentration may be asked to indicate proficiency in a language other than English at a level equivalent to two years of successful college study.
- Applicants should use the 1,200-word statement accompanying the application to address directly any areas of academic weakness in the application. A discussion of the applicant's experiences in language study, language teaching/tutoring, travel, or living in other cultural settings is also appropriate, as is a discussion of the candidate's career goals. The statement should specify the applicant's interest in the ESL & bilingual education, or foreign language pedagogy concentration.

About the Program

The PhD in Applied Linguistics at UMass Boston provides students with a comprehensive study and understanding of the theoretical, empirical, and practical dimensions of the field. The curriculum is designed to enable future researchers to understand the diversity of issues associated with the study of language in society from a variety of critical perspectives and frameworks.

The different areas of inquiry are reflected in the scholarship of the department's outstanding faculty who are committed to research, teaching, and mentoring new researchers/scholars. Please note that our PhD program is only available as an on-campus program.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Evidence of a master's degree in applied linguistics or related field, with minimum graduate GPA of 3.00

- Three letters of recommendation, at least two of which should come from individuals who can assess the applicant's academic preparation for advanced graduate work
- One well-written sample of academic work (e.g. MA thesis, course paper, research project, published article, etc.)
- Statement of purpose [1500 words maximum] that addresses the following questions:
 - What are your career objectives? What research issues are you interested in pursuing at UMass Boston?
 - How will a PhD in applied linguistics advance those objectives?
 - In what ways does the UMass Boston applied linguistics program address your particular academic, career, and personal goals?
 - What professional, personal, and academic experiences have especially equipped you for the challenges of pursuing a doctorate?
 - What personal strengths will you bring to your studies?
 - What personal limitations or hurdles do you anticipate having to address in order to complete the PhD program?
- Language requirement: Proficiency in one non-native language is required. Please consult the Department of Applied Linguistics for more information.
- For international students without an undergraduate degree from a U.S. institution, a minimum TOEFL score of 600 (paper), 250 (computer based), or 100 (Internet-based), with a minimum score of 23 on the speaking section or an IELTS score of 7.0.

About the Program

The UMass Boston Applied Physics Master's Program is built around the idea that physics is an approach to thinking about and solving problems rather than a specific set of skills. Our goal is to train students in this approach and give them a general toolbox of techniques that will allow them to pursue quantitative problems, regardless of the specific fields in which they find themselves. To that end, the curriculum for the program is a balance of theoretical and experimental courses, simultaneously sharpening students understanding of phenomena, the theoretical models that explain them, the measurements that illuminate them, and, most importantly, the connections between the phenomena, the measurements and the models.

This generalist approach serves a broad spectrum of student needs. As a result, we seek students from a range of backgrounds. Some of our students come to us straight out of undergraduate physics programs, unsatisfied with their bachelor's level understanding but not necessarily ready to commit to the five to ten years of a PhD program. Others come from the Massachusetts technical community where they have found that their further professional advancement is hindered by their lack of a post graduate degree, experiencing the so called parchment ceiling. Many foreign students use our program to normalize their training to American academic standards on their way to PhDs at other institutions, bridging between the academic systems of their home countries and that of the United States. And, we also serve students who are moving between fields: students who having trained in one discipline and wish to transition to physics.

Our goal as a program is to provide opportunity to the full range of students for whom a master's degree in applied physics is an essential step along their path to a fulfilling career.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Familiarity with Physics at the level of upper level undergraduate work is expected. The primary requirement for admissions into the Applied Physics Master's Program is evidence that the student will be successful in the program. Since we accept students from a range of backgrounds, there is no specific set of courses that is absolutely required as a prerequisite for admission
- Standardized tests are useful in establishing student's general level of academic preparation. While the GRE Physics subject test is not required, it is strongly recommended, particularly for foreign students as it allows for normative comparisons
- Three letters of recommendation are required. For students who have been away from academia for some time, it is acceptable to use letters from professional colleagues or supervisors. At least one letter should address the applicant's academic preparedness

About the Program

The PhD in applied physics prepares students for broad career options and not just academic positions. Like our master's program, the PhD provides a framework that allows inclusion of capable, non-traditional candidates for a PhD. Unlike many PhD programs that seek to train academics, the constituency for this degree consists primarily of those who wish to work as independent researchers in high tech industries, positions that demand the independent thinking developed during PhD training. Our emphasis will be on problem solving broadly construed. We seek students for whom the discipline of thought inherent in advanced study of physics will be an aid in finding solutions to a broad spectrum of problems.

The program design is intended to accommodate local working professionals in a variety of sectors where physics skills, appropriately contextualized, would be useful for career advancement. The curriculum is considerably different from a traditional physics PhD structure. For example, there is a significantly greater emphasis on labs skills and data acquisition and a greater accommodation of cross-disciplinarily. At its core, the curriculum develops the "three-legged stool" of theoretical, experimental and computational skills, which together promote the widest range of applicability of core physics ideas.

The PhD is considered an extension of the applied physics master's program. All students are admitted into the master's program. Those who satisfy the requirements for candidacy will advance into the PhD. In certain special cases, direct admission to the PhD program will be considered for applicants with advanced credentials on a case-by-case basis.

Admission Requirements

Applicants must meet general graduate admissions requirements in addition to the following program-specific requirements:

- A grade of B or higher in calculus and higher-level math classes such as linear algebra, ordinary differential equations, partial differential equations, and complex analysis
- A grade of B or higher in physics courses, especially in undergraduate quantum mechanics courses
- Three letters of recommendation. Letters from non-academic associates are accepted, but at least one letter must speak authoritatively to the student's academic preparation.
- A personal statement spelling out career goals and interests in the applied physics degree
- The GRE is not required, however it is strongly recommended for international students to allow us to appropriately scale their performance to students from domestic programs

About the Program

The MA Program in Applied Sociology is designed to help students understand the social forces that shape their world with practical training in research methods, statistics, and evaluation research. The program's applied focus integrates research approaches and course work that emphasizes a wide range of faculty specializations.

Set in the vibrant city of Boston, students will find a community of scholars here at UMass Boston and the opportunity to work closely with faculty and each other studying the current sociological issues of our time. Graduate students regularly present at conferences, publish in academic journals and participate in grant funded research.

Our graduates are researchers, managers, instructors, policy analysts, and service providers in health care, social service and criminal justice agencies, and in corporate departments throughout the area and the country. Many have continued their advanced studies in PhD programs.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A strong undergraduate record in sociology and related subjects, with at least a 3.0 GPA in sociology and related course work and, normally, an overall GPA of at least 3.0. Applicants who do not hold a BA in sociology should have at least 18 semester credits or the equivalent in undergraduate sociology or another behavioral or social science field related to program objectives.
- Successful completion of one or more undergraduate courses in sociological theory, research methodology, and statistics. Candidates admitted to the program who are deficient in any of these areas may be admitted provisionally and required to complete additional undergraduate courses, no later than the end of the second semester of residence, to gain full admission to the program.
- A statement of 1,200 words by the applicant on his or her academic and career interests in applied sociology. The statement should indicate the candidate's current specialization interests (see "Additional Instructions for All Applicants" in the Graduate Admissions Application Instructions section of the graduate application).
- Three letters of recommendation from individuals acquainted with the applicant's interests who are qualified to evaluate his or her potential for sustained graduate study in applied sociology. When possible, at least one of the letters should be from a faculty member with whom the applicant is studying or has studied.
- An academic writing sample from coursework in sociology or a related field
- Candidates for admission interested in applying for a graduate assistantship should indicate their interest in the application. Limited awards are made by the graduate program committee to qualified students who will be enrolling in six or more credits each semester. For complete information, see Costs, Financial Aid, & Assistantships.

About the Program

The certificate in archives provides graduate-level training in the profession but does not offer a full master's degree in history. Some pursuing this certificate may already work in the archives profession but would like to acquire formal credentials. Others may pursue the certificate as a first step toward supplementing a related graduate degree with the intent of beginning a career as an archivist.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- Applicants will normally be expected to have majored in history as undergraduates and maintained a 3.0 cumulative average in the major
- Graduate Record Examination scores should be submitted if available

Students already enrolled in the history MA program may add the archives certificate program to their course of study. They do not need to go through the regular admissions process. This option is available to graduate students in the history and public history tracks. Students in the archives track should not enroll in the archives certificate program.

About the Program

Assistive technology (AT) instructional specialists work to enhance access to technology for people with blindness and visual impairment. AT specialists recommend various technologies to support people with vision loss in their daily functioning, academic work, and careers.

Admission Requirements

Applicants must meet general graduate admission requirements.

About the Program

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A statement of purpose explaining the applicant's reasons for pursuing graduate study in autism endorsement.
- A distinguished graduate transcript, with a minimum grade point average of 3.0.
- Proof of enrollment in the Special Education (Certificate) - Initial Licensure in Moderate Disabilities PreK-8 or 5-12 program or hold a valid license in one of the following areas of special education:
 - Moderate disabilities
 - Teacher of students with severe disabilities
 - Teacher of the Deaf and hard of hearing
 - Teacher of the visually impaired
- Three letters of recommendation submitted by individuals who are knowledgeable about teaching students with disabilities, who have worked closely with the applicant, and who have direct knowledge of the applicant's teaching skills and academic performance.

- A writing sample indicating the applicant's ability to write in a clear, concise, and professional manner. This sample may be in the form of a recent term paper or research paper. The writing sample should not be an Individualized Educational Program (IEP), an evaluation report, or a lesson/unit plan.

About the Program

This master's program is designed to accommodate students with various backgrounds in science who wish rigorous training leading to the MS degree. It offers research and study in a wide variety of areas. Faculty have expertise in the following areas: cell biology, microbiology, molecular biology, neurobiology, physiology, plant sciences, population biology, and evolutionary biology.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- General Graduate Record Examination (GRE) scores are required
- An applicant is expected to have a grade point average of 3.0 in all undergraduate science and mathematics courses
- The stated interests of a prospective student must coincide to an acceptable degree with faculty specialties represented in the program

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A distinguished undergraduate transcript; competitive students generally have at least a 3.0 overall GPA although lower grades can be acceptable.
- Three letters of recommendation.
- Submissions of scores from the Graduate Record Examination (GRE) Combined Aptitude Test
- The stated interests of a prospective student must coincide to an acceptable degree with the faculty specialties represented in the program

About the Program

The environmental biology track is designed to accommodate students of various science backgrounds with rigorous training in environmental sciences/environmental biology. With the help of a faculty advisor, a cohesive course of study is designed from a variety of research interests. Faculty in the department conduct research in these related areas:

- Biodiversity
- Community Ecology
- Conservation Biology

- Deep Sea Biology
- Ecology
- Evolutionary Biology
- Global Environmental Change
- Marine Ecology
- Population Biology
- Population Genetics
- Terrestrial Ecosystem Ecology

About the Program

The molecular, cellular, and organismal biology (MCOB) track of the Biology PhD Program is an interdisciplinary, integrative biology program that integrates basic research in cellular, molecular and organismal biology of bacteria, plants, invertebrates, and mammals. Students may choose to concentrate in one or more of these areas:

- bioremediation
- molecular biology and cellular biology
- defense mechanisms
- developmental biology
- genetics
- molecular ecology
- organismal physiology
- molecular evolution
- environmental monitoring
- bioinformatics
- reproductive biology.

You'll also study bacteriology, microbiology, proteomics, plant molecular biology, and systems biology. With the help of a faculty advisor, a cohesive course of study is designed from among a wide variety of research and study interests of MCOB faculty.

About the Program

The Boston, Dartmouth, Lowell and Worcester Campuses of the University of Massachusetts offer a joint PhD degree program in Biomedical Engineering and Biotechnology. The program's purpose is to offer a nationally recognized PhD that is at the intersection of biology and engineering; that will be readily accessible to individuals with a wide range of science/engineering undergraduate degrees; that will address contemporary biomedical/health research problems; and that will contribute significantly to meeting the workforce needs of allied biomedical industries.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Applicants should have a background in life science, physical science, or engineering. All applicants must have taken a full year (two semesters or three quarters sequence) of calculus.

Individuals applying to this program should apply to one of the four participating campuses.

About the Program

Students learn the theory of and acquire the laboratory techniques used in biotechnology and biomedical science—two high technology areas of expanding national and local importance. The program provides a firm foundation in the principles underlying modern biotechnological techniques and integrates this theoretical understanding with intensive training in a variety of laboratory skills and in computer applications to biotechnology.

The curriculum of the program consists of required courses in biology and biophysics, a required research experimentation course, and elective courses in biology, chemistry, environmental sciences, and/or physics. Work in these courses is particularly appropriate for students with interests in the emerging fields of biotechnology, molecular genetics, tissue culture, and advanced computerized laboratory technology.

The program can accommodate cooperative arrangements with various private and public sector laboratories, in which some students will do supervised research as interns. Interchange between these laboratories and the university will ensure that all students receive training that is congruent with the needs of the private and public sectors.

Admission Requirements

Applicants must meet general graduate admission requirements. Students who are missing some basic courses that would be appropriate for this program may be admitted provisionally and asked to complete additional undergraduate course work before being granted full admission to the graduate program.

About the Program

Students choosing to pursue the graduate certificate in biotechnology are given a sound theoretical background for working in the research and development divisions of biotechnology companies or biomedical research laboratories.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- It is expected that entering students will have completed (or will soon complete) the following courses or their equivalents:
 - BIOL 252 Genetics
 - CHEM 253/254 Organic Chemistry
 - BIOL 334 Microbiology
 - BIOL 372 Molecular Biology
 - CS 110 Introduction to Computing
 - PHYSIC 107 & 108 College Physics I & II
 - PHYSIC 181 & 182 Physics Laboratory I & II

About the Program

UMass Boston's Masters of Business Administration (MBA) program is a focused management curriculum of 12 courses / 36 credits: 10 Business Required Courses, and 2 Elective Courses. The MBA program can be completed full-time or part-time. Classes meet in the evenings, either in Downtown Boston or at the UMass Boston campus. You can also complete the MBA program entirely online. Scheduling is highly flexible, with most classes meeting once per week. Students can join the program in the fall, spring, or summer semesters. Massachusetts and New England residents are eligible for significantly lower tuition rates.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Official GMAT or GRE scores
- Our minimum TOEFL score is 90 and our minimum IELTS score is 6.5
- Essay (Students may write their essay using either the standard essay prompt in the online application or the one below.)
 - Part 2 (approx. 1,200 words): State a current issue, problem or topic from your intended field of study (This can be specific to your country, state or local community) and discuss your strategic plan as to how you would address the issue and how attending graduate school at UMass Boston will aid you in your pursuits.
 - Part 1 (up to 300 words): Why are you interested in attending graduate school at UMass Boston?

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A short personal essay that includes a mini research proposal
- Three letters of recommendation
- A writing sample
- Official GMAT or GRE scores. We do not consider applicants with less than 480 on the GMAT (or its equivalent on the GRE). As in our master's degree programs, the higher your GMAT/GRE score, the more likely your chances of acceptance, but no score on a standardized test guarantees a positive admission decision.
- We expect prospective students to have a broad, foundation of knowledge across at least four of the six traditional business areas of Accounting, Finance, Operations Management, Marketing, Information Systems, and Organizational Behavior. You can demonstrate that background by having taken five or more graduate level courses (or their equivalencies) across the business foundation areas or across the disciplines that provide the substantive foundations for business studies, including computer science, economics, mathematics, political science, psychology, and sociology.
- Depending on your track, we also expect you to have a basic level of proficiency equivalent to one semester each of calculus, statistics, linear algebra, and micro/macro economics at the undergraduate or graduate level.

About the Program

The cornerstone of the finance track in UMass Boston's Business Administration, PhD Program is to provide training that facilitates innovations and provides tools for significant research grounded in the business realities of today. Complementing classroom study with field exposure will be key to developing the next generation of leaders in business and academics with the scientific background and skills required to innovate and conduct research to advance knowledge and practices in the financial industry.

About the Program

Data analytics has become a critical need in industries ranging from health care and financial services to marketing and government. Leveraging the strengths of the College of Management's faculty, the University of Massachusetts Boston is offering a cutting-edge and flexible doctoral program in this field.

Positioned at the intersection of technology, business, and strategy, the information systems for data sciences track in UMass Boston's Business Administration, PhD Program allows students to have a holistic view of data science and the role it plays in competition. Students will get exposed to a variety of state-of-art research streams in information systems and data science, with a relative focus on both data analytical techniques from a design science perspective and the application and management of data analytics in business settings from an organizational perspective. The program will offer students flexibility to investigate other topics they find interesting in data science and technology fields.

About the Program

The Organizations and Social Change (OSC) track in UMass Boston's Business Administration, PhD Program responds to the growing interest in issues at the intersection of business and society. The interdisciplinary OSC track is distinctive among PhD programs in business schools, in our explicit commitment to diverse perspectives, theories, and methodologies. UMass Boston is guided by a mission of social justice and community involvement, and is an extraordinary place to learn about the relevance of business and organizations in addressing societal issues.

About the Program

Business analytics is a crucial tool to guide business operations towards achieving strategic objectives in any industry, from healthcare to finance and retail.

Understanding and learning business analytics (BA) is therefore becoming a necessity for all business professionals. The College of Management at UMass Boston is now offering an online certificate consisting of four courses focused on the transformative capabilities of BA and the technologies needed for implementation. The certificate is designed to facilitate integrating BA into enterprise business processes.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Minimum required score for TOEFL is 90 to be considered
- 3-5 years of related work experience preferred
- One letter of recommendation
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in Business Analytics? How will the Certificate enhance your career aspirations?
 - What is your experience in business analytics, and what problems and issues are you interested in exploring further?

About the Program

The MSBA program is designed to prepare students for utilizing analytical techniques, methods, and applications for data-driven practices in diverse organizations and enterprises of all sizes.

As businesses become more and more reliant on data-driven strategies, the needs and opportunities for graduates in Business Analytics have grown rapidly. Breakthroughs in data collection, storage, and analysis to uncover and capture business value have fueled this growth, and post-recession companies have recognized this potential and increasingly emphasize data-driven decision-making in their business strategies. The current annual rate of job growth in this area is approximately 11.8%, a rate that is only expected to accelerate in the future.

This program covers theories of powerful techniques and quantitative methods in Business Analytics and how they are applied in the real world. The program focuses on using current software tools to study effective techniques of problem formulation, developing solutions with mathematical and algorithmic techniques, and methods for implementing those solutions with technology.

The MSBA program offers students a choice of two specializations, Big Data Analytics and Supply Chain Analytics. Each includes a core of analytical courses, elective courses in that specialization, and a capstone course.

Big Data Analytics Specialization

The MSBA program is designed to prepare students for utilizing analytical techniques, methods, and applications for data-driven practices in diverse organizations and enterprises of all sizes.

As businesses become more and more reliant on data-driven strategies, the needs and opportunities for graduates in Business Analytics have grown rapidly. Breakthroughs in data collection, storage, and analysis to uncover and capture business value have fueled this growth, and post-recession companies have recognized this potential and increasingly emphasize data-driven decision-making in their business strategies. The current annual rate of job growth in this area is approximately 11.8%, a rate that is only expected to accelerate in the future.

This program covers theories of powerful techniques and quantitative methods in Business Analytics and how they are applied in the real world. The program focuses on using current software tools to study effective techniques of problem formulation, developing solutions with mathematical and algorithmic techniques, and methods for implementing those solutions with technology.

The MSBA program offers students a choice of two specializations, Big Data Analytics and Supply Chain Analytics. Each includes a core of analytical courses, elective courses in that specialization, and a capstone course.

Supply Chain Analytics Specialization

The Supply Chain Analytics specialization focuses on data analytics and decision-making in the context of a major functional area in businesses-- supply chains. The specialization offers courses on analytics in service operation. The objective is to use data and data modeling to optimize activities within the supply chain and consequently maximize the organization's competitive advantage.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- Official GMAT or GRE scores
- Our minimum TOEFL score is 90 and our minimum IELTS score is 6.5
- Essay (*Students may write their essay using either the standard essay prompt in the online application or the one below.*)
 - Part 1 (up to 300 words): Why are you interested in attending graduate school at UMass Boston?
 - Part 2 (approx. 1,200 words): State a current issue, problem or topic from your intended field of study (This can be specific to your country, state or local community) and discuss your strategic plan as to how you would address the issue and how attending graduate school at UMass Boston will aid you in your pursuits.

About the Program

The Chemistry Department offers a Master of Science degree in addition to a dual degree BS/MS degree. This flexible program is designed for recent graduates and those holding positions in chemical industry, high schools and community colleges who seek advancement through further professional training. Attempts will be made to arrange schedules for those who must study part time. For students who are intent upon continuing their studies in a research-oriented graduate program, the curriculum offers the opportunity for both extensive coursework and high impact chemistry research project. The master's program allows students to focus on a particular research area: Biological Chemistry, Green Chemistry, Inorganic Chemistry, Organic Chemistry, Physical/Analytical Chemistry, or Chemistry Education.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- An equivalent degree to the BS in chemistry or biochemistry at UMass Boston. Students may be asked to make up undergraduate courses that are judged lacking on their undergraduate transcripts. These courses will not count toward the six graduate courses required for the MS degree.
- A minimum GPA of 3.0 in awarded bachelor's degree

- GRE scores (unless graduate of UMass Boston)
- Statement of purpose which indicates specific faculty members' research group interests

About the Program

The Chemistry Department offers a comprehensive Doctor of Philosophy degree, dedicated to cultivating creative and conscientious scientists. The department offers educational opportunities in six doctoral tracks: Biological Chemistry, Chemistry Education Research, Green Chemistry, Inorganic Chemistry, Organic Chemistry, and Physical/Analytical Chemistry, with a special emphasis on interdisciplinary research. Students immerse themselves in research labs early in the program and tailor their academic plan in accordance with their research interests.

Students are required to complete 60 credits of coursework consisting of two core courses, three elective courses, a graduate seminar course and a dissertation research course. The set of core courses is dictated by the student's track. In addition, the department's emphasis on Green Chemistry permeates the curricula of all of its doctoral tracks. Our PhD program culminates in a public defense of the student's research and the publication of the dissertation.

The specialty of the Department is in the field of Green Chemistry, and we are proud to be the first school in the country to offer a doctoral degree via the PhD in Chemistry/Green Chemistry Track. It focuses specifically on preparing chemistry doctoral students to direct, design and implement chemical research using strategies that reduce or eliminate the impact on human health or the environment. It provides experiences, tools, and skills needed for conducting research in a more environmentally sustainable fashion. The strength of the green chemistry curriculum lies in its overlapping interdisciplinary themes of research. Our faculty is committed to research designed to benefit society, and this emphasis is reflected in our course selections at all levels of education.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- An equivalent degree to the BS in chemistry or biochemistry at UMass Boston. Students may be asked to make up undergraduate courses that are judged lacking on their undergraduate transcripts. These courses will not count toward the six graduate courses required for the PhD.
- A minimum GPA of 3.0 in awarded bachelor's degree
- GRE scores (unless graduate of UMass Boston)
- Statement of purpose which indicates specific faculty members' research group interests

About the Program

Clean energy is one of the fastest growing sectors globally, according to Clean Edge, and Massachusetts is in the forefront of this trend. Markets and career opportunities are also growing rapidly in energy efficiency, smart grid, carbon trading, and related financial and professional services. In business, managers in every sector and every function, from operations and marketing to accounting and finance need to become knowledgeable about sustainability management and reporting. Similarly, this topic is increasingly important for people working in government, education, and nonprofit organizations.

With this growth comes new expectations for workforce education and training, and UMass Boston is paving the way. A joint venture of UMass Boston's College of Management (CM) and the School for the Environment (SFE), these programs also feature collaborative engagement with area businesses, nonprofit and social enterprise organizations, and other groups committed to building a more sustainable world.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Minimum required score for TOEFL is 90 to be considered
- One (1) letter of recommendation.
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in Clean Energy & Sustainability?
 - How will this certificate enhance your career?
 - What is your experience in the Clean Energy or Sustainability field, and what problems and issues are you interested in exploring further?

About the Program

The program, which adheres strongly to a scientist-practitioner model, prepares students to engage in both scientific research and clinical practice, through a consistent, dual emphasis on research and clinical training. The program requires a minimum of five years of full-time study, consisting of required and elective academic coursework; a minimum of two years of part-time practica in the second and third years of graduate training; an empirical master's thesis; a qualifying examination; an empirical doctoral dissertation; teaching experience; and completion of a one-year, full-time, American Psychological Association (APA)-accredited internship.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A minimum of 6 courses in psychology, or a closely related social science field, including a course in statistics.
- Highly qualified applicants who have a demonstrated commitment to a career serving the needs of minority and urban populations will be given priority. In keeping with the mission of the university and the particular emphases in the program, individuals from diverse racial, ethnic, and minority backgrounds are strongly encouraged to apply.
- An important criterion for admission to the clinical psychology program is the fit between student research interests and the research interests of the program's faculty. We require each applicant to list up to three faculty research mentors, based on shared research and clinical interests. The research mentor works closely with the student, helping to plan course work and select practicum opportunities as well as guiding the student's research training.
- Please provide an essay of about 1,000 words. The primary purpose of this essay is to introduce yourself, your passions, your interests, and your career objectives. In addition, the essay should:
 - Describe your personal, academic, and professional experiences and strengths that have prepared you for the challenges of graduate school and a career in clinical psychology.

- Describe your interest in clinical psychology and how the UMass Boston Clinical Psychology Program, specifically, will contribute to advancing your academic, career, and personal goals.
- Describe the research that you are interested in pursuing as a graduate student in the Clinical Psychology Program at UMass Boston.
- The following supplemental information should be included in your resume document as a separate, continuous list. Please do not split items or lists across pages:
 - A list of up to three faculty members with whom you would like to work and a sentence or two describing your interest and match for each faculty member listed. Visit our faculty mentors page for an updated list of faculty mentors and their interests.
 - A two to three sentence summary of your research and clinical interests.
 - A list of all undergraduate courses you took in the last 60 semester hours (i.e., the last half, or last two full-time equivalent years) of your bachelor's degree. Include grades for each course and compute a grade point average.
 - A list of all undergraduate psychology courses you have taken at any time, the institutions at which you took them, and the grades you received for each course. Please also compute a grade point average for these psychology courses (and only these courses).
 - A list of all graduate psychology courses you have taken at any time, the institutions at which you took them, and the grades you received for each course. Please also compute a grade point average for these graduate psychology courses (and only these courses).
 - A list of all special honors or awards you have received for academic achievement and explain why they were awarded.
 - Any notes or comments to the committee to expand or explain any aspect of your application that needs clarification.

Interview policy

The Clinical Psychology Program receives approximately 350 applications a year. From this applicant pool, we undertake an extensive review of applications and invite approximately 40 finalists for a day-long campus visit and interviews.

The Admissions Committee schedules interviews for all finalists once all applications have been reviewed. Interviews are an important part of the application process. Interviews are usually held in February, and applicants are notified of an invitation to interview in late January or early February.

College of Education and Human Development

College of Education and Human Development

Website <https://www.umb.edu/education/>

Office Wheatley Hall, 1st Floor, Room 77
CEHDDean@umb.edu

617.287.7600

Dean Joseph B. Berger, PhD

Schools

- School for Global Inclusion and Social Development

Departments

- Curriculum and Instruction
- Counseling and School Psychology
- Leadership in Education

Programs

- Applied Behavior Analysis for Special Populations
- Critical and Creative Thinking
- Instructional Design

Centers and Institutes

- Center of Science and Mathematics in Context (COSMIC)
- Institute for Community Inclusion
- Institute for Early Education Leadership and Innovation
- Institute for International and Comparative Education
- Institute for New England Native American Studies

Education Leadership

EDLDRS 755 - Advanced Research Methods: Participatory Action Research

Formerly EDLDRS 797

*3 Credit(s) | Research | Satisfactory and Graded
Not repeatable for credit*

Description:

This is an advanced research methods course to introduce graduate students to history, theory, ethics, knowledge traditions, methods, processes, and dynamics of power in participatory action research (PAR). Three inter-related traditions of participatory research will be covered in the course: action research, participatory action research, and community based participatory research. In addition to these three main lineages, examples of PAR and PAR with youth (YPAR), transnational feminist PAR, critical PAR, and issues of research rights, social justice, and the extent to which these relate to PAR will be examined.

Enrollment Requirements:

Prior experience with and studies of qualitative research methods is helpful but not required.

Instructor consent required for enrollment

Semester(s) typically offered: Fall and Spring

042348:1

Counseling and School Psychology

Website <https://www.umb.edu/education/academic-departments/counseling--school-psychology/>

Office Wheatley Hall, 2nd Floor, Room 167

617.287.7602

csp.admissions@umb.edu

Department Chair Amy L Cook, PhD

Amy.Cook@umb.edu

617.287.7585

Wheatley Hall, 2nd Floor, Room 02-99-05

Master's

Counseling (MEd)

Department of Counseling and School Psychology | College of Education and Human Development

Counseling (MEd)

Counseling (MEd) - Adjustment Counseling Concentration

Mental Health Counseling (MS)

Department of Counseling and School Psychology | College of Education and Human Development

Mental Health Counseling (MS)

Mental Health Counseling (MS) - Adjustment Counseling Concentration

Mental Health Counseling (MS) - Forensic Services Concentration

School Psychology (MEd)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including ten required courses and two additional courses.

Prerequisites to full acceptance: Passing scores on the Massachusetts Test for Educator Literacy (MTEL) and a minimum of five courses in psychology including one course in human development (if needed, COUNSL 620 - Life Span Human Development is recommended) and one course in statistics (if needed, PSYCH 270 Psychology Statistics is recommended).

Capstone: Successful completion of a written comprehensive exam after completing 36 credits of coursework.

Statute of limitations: Seven years.

Course Requirements

Required Courses (30 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- SPY G 601 - Issues and Ethics in School Psychology 3 *Credit(s)*
- SPY G 602 - Standardized Assessment and Report Writing 3 *Credit(s)*
- SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making 3 *Credit(s)*
- SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention 3 *Credit(s)*
- SPY G 607 - School-Based Interventions and Data-Based Decision Making 3 *Credit(s)*
- SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology 3 *Credit(s)*

Additional Courses (6 Credits)

Complete two from below.

- COUNSL 608 - Psychopathology and Diagnosis 3 *Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling 3 *Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents 3 *Credit(s)*
- COUNSL 660 - College Readiness Counseling 3 *Credit(s)*
- SPY G 608 - Systems Consultation, Prevention, and Organizational Change 3 *Credit(s)*
- SPY G 612 - Learning and the Curriculum 3 *Credit(s)*
- SPY G 635 - Behavior Therapy in Schools 3 *Credit(s)*

Doctorate

Counseling and School Psychology (PhD)

Department of Counseling and School Psychology | College of Education and Human Development

Counseling and School Psychology (PhD) - Counseling Psychology Track

Counseling and School Psychology (PhD) - School Psychology Track

Post Master's Certificate

Counseling (CAGS)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 18 to 30 credits from accepted prior graduate coursework and additional courses determined by the graduate program director.

The program of study is individually designed, based on prior graduate coursework completed within seven years of matriculation in the CAGS program at the University of Massachusetts Boston. A minimum of 18 credits are required for graduates of a counseling program at UMass Boston; a minimum of 30 credits is required for graduates of all other counseling programs. To meet licensure requirements, more than 30 credits may be required.

Fieldwork: Complete a 100-hour practicum and 450 to 600-hour internship.

To be eligible for the CAGS, applicants must have completed their master's degree coursework in counseling within the last 7 years.

Minimum grade: No content courses with a grade below B- and practicum/internship courses with a grade below B may be applied toward the program.

Statute of limitations: Six years.

Course Requirements

Program Courses

The number and list of required courses for each student is set after review of their graduate coursework. Below is a list of courses commonly required for the program.

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment 3 *Credit(s)*
- COUNSL 608 - Psychopathology and Diagnosis 3 *Credit(s)*

- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling 3 *Credit(s)*
- COUNSL 620 - Life Span Human Development 3 *Credit(s)*
- COUNSL 630 - Orientation to Professional School Counseling 3 *Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools 3 *Credit(s)*
- COUNSL 633 - Professional, Ethical, and Legal Issues in School Counseling 3 *Credit(s)*
- COUNSL 635 - Behavioral Counseling 3 *Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- COUNSL 660 - College Readiness Counseling 3 *Credit(s)*
- COUNSL 661 - Career Development Facilitation and Training 3 *Credit(s)*
- COUNSL 665 - Trauma and Crisis Counseling 3 *Credit(s)*
- COUNSL 688 - Practicum 3 *Credit(s)*
- COUNSL 698 - Internship 6 *Credit(s)*

School Psychology (EdS)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 66 credits from 20 courses including 16 core courses and four fieldwork courses.

Prerequisites to full acceptance: Passing scores on the Massachusetts Test for Educator Literacy (MTEL) and a minimum of five courses in psychology including one course in human development (if needed, COUNSL 620 - Life Span Human Development is recommended) and one course in statistics (if needed, PSYCH 270 Psychology Statistics is recommended).

Capstone: Successful completion of Praxis II exams and an internship portfolio.

Practicum: Complete 1400 hours of practicum experience.

Students who have completed the School Psychology (MEd) will apply their coursework toward the EdS requirements.

Applicants admitted to the EdS program, who already have a master's or higher degree in a related field, are eligible for waivers of requirements for comparable courses already completed at the graduate level. Their individual plan of study will be tentatively determined at the interview and formally determined after matriculation, following a review of course descriptions and syllabi.

Students who successfully complete the program are eligible to apply for licensure as a school psychologist in Massachusetts.

Statute of limitations: Three years.

Course Requirements

Core Courses (48 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 608 - Psychopathology and Diagnosis 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 617 - Child and Adolescent Counseling 3 *Credit(s)*
- COUNSL 632 - Collaborative Consultation in Schools 3 *Credit(s)*
- COUNSL 650 - Group Counseling for Children and Adolescents 3 *Credit(s)*
- CSP 660 - Physiological Bases of Behavior 3 *Credit(s)*
- SPY G 601 - Issues and Ethics in School Psychology 3 *Credit(s)*
- SPY G 602 - Standardized Assessment and Report Writing 3 *Credit(s)*
- SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making 3 *Credit(s)*
- SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention 3 *Credit(s)*
- SPY G 607 - School-Based Interventions and Data-Based Decision Making 3 *Credit(s)*
- SPY G 608 - Systems Consultation, Prevention, and Organizational Change 3 *Credit(s)*
- SPY G 612 - Learning and the Curriculum 3 *Credit(s)*
- SPY G 635 - Behavior Therapy in Schools 3 *Credit(s)*
- SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology 3 *Credit(s)*

Fieldwork Courses (18 Credits)

- SPY G 685 - Practicum I: School-Based Assessment & Intervention 3 *Credit(s)*
- SPY G 686 - Practicum II: School-Based Assessment & Intervention 3 *Credit(s)*
- SPY G 689 - Internship in School Psychology 6 *Credit(s)* - complete two semesters

Elective Course

SPY G 687 - Practicum in School Psychology III may be taken as an elective, but is not required.

Graduate Certificate

Applied Behavioral Analysis for Special Populations (Certificate)

Department of Counseling and School Psychology | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 21 credits from seven required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (21 Credits)

- ABA 650 - Philosophical Underpinnings of Applied Behavior Analysis 3 Credit(s)
- ABA 651 - Concepts and Principles of Behavior Analysis 3 Credit(s)
- ABA 652 - Assessment and Treatment of Problem Behavior 3 Credit(s)
- ABA 653 - Skill Acquisition 3 Credit(s)
- ABA 654 - Research Methods 3 Credit(s)
- ABA 655 - Organizational Behavior Management (OBM) 3 Credit(s)
- ABA 656 - Ethical & Professional Conduct 3 Credit(s)

Counseling

COUNSL 601 - Research and Evaluation in Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings.

012740:1

COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment.

000977:1

COUNSL 606 - Ethical Standards and Professional Issues in Counseling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of this course is to create awareness among counselors-in-training of their contribution in the therapeutic process and helping relationship. Topics include foundations for an ethical perspective; models for ethical decision making; ethical codes of professional organizations; client rights and counselor

responsibilities; ethical concerns in multicultural counseling and with special client populations; ethical issues in specific modalities (i.e., group, marriage, and family counseling).

Enrollment Requirements:

Pre-req = Graduate degree student

000976:1

COUNSL 608 - Psychopathology and Diagnosis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides students with information relevant to the diagnosis, etiology, and treatment of mental illness. Psychopharmacological interventions are addressed. The epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM are discussed, and avoiding bias in psychiatric diagnosis is a major focus of the course. The following DSM categories are covered: mood disorders, anxiety disorders, psychotic disorders including schizophrenias, disorders usually first evident in childhood, and personality disorders.

012741:1

COUNSL 613 - Vocational Development and Career Information

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues.

000971:1

COUNSL 614 - Counseling Theory and Practice I

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The purpose of this course is to provide grounding in the commonalities of counseling techniques and practice in the use of various techniques. The course covers the essentials of interviewing, note taking, and report writing, as well as the role of diagnosis. Tapes and role playing are required.

000970:1

COUNSL 615 - Counseling Theory and Practice II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is an extension of Counseling Theory and Practice I. Major theoretical approaches (dynamic, humanistic, behavioral) are considered. The course also involves the exploration of some non-traditional approaches and the use of tape recordings, films, written records of interviews, and role playing.

000969:1

COUNSL 616 - Group Counseling and Group Dynamics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures build a cognitive base for evaluating experiential learning.

000968:1

COUNSL 617 - Child and Adolescent Counseling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on facilitating the unique development and emotional growth of children through the counseling process. The course is designed to enhance students' theoretical and practical understanding of the major schools of child psychotherapy. Emphasis is given to a multidimensional view of intervention, with attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Through lectures, videotapes, and structured exercises, students learn a distinct group of interventions, including play and communication skills, as integral components of the therapeutic process.

Enrollment Requirements:

Pre-req = COUNSL 614

012743:1

COUNSL 620 - Life Span Human Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides students with a comprehensive view of lifespan development from childhood through adulthood from several perspectives: 1) the interaction of age with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience; and 3) a structural approach to ego development.

000967:1

COUNSL 630 - Orientation to Professional School Counseling

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The basic philosophy, scope, and techniques of guidance counseling in schools are reviewed and analyzed. Discussion covers practical issues relevant to school counseling: the school as an institution; relations among counselor, administrators, teachers, and parents; developmental education; sex education; counseling standards and legislation; roles of the school counselor; professional development.

000959:1

COUNSL 631 - Professional Orientation: Foundations of School and Community Mental Health Counseling

Formerly Principles and Practices of School Adjustment Counseling

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is focused on the foundations of school and community mental health and adjustment counseling, addressing the history and philosophy of school and community mental health counseling, professional identity and roles of the school and community mental health / adjustment counselor, professional ethics, organizational structures of schools, community-based practices, including an overview of managed care systems and wraparound services, knowledge of the juvenile justice systems, crisis intervention services, prevention, federal and state laws and regulations, medical conditions and learning disabilities, consultation with school and community stakeholders, substance abuse counseling, overview of school and community mental health counseling theories and practice, and an understanding of how sociocultural factors and diversity influences the practice of school and community mental health counseling. Particular attention will be paid to interpreting concepts and knowledge for the practice of school and community mental health counseling in an urban setting and serving diverse populations.

033273:1

COUNSL 632 - Collaborative Consultation in Schools

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides a theoretical foundation and practical skills in consultation designed to prepare students to apply their professional preparation in education and psychology to solve problems in school settings. Consultation is viewed as a process of collaboration, intervention, and evaluation. An eco-behavioral model of consultation is emphasized. Case studies are used to develop analytical and problem-solving skills. Issues involved in serving diverse student populations are examined. The course is intended to foster an identity as a caring, dedicated, principled, and respectful consultant committed to social justice.

033263:1

COUNSL 633 - Professional, Ethical, and Legal Issues in School Counseling

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The purpose of this course is to create awareness among school counselors-in-training of their contribution in the counseling process and helping relationships. Topics include foundations for an ethical perspective and legal issues; models for ethical decision-making; ethical codes of professional organizations, including American counseling Association and American School counselor Association; client/student rights and counselor responsibilities; ethical concerns in multicultural counseling and with special client/student populations; professional and ethical issues in specific modalities (e.g., group counseling, consultation).

038999:1

COUNSL 635 - Behavioral Counseling

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides a rigorous examination of social learning theory as a basis for practice of therapeutic behavioral counseling. Through lectures, readings, demonstrations, and discussions, students become familiar with fundamental techniques of behavioral counseling, including operant, classical, modeling, and cognitive methods.

000958:1

COUNSL 650 - Group Counseling for Children and Adolescents

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course studies group counseling and group process with children, adolescents, and their families. Participants acquire knowledge and skills through critical and reflective readings, lecture, discussion, role-plays, interviews, and films. Emphasis is given to theoretical and experiential perspectives, as well as multicultural counseling in competence, to enhance participants' growth and training as thoughtful and responsive practitioners in diverse urban settings. Discussions address such themes as group dynamics, group composition and management, stages of group empowerment, and leadership styles.

Enrollment Requirements:

Pre-req = COUNSL 614

012752:1

COUNSL 653 - Sociocultural Considerations in Counseling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses the role of culture in counseling and psychology by looking both at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in a multicultural society. The course seeks to contribute to both the personal and the professional development of its participants.

000954:1

COUNSL 660 - College Readiness Counseling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of this course is to prepare school counselors at all levels of practice to engage in equity-based college readiness counseling. Topics include aspirations and academic planning in elementary and middle school-aged children, the college exploration and selection process, college admissions processes and assessment, financial planning, and resources counselors, students, and parents can use in the process.

039425:1

COUNSL 661 - Career Development Facilitation and Training

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The Career Development Facilitator (CDF) Training course provides students with knowledge and skills needed to effectively interact with clients and consumers of career development services across a variety of settings such as schools, colleges, college access agencies, and government agencies. This course is designed to meet the requirements of the CDF certificate by developing knowledge and competence in the following subject areas related to career development: helping skills, diverse populations, ethical and legal issues, consultation, career development models, assessment, labor market information and resources, technology, employability skills, training clients and peers, program management and implementation, and promotion and public relations.

Enrollment Requirements:

Pre-req: COUNSL 614

040151:1

COUNSL 665 - Trauma and Crisis Counseling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses the psychology of trauma in childhood, adolescence, and adulthood, caused by child abuse and neglect, disasters, and complex environmental cultural and socio-political factors. Students learn

different approaches to counseling clients who have experienced trauma as well as those in the middle of a crisis.

040582:1

COUNSL 666 - Sex and Sexuality in Counseling Practice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Counselors are often unprepared for the kinds of issues that children and adults bring to therapy that focus on sex, sexual identity, and sexual experiences. This course explores various approaches to understanding sex and sexuality in the counseling hour. Students will discuss and analyze historical approaches to issues of sexual function, dysfunction, intimacy, and sexual identity in individuals and couples and families (and to some extent societies). We focus on healthy sexuality but also integrate theory and practice around victimization and sex offending. Students will examine their own sexual histories and understand their own values, biases and assumptions regarding sexuality and sexual functioning, and the potential impact of these issues on their ability to become effective, compassionate therapists.

040581:1

COUNSL 667 - Counseling Families and Couples: Theories and Practice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The course reviews the application of systems thinking, the relevance of context and process, communication, change, and circular causality, to advance an understanding of couples, families, and organizations as living systems. This course addresses the purposive family therapy models, transgenerational, interactional, Milan systemic, brief strategic, and solution-focused models. It also explores original family and couples therapy applications: ecomaps, genograms, circular questions, to acquire a grounded understanding of systems thinking. The course also introduces students to work with individuals around family issues and work with couples.

040580:1

COUNSL 670 - Substance Abuse in Counseling Practice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course surveys the broader problems caused by substance abuse in modern society, both presenting and analyzing data. Part of the course is devoted to a study of the physiological consequences of substance abuse. Consideration is also given to the family of the substance abuser, to various treatment modalities, and to the relationship between the criminal justice system and substance abuse rehabilitation.

012753:1

COUNSL 674 - Psychopharmacology for Counselors

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines psychopharmacology for counselors and is taught from a social justice perspective. It will provide students with an overview of the medications used for treating mental disorders. The basic principles of pharmacology and the interrelationships between pharmacokinetics and pharmacodynamics will also be addressed. The emphasis is on practical and clinical application. Special topics will include: the nature of alcohol and narcotics and the ways they affect addicts in mind and body before, during, and after treatment as well as psychopharmacological treatment for addictions; informed consent; how to find accurate and balanced information about the efficacy and side effects of psychotropic medications; how to educate my clients about the medications they are taking; how to collaborate with prescribing providers and other mental health professionals. Students will also become conversant with regulatory standards for the approval of new medications. Social justice and bioethical issues will figure predominately in this course with reference to for-profit IRB's, recruitment of marginalized groups such as undocumented immigrants, the homeless, and people living in poverty, and discrepancies in prescription practices.

Enrollment Requirements:

Pre-req = COUNSL 614 and COUNSL 670 or 672

000949:1

COUNSL 688 - Practicum

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of the practicum is to expose the student to his/her particular field in counseling through actual placement in a facility where appropriate supervision is provided. Class discussions include a review onsite observations and experiences and discussions of current issues in the field.

Department consent required for enrollment

000982:1

COUNSL 690 - Internship Extension

1-3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will be taught in the summer for students who have completed two semesters of internship but still need supervision over the summer. With the supervision, students will be asked to keep a journal, present their final capstone, do advanced readings, and discuss advanced topics related to the profession.

Enrollment Requirements:

Pre-Req: Two semesters of COUNSL 698

037836:1

COUNSL 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course allows for the comprehensive study of a particular topic or a field work experience under the direction of a faculty member. A detailed proposal must be submitted to the faculty member prior to registration.

041502:1

COUNSL 696 - Independent Study in Counseling

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course allows for the comprehensive study of a particular topic or a field work experience under the direction of a faculty member.

Course Note

A detailed proposal must be submitted to the faculty member prior to registration.

Instructor consent required for enrollment

000945:1

COUNSL 697 - Special Topics in Counseling

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This advanced course offers intensive study of a selected topic in counseling psychology. Course content varies according to the topic and will be announced prior to registration.

Instructor consent required for enrollment

012690:1

COUNSL 698 - Internship

6 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 24 / total completions: 4

Description:

Students are placed as apprentice counselors in schools or agencies under the direct supervision of qualified professionals. Students meet weekly for a three-hour seminar.

Instructor consent required for enrollment

000941:1

COUNSL 699 - Advanced Practice I and II

6 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 12 / total completions: 2

Description:

This course accompanies a student's Practicum experience (first 7 weeks of first semester) and internship experience (next 7 weeks of first semester through 2nd semester). Students are placed in sites as counselors in training under the direct supervision of licensed and qualified professionals. Students meet weekly for a seminar where they discuss readings, present cases, and are evaluated on their development of counseling skills.

040789:1

Counseling and School Psychology

CSP 641 - Cognitive and Affective Foundations

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This graduate course is designed to introduce you to human cognitive and affective processes. Topics cross the lifespan and include contemporary issues in cognitive psychology and cognitive neuroscience, including vision, attention, memory, language, emotions, social cognition, and cognitive development. These topics will be explored within the context of neuroscientific and developmental aspects of these fields. This course also surveys affective aspects of psychological science and how basic psychological science is related to applied research.

038961:1

CSP 660 - Physiological Bases of Behavior

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will give graduate students foundational knowledge of the biological bases of human behavior. Course content covers systems and structures of the nervous system, neuronal communication, genetics, hormonal, and environmental influences on the brain and nervous system. The course includes exploration of physiological processes such as perception, memory, language, and emotion. Activities designed to increase understanding of neurodevelopment, problems that cause pathology, and interventions are included.

Course Note

This course has traditionally been offered as an in-person/on-campus course. The primary modality for delivering the content is via a series of online modules covering the organization of brain structures and functions. Therefore, pedagogically remote (online) delivery aids with the teaching and learning in the

classroom.

038891:1

CSP 680 - History & Systems in Counseling and School Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course explores the theoretical and methodological underpinnings of contemporary psychology from a historical perspective. It provides a broad overview of psychology's development as an independent discipline, and of the development of the various sub-specialities in the field. By examining intellectual antecedents and underlying assumptions, the course seeks to evaluate the significance of new movements and methods. It provides a broad overview of the history of psychology and evaluates the significance of new movements and methods by examining intellectual antecedents and underlying assumptions about mental health issues and systems.

038248:1

CSP 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent Study in Counseling and School Psychology.

041829:1

CSP 701 - Social Justice in Counseling and School Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course analyzes theoretical, pedagogical, and methodological frameworks relevant to the practice of social justice in counseling and school psychology. These frameworks will be considered in the context of multicultural issues. It also focuses on techniques to promote systems change, advocacy, and policy development in schools and counseling agencies, such as: problem identification, problem analysis, goal setting, evaluating and selecting programmatic options, predicting social and fiscal impact, designing and testing pilot programs, constituency development, and planning program implementation and evaluation.

038388:1

CSP 702 - Foundations and Ethics in Counseling Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course covers the history and development of the field of counseling Psychology, current trends and relevant research and practice issues within the discipline, and future directions. The course also reviews ethics of research, teaching, and practice within Counseling Psychology, including the role of the American Psychology Association's Ethical Standards, and ethical principles. Students will learn about common ethical conflicts and processes for conflict resolution. The role of social justice in the specialization will also be discussed.

038389:1

CSP 703 - Research in Counseling and School Psychology

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 18 / total completions: 18

Description:

This course involves participation in a research team with a core faculty member within either the Counseling or School Psychology track of the CSP doctoral program. The specific area of research will vary and be specific to each faculty member's team.

038391:1

CSP 704 - Qualitative and Quantitative Research Methods in Counseling and School Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the basic principles and techniques of research steps necessary to design and write a research proposal in counseling and school psychology. Topics include developing research hypotheses, the nature of correlation and causal relationships, survey research, group comparison experimental research, qualitative research methods, single subject and quasi-experimental research, and ethical issues in clinical research. Upon completion of the course, it is expected that students will have a deep understanding of qualitative and quantitative research design and theory and will be able to pose a wide variety of research questions that match appropriate methodology.

038392:1

CSP 705 - Social and Cultural Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is an advanced course in social psychology that covers both classic and contemporary theory and research. Topics covered include social cognition, social perception, the self, attitudes, stereotyping-prejudice-discrimination, interpersonal attraction-close relationships, social influence, prosocial behavior, aggression, groups/individuals, and conflict/cooperation. Throughout the course broad themes to be included are: emotion, culture, gender and social aspects of human behavior, the web and other technologies. It is intended for graduate students with some background in social psychology who desire a more in-depth exposure to the major issues in the field.

038393:1

CSP 706 - Personality Assessment

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The focus of this course is on advanced psychological assessment and testing skills. Students learn how to administer, score, and interpret objective (structured) and projective personality tests that assess personality characteristics. Skills include the use and interpretation of a battery of psychological tests, the identification of relevant developmental and cultural factors that affect the assessment and testing process, and the integration of test and non-test data into a comprehensive, integrative report. Commonly used objective tests (e.g., MMPI-2, MCMI-III) and projective tests (e.g., Rorschach, TAT) will be covered in depth. Development of effective consultation and test interpretation feedback skills will be emphasized throughout.

038153:1

CSP 708 - Intermediate Statistics in CSP

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course instructs students in intermediate data analysis techniques in their application to psychological research. The course emphasizes modern statistical methods for social and behavioral sciences, including hypothesis testing, as well as one-way, factorial, and repeated measures analysis of variance, simple analysis of covariance, and advanced correlational methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Students will learn how to perform these procedures using a SPSS statistical software package.

Instructor consent required for enrollment

038154:1

CSP 713 - Advanced Career and Group Theory and Practice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides students with advanced knowledge in both career and group theory and application. Students will be expected to plan and develop a group that relates to career or vocational counseling and facilitate this experience for 8 weeks. This course will prepare students in advanced group skills with application to career development.

038962:1

CSP 717 - Advanced Theory and Practice in counseling and School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses theories and practice in the advanced practice of counseling and school psychology. Informed by the paradigm shift from pathology to strengths-based psychology, this course will examine the growing body of work on resilience and well-being across the lifespan. Psychotherapy and systems integration of traditional and emerging therapy approaches and interventions across sociocultural contexts will be practiced and developed by students.

038394:1

CSP 752 - Health Psychology: Current Theory, Research, and Interventions

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Health psychology studies the intersection of psychological theory and intervention in health, illness, and healthcare. Traditionally it has been based on a biopsychosocial approach: a person's health is determined by an interaction among biological (e.g., genetics), psychological (e.g., thoughts and behaviors) and social factors (e.g., culture, family, and social support). Health psychologists are involved in the promotion and maintenance of health, the prevention and management of illness, and the identification of psychological factors contribution to physical illness. This course adds current transdisciplinary developments addressing the question of health disparities and social determinants of health.

038247:1

CSP 770 - Advanced Statistics in Counseling and School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed for students who have had a previous course covering up to simple ANOVA and multiple regression. Students will learn to conduct further variations of the GLM including two-way and higher ANOVAs, analysis of covariance (ANCOVA), multivariate analysis of variance (MANOVA), advanced multiple regression models, and exploratory and confirmatory factor analysis. Students will also be introduced to structural equation modeling (SEM), hierarchical linear modeling/multilevel modeling (HLM/MLM), and generalized linear models, although deeper understanding of these models will be outside the scope of this course. The course will be hands-on, meaning that students will be required to conduct the above analyses using appropriate statistical software.

038963:1

CSP 780 - Supervision and Training in Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will address theories of supervision in counseling and school psychology, techniques associated

with those theories, and assessment of supervision models. The course surveys research on supervision issues and introduces students to the training and service delivery issues associated with professional supervision. This course is conducted as a seminar-practicum and attempts to maximize (a) live input from other "supervisors" and the instructor as students provide supervision to a trainee in the mental health field, as well as (b) discussion based on assigned readings. Issues of race, class, gender, school change, and technology in supervision will be discussed.

038395:1

CSP 782 - Teaching in Counseling and School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course addresses theories, research and practice regarding teaching and learning in the fields of counseling and school psychology. Topics include pedagogy, techniques for effective teaching, motivation, working with diverse students, writing and delivering lectures, and conceptualizing exams. This course is designed to be taken simultaneously while co-teaching a content course as a Teaching Assistant.

038396:1

CSP 783 - Practicum in Counseling Psychology I

3 Credit(s) | Practicum | Graded
Not repeatable for credit

Description:

Counseling psychology doctoral training includes systematic, intensive supervised experiences in the application of psychological principles and skills to human problems. Practica are intended to provide the psychologist-in-training experiences with a diversity of client populations and prepare the learner for the predoctoral internship. This supervised clinical experience will include exploration of theoretical perspectives, a scientific approach to clinical work, treatment planning, and case conceptualization. Students will also explore their own clinical work with clients and the therapy process. It is designed to be taken congruently with a field placement in counseling psychology.

038397:1

CSP 784 - Practicum in Counseling Psychology II: Evidence-Based Practice

3 Credit(s) | Practicum | Graded
Not repeatable for credit

Description:

Counseling psychology doctoral training includes systematic, intensive supervised experiences in the application of psychological principles and skills to human problems. Practica are intended to provide the psychologist-in-training experiences with a diversity of client populations and prepare the learner for the predoctoral internship. This supervised clinical experience will include exploration of theoretical perspectives, a scientific approach to clinical work, treatment planning, and case conceptualization. Students will also explore their own clinical work with clients and the therapy process. It is designed to be taken congruently with a field placement in counseling psychology.

038398:1

CSP 785 - Practicum in School Psychology I

*3 Credit(s) | Practicum | Graded
Not repeatable for credit*

Description:

The purpose of this course is to provide graduate students in school psychology a field-based school psychology practicum experience that focuses on the assessment of children and adolescents. Each student is matched with a practicing school psychologist two days per week in order to apply the skills, particularly assessment and intervention skills.

Course Note

The class seminar meets on campus weekly.

038399:1

CSP 786 - Practicum in School Psychology II: Evidence-Based Practice

*3 Credit(s) | Practicum | Graded
Not repeatable for credit*

Description:

The purpose of this course is to provide graduate students in school psychology a field-based school psychology practicum experience that focuses on the assessment of children and adolescents. Each student is matched with a practicing school psychologist two days per week in order to apply the skills, particularly assessment and intervention skills.

Course Note

The class seminar meets on campus weekly.

038400:1

CSP 787 - Advanced Practicum III in Counseling and School Psychology

*3 Credit(s) | Practicum | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course focuses on the application of theory-guided and evidence-based advanced counseling and school psychology practice to complement field experience. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of counseling and school psychology research findings, as well as efforts toward systems and policy change, and social justice, are emphasized.

038401:1

CSP 797 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

037839:1

CSP 801 - Transnational Social Justice in Counseling and School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers issues of social justice in counseling and school psychology in international settings. It provides graduate students with the opportunity to apply their knowledge to an international social justice issue either through collaborative consultation, program evaluation, or clinical intervention. The capstone of the course is a two week immersion experience in another country collaborating with professionals on a social justice issue. It is the second in a series of two courses that address social justice concerns in counseling and school psychology.

Enrollment Requirements:

Pre-Req: CSP 701

038964:1

CSP 888 - Internship in School and Counseling Psychology Seminar I

1-9 Credit(s) | Field Studies | Multi-Term (year long)
Repeatable for credit - total credits: 9 / total completions: 2

Description:

Doctoral candidates in school and counseling psychology are required to complete this one-year full-time predoctoral internship in a setting approved by the program. This course accompanies the first semester of this year long placement. During the internship, students have a variety of experiences, including individual and systemic assessments and therapeutic interventions. They are closely supervised by mental health professional, some of whom must be doctoral-level licensed psychologists. A letter from the on-site internship director documenting satisfactory completion must be in the student's file at the University before the degree can be granted.

Department consent required for enrollment

039743:1

CSP 889 - Internship in School and Counseling Seminar II

1-9 Credit(s) | Field Studies | Multi-Term (year long)
Repeatable for credit - total credits: 9 / total completions: 2

Description:

Doctoral candidates in school and counseling psychology are required to complete this one-year full-time

predoctoral internship in a setting approved by the program. This course accompanies the second semester of the year-long placement. During the internship, students have a variety of experiences, including individual and systemic assessments and therapeutic interventions. They are closely supervised by mental health professionals, some of whom must be doctoral-level licensed psychologists.

Course Note

A letter from the on-site internship director documenting satisfactory completion must be in the student's file at the University before the degree can be granted. This course is a second semester continuation of CSP 888, which is a pre-req.

Enrollment Requirements:

Pre-req: CSP 888

Department consent required for enrollment

039745:1

CSP 891 - Dissertation Seminar

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This seminar assists students in developing research ideas, writing their research plan, preparing a dissertation proposal, and forming a dissertation committee. Satisfactory completion of the seminar requires submission of a paper of dissertation proposal quality and a planned proposal meeting with the student's dissertation committee.

038402:1

CSP 897 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Various Topics in CSP.

039478:1

CSP 899 - Dissertation Research

*1-9 Credit(s) | Research | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 9*

Description:

This course centers on original research conducted under the supervision of a dissertation faculty advisor and the dissertation committee, and leads to the proposal and defense of a doctoral dissertation.

Enrollment Requirements:

Pre-req: CSP 891

038403:1

School Psychology

SPY G 601 - Issues and Ethics in School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses the professional identity and function of the psychologist in the public school setting. An intensive analysis of philosophical, technical, and administrative issues is conducted. The organization and operation of schools, federal and state educational laws, ethical issues and dilemmas, APA standards, and nondiscriminatory assessments are explored in depth. The course also examines contemporary educational issues that go beyond the role of the individual psychologist. The most current issues in the field are discussed. A pre-practicum field component is required.

028963:1

SPY G 602 - Standardized Assessment and Report Writing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of this course is to develop basic skills in the individual assessment of intellectual and cognitive functioning. Both theoretical and practical aspects of the assessment process will be emphasized. Factors affecting test results, including racial, cultural, and ethnic diversity, language difference, and ability difference, will be considered. Successful students will become proficient in test administration and scoring, assessment planning and interpretation using the Cattell-Horn-Carroll (CHC) theory, and communicating assessment findings orally and in writing. Topics include ethical, professional, and legal aspects of cognitive assessment, understanding and minimizing bias in testing, and approaching assessment with a social justice lens. This course is designed for counseling and school psychology students only as the tests covered in this course are secure instruments that can be administered only by appropriately-credentialed psychologists.

Enrollment Requirements:

Pre-req = Graduate degree student in School Psychology

028967:1

SPY G 603 - Foundations of Educational Assessment and Data-Based Decision Making

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on the assessment of core achievement domains (e.g., reading, mathematics) and the use of curriculum-based assessment and measurement procedures. It emphasizes educational assessment

as a means of problem solving and on using data from educational measures to inform instructional and entitlement decisions. Students are expected to demonstrate proficiency in the administration and interpretation of achievement tests, in using assessment data to directly inform intervention recommendations and in reporting findings both orally and in writing.

Enrollment Requirements:

Pre-req = SPY G 602 and Graduate degree student in School Psychology

028972:1

SPY G 604 - Social, Emotional, and Behavioral Assessment and Intervention

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course develops competence in administering and scoring selected personality, behavioral, social/emotional, and adaptive behavior measures, and in preparing meaningful interpretations of those test results. Topics include psychological theory and practical issues involved in clinical assessment. Close attention is paid to the psychometric adequacy of various assessment methods, ethical aspects of assessment, and issues of clinical judgment. Emphasis is placed on multi-method, multi-source strategies using approaches such as direct observation, interviewing techniques, rating scales, and self-report measures. The projective hypothesis and projective methods are reviewed, including storytelling and drawing techniques. Special issues in cross-cultural assessment and in assessing minority students and students with disabilities are considered. Links between assessment results and intervention recommendations are stressed.

Enrollment Requirements:

Pre-req = Graduate degree student in School Psychology

028974:1

SPY G 607 - School-Based Interventions and Data-Based Decision Making

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Attention is focused on the techniques of synthesizing educational, child development, and psychological information into effective prevention programs as well as individual and group interventions for students at-risk for special education and with disabilities. The course uses a problem solving approach and the theoretical and practical underpinnings of the evidence-based practice movement to facilitate student development, monitoring, and evaluation of effective academic, social, emotional, and behavioral intervention strategies with emphasis on direct and indirect evidence-based interventions. The course will also emphasize data-based decision making pertaining to matching treatments to reasons for problems students are experiencing, progress monitoring, as well as determining student responses to intervention.

Enrollment Requirements:

Pre-req = SPY G 602 and 604 and COUNSL 614

028983:1

SPY G 608 - Systems Consultation, Prevention, and Organizational Change

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide students with competencies regarding system-level prevention programming in schools and organizational change. The course will provide theoretical, empirical, and practical foundations for school prevention programming as it related to the academic, behavioral, socio/emotional, mental health and crisis related problems in grades k-12.

Enrollment Requirements:

Pre-Req: SPY g 603 and SPY G 604 and COUNSL 614 and Co-Req COUNSL 632

038965:1

SPY G 612 - Learning and the Curriculum

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course uses theoretical and applied perspectives to explain how children and adolescents develop skills and knowledge in schools. Theoretical perspectives emphasize ecological, behavioral, and cognitive models of learning. With regard to application, theoretical perspectives on learning point to curriculum as a source of learning objectives and goals intended to guide instruction and assessment. Empirical research pertaining to instruction, assessment, and curriculum will be reviewed for purposes of using a rigorous evidence base to evaluate curriculum programs in core content (e.g., English language arts, mathematics).

034861:1

SPY G 635 - Behavior Therapy in Schools

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Understanding and managing student behavior is critical for educator to establish a positive and effective learning environment. Research supports the use of positive behavior supports and interventions to address challenging behaviors in order to increase active academic engagement and adaptive behaviors for all students, especially high risk populations. The purpose of this course will be to develop knowledge and skills in the principles of applied behavior analysis and to apply these principles and procedures to individuals and classrooms. Functional behavior assessment procedures covered include indirect assessments, descriptive assessments, and functional analysis. Treatments covered include antecedent intervention, differential reinforcement procedures, extinction, and punishment among others. Mastery in this course will be obtained through readings, participation in lecture/discussions, preparing for exams, and completing assigned projects.

Enrollment Requirements:

Pre-Req: COUNSL 614 and SPY G 602 and SPY G 604

039162:1

SPY G 653 - Culturally Responsive Practice & Social Justice in School Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide an introduction to cultural, socioeconomic, and ethnic factors that impact service delivery by counselors and school psychologists in schools. Students will develop an appreciation for and understanding of their own cultural, socioeconomic, and ethnic backgrounds. From there, they will develop appreciation for and understanding of their clients-children and adolescents in schools, their families, and entities that support them-as well as other educators and professionals in the educational systems.

036732:1

SPY G 685 - Practicum I: School-Based Assessment & Intervention

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Each student is matched with a practicing school psychologist 1.5 days per week in order to apply the skills consistent with the NASP blueprint. 125 clock hours of field experience are required in addition to the weekly seminar. The twofold purpose of this course is to provide graduate students in school psychology: 1. A field-based practicum experience in an urban setting with students of diverse backgrounds. Activities focus on individual and systemic variables as well as policies and practices while engaging in the implementation of consultation, assessment, prevention and intervention activities. Formal and informal needs assessments will also be a continuous aspect of this practicum with services determined by the needs identified by students, staff, and administration. 2. A field-based practicum experience that focuses on the assessment of children and adolescents.

Enrollment Requirements:

Pre-req = SPY G 601 and 602 and COUNSL 614 and Graduate degree student in School Psychology

Department consent required for enrollment

028994:1

SPY G 686 - Practicum II: School-Based Assessment & Intervention

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Each student is matched with a practicing school psychologist 1.5 days per week in order to apply the skills consistent with the NASP blueprint. 125 clock hours of field experience are required in addition to the weekly seminar. The twofold purpose of this course is to provide graduate students in school psychology: 1. Field-based practicum experience in an urban setting with students of diverse backgrounds. Activities will focus on individual and systemic variables as well as policies and practices while engaging in the implementation of consultation, assessment, prevention and intervention activities. Formal and informal needs assessments will also be continuous aspect of this practicum with services determined by the needs identified by students, staff, and administration. 2. Field-based school psychology practicum experience that focuses on

the assessment of children and adolescents.

Enrollment Requirements:

Pre-Req: SPY G 601 and SPY G 602 and COUNSL 614 and Co-Req: SPY G 603 and SPY G 604

Department consent required for enrollment

032240:1

SPY G 687 - Practicum in School Psychology III

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

This Practicum is a continuation of Practicum I and II and integrates assessment and intervention services provided. It provides student with the opportunity to attain additional field work hours prior to the 1200 hour internship. Students are assigned to a school site, with a supervising school psychologist, and complete 250 field work hours over the course of a semester. Additionally, they meet with the university supervisor/seminar instructor on a weekly basis after school hours. Student performance on site is assessed via evaluation by the field supervisor; student skills in conducting psychoeducational evaluations and case studies is assessed by the university supervisor/seminar instructor. This course can be repeated for credit.

Enrollment Requirements:

Pre-Req: SPY G 685 and SPY G 686

036737:1

SPY G 688 - Internship in School Psychology

3 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This full-time practicum/internship placement consists of at least 600 clock hours of full-time fieldwork experience at both the elementary and secondary school levels, under the supervision of a practicing certified school psychologist. The two required repetitions of this course provide the 1,200 clock hours of supervised fieldwork required for state and national certification. The first internship must be in an approved school setting. The second may be in a school setting or a clinical setting (under the supervision of a licensed or certified psychologist). University supervision and the approval of the program coordinator are required.

Course Note

May be taken twice for credit.

Department consent required for enrollment

028996:1

SPY G 689 - Internship in School Psychology

6 Credit(s) | Internship | Graded
Repeatable for credit - total credits: 12 / total completions: 2

Description:

The internship placement consists of a full-time fieldwork experience at the elementary, middle, and high school levels, under the supervision of a practicing licensed school psychologist. This course provides 1200 hours of supervised internship required for state and national certification. The first 600 hours of the internship must be in an approved school setting. The second may be in a school setting or a clinical setting (under the supervision of a licensed or certified psychologist). Students take this course in conjunction with an internship seminar. The seminar includes lectures and discussions about state and national certification requirements, case studies, assessments and multidisciplinary evaluations, legal and ethical concerns, issues of inclusivity, diversity, equity, and access, and general topics related to the internship experience. Capstone portfolio and daily log are required. University supervision and the approval of the Program Director are required. The course is taken for 6 Lecture Hours (6 credits during fall semester), and 6 Lecture Hours (6 Credits during spring semester).

Enrollment Requirements:

Prerequisites:

- Satisfactory completion of required pre-internship coursework and fieldwork with grades of B or better in each,
- Satisfactory completion of practica (i.e., SPY 685, 686, as well as 687 if applicable) with minimum ratings on the Practicum Student Evaluation Form of:
 - 3.0 in Critical Personal Qualities and
 - 2.5 in Professional Knowledge and Skills,
- Passing score on the MTEL,
- Passing score on the master's comprehensive exam (if the student earned the MEd in the School Psychology program at UMass Boston), and
- Recommendation of the School Psychology program faculty

039567:1

SPY G 691 - Seminar in School Psychology

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This seminar is taken in conjunction with the Internship in School Psychology (SPY G 688). It includes lectures and discussions about state and national certification requirements, case studies, assessments and multidisciplinary evaluations, legal and ethical concerns, cultural diversity factors, and general topics related to the internship experience.

Course Note

Capstone portfolio and daily log required. May be taken twice for credit.

Department consent required for enrollment

000148:1

SPY G 696 - Independent Study in School Psychology

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Research and reading in an area of school psychology chosen by the student and approved by the instructor. Open only to matriculants in the School Psychology program.

Course Note

A detailed proposal must be submitted to and approved by the program coordinator before registration for this course.

Instructor consent required for enrollment

029001:1

Curriculum and Instruction

Website <https://www.umb.edu/education/academic-departments/curriculum-instruction/>

Office Wheatley Hall, 2nd Floor, Room 93
617.287.7591

Department Chair Lisa Gonsalves, PhD
Lisa.Gonsalves@umb.edu
617.287.7642

Master's

Critical and Creative Thinking (MA)

Department of Curriculum and Instruction | College of Education and Human Development

Critical and Creative Thinking (MA)
Critical and Creative Thinking (MA) - Science in a Changing World Track

Education (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

Education (MEd) - Initial Licensure in Early Childhood Education Track
Education (MEd) - Teach Next Year Early Childhood Initial Licensure
Education (MEd) - Initial Licensure in Elementary Education Track

Education (MEd) - Teach Next Year Elementary Initial Licensure
Education (MEd) - Initial Licensure in Middle/Secondary Education Track
Education (MEd) - Teach Next Year Middle/Secondary Initial Licensure
Education (MEd) - Non-Licensure in Early Childhood Education Track

Instructional Design (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including eight required courses and four electives.

Capstone: Completion of a project or thesis.

Statute of limitations: Five years.

Course Requirements

Core Courses (24 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 602 - The Adult as Learner *3 Credit(s)*
- INSDSG 604 - Communication Theory and Practice *3 Credit(s)*
- INSDSG 607 - Using Primary Research for Evidence-Based Practice *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 642 - Assessment and Evaluation in Instructional Design *3 Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses *3 Credit(s)*
- INSDSG 690 - Capstone Seminar *3 Credit(s)*

Electives (12 Credits)

Complete four courses from below.

Independent study and internship courses can only be taken with advance permission of the graduate program director.

Students may take up to two courses from other departments with advance permission of the graduate program director.

- INSDSG 605 - Collaborative Learning Design *3 Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design *3 Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning *3 Credit(s)*

- INSDSG 634 - Project Management in Instructional Design 3 *Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All 3 *Credit(s)*
- INSDSG 655 - Project in Multimedia 3 *Credit(s)*
- INSDSG 696 - Independent Study 1-6 *Credit(s)*
- INSDSG 697 - Special Topics in Instructional Design 1-6 *Credit(s)*
- INSDSG 698 - Internship 1-6 *Credit(s)*

Special Education (MEd)

Department of Curriculum and Instruction | College of Education and Human Development

Special Education (MEd) - Successive Licensure in Moderate Disabilities PreK-8 or 5-12 Track

Special Education (MEd) - Non-Licensure in Moderate Disabilities PreK-8 or 5-12 Track

Special Education (MEd) - Transition Leadership

Doctorate

Early Childhood Education and Care (PhD)

Department of Curriculum and Instruction | College of Education and Human Development

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 63 credits from 19 courses including five core courses, six research methods courses, one teaching seminar, two doctoral seminars, two research team seminar, and three concentration courses; as well as a nine credit dissertation.

Doctoral candidacy: Completion of a comprehensive examination.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Nine years.

Course Requirements

Core Courses (15 Credits)

- ECHD 701 - Early Education and Care Policy and Practice 3 *Credit(s)*
- ECHD 702 - Advanced Child Development and Early Learning 3 *Credit(s)*
- ECHD 704 - Leadership and Change in Early Education and Care 3 *Credit(s)*
- ECHD 705 - The Science of Early Learning 3 *Credit(s)*

- ECHD 706 - Historical and Theoretical Foundations of Early Childhood Education and Care. 3 *Credit(s)*

Research Methods Courses (18 Credits)

Complete one introductory course, one quantitative course, one qualitative course, and three advanced qualitative research electives.

Introductory Course:

- ECHD 703 - Translating Early Education Research into Practice 3 *Credit(s)*

Qualitative Courses (choose one):

- PPOL-G 609L - Qualitative Methods and Field Research 3 *Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I 3 *Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis 3 *Credit(s)*

Quantitative Courses (choose one):

- EDLDRS 741 - Research Methods in Educational Leadership II 3 *Credit(s)*
- CSP 708 - Intermediate Statistics in CSP 3 *Credit(s)*
- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis 3 *Credit(s)*

Advanced Quantitative Research Courses (choose three):

- EDLDRS 743 - Measurement and Research Instrument Design 3 *Credit(s)*
- PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II 3 *Credit(s)*
- CSP 770 - Advanced Statistics in Counseling and School Psychology 3 *Credit(s)*
- APLING 704 - Advanced Discourse Analysis 3 *Credit(s)*
- APLING 705 - Advanced Ethnography 3 *Credit(s)*
- SOCIOL 655 - Evaluation Research 3 *Credit(s)*
- SOCIOL 660 - Fundamentals of Survey Methodology 3 *Credit(s)*

Teaching Seminar (3 Credits)

- ECHD 707 - Teaching Early Childhood Education and Care in Higher Education 3 *Credit(s)*

Doctoral Seminars (6 Credits)

- ECHD 709 - ECEC Doctoral Seminar I 3 *Credit(s)*
- ECHD 710 - ECEC Doctoral Seminar II 3 *Credit(s)*

Research Team Seminars (3 Credits)

Complete two semesters.

- ECHD 708 - Early Childhood Education and Care (ECEC) Research Team Seminar 1.5 *Credit(s)*

Concentration Courses (9 Credits)

Take three courses from one of the concentrations below.

Learning and Teaching in the First Five Years Concentration
Leadership, Policy and Finance Concentration
Urban, Multilingual and Global Contexts Concentration
Individual Concentration

Post Master's Certificate

Early Education, Research, Policy, and Practice (Post-Master's Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- ECHD 701 - Early Education and Care Policy and Practice *3 Credit(s)*
- ECHD 702 - Advanced Child Development and Early Learning *3 Credit(s)*
- ECHD 703 - Translating Early Education Research into Practice *3 Credit(s)*
- ECHD 704 - Leadership and Change in Early Education and Care *3 Credit(s)*

Graduate Certificate

Autism Endorsement (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- SPE G 661 - Autism Spectrum Disorder: Foundations & Characteristics *3 Credit(s)*
- SPE G 662 - Autism Spectrum Disorder: Assessment and Collaboration *3 Credit(s)*
- SPE G 663 - Autism Spectrum Disorders: Programs, Services, and Supports *3 Credit(s)*
- SPE G 664 - Autism Spectrum Disorder: Field Experience *3 Credit(s)*

Critical and Creative Thinking (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

Critical and Creative Thinking (Certificate)

Critical and Creative Thinking (Certificate) - Science in a Changing World Track

Initial Licensure in Middle/Secondary Education (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 28 credits from at least nine courses including two foundations core courses, two diversity core courses, four or five pedagogy core courses, and one practicum core course.

Fieldwork: Complete at least 30 hours of fieldwork in approved after school programs, approved educational camps, and/or classroom time.

Pre-practicum: Complete at least 100 hours in a classroom with English Language Learners for at least one full day a week or one period every day for a semester.

Practicum: Complete a full practicum of five days a week for 14 weeks (one full semester) of supervised student teaching.

Exams: Take the Communication and Literacy MTEL before starting the diversity core; pass both parts of the Communication and Literacy MTEL before starting the pedagogy core; take the Subject Area MTEL before starting the pedagogy core; pass the Subject Area MTEL before starting the practicum core; pass the Pre-Practicum Gateway Assessment (Unit Plan from EDC G 660) before starting the pedagogy core. Pass the Practicum Gateway Assessment (Teaching Video from Methods) before starting the practicum core.

Portfolio: Completion of a practicum portfolio.

Schools will require CORI/SORI (Criminal/Sex Offender Record Information) and finger-printing prior to fieldwork. Allow enough time for results.

Competency 1 of the state's regulations for licensure covers the knowledge base that teachers must bring to the classroom. For middle/secondary teachers, this is one of the disciplines taught in high school (e.g., English, History, Political Science/ Philosophy, French, Spanish, Biology, Mathematics, Physics, etc.). Most commonly, middle/secondary teachers are licensed in the fields in which they hold their BA or BS.

UMass Boston only endorses students for an initial license in a subject area. For an additional license, students need to pass the two courses in their chosen concentration core, complete the applicable DESE requirements listed on their own, and apply to DESE directly after obtaining a content area initial license.

GPA: A minimum cumulative GPA of 3.0 is required.

Minimum grade: A grade of B or higher is required for all core courses.

Statute of limitations: Three years.

Course Requirements

Foundations Core Courses (6 Credits)

- EDC G 644 - Developmental Stages across the Lifespan *3 Credit(s)*
- EDC G 660 - Using Data to Plan Curriculum and Instruction *3 Credit(s)*

Diversity Core Courses (6 Credits)

- EDC G 606 - Sociocultural Foundations of Education *3 Credit(s)*
- EDC G 630 - Inclusion PreK-12:Diversity and Equity in Inclusive Settings *3 Credit(s)*

Pedagogy Core Courses (10 to 13 Credits)

- EDC G 643 - Fostering Equitable and Affirming Classroom Environments *3 Credit(s)*
- EDC G 650 - Rethinking Equity and Teaching for English Language Learners *3 Credit(s)*
- EDC G 658 - Pre-practicum seminar *1 Credit(s)*

Methods Courses

Those seeking licensure in middle school math/science must take both Math and Science methods.

- APLING 611 - Methods and Materials in Foreign Language Instruction *3 Credit(s)*
- EDC G 665 - Science Methods *3 Credit(s)*
- EDC G 662 - Social Studies Methods *3 Credit(s)*
- EDC G 667 - English Methods *3 Credit(s)*
- EDC G 669 - Math Methods *3 Credit(s)*

Practicum Core (6 Credits)

- EDC G 687 - Graduate Practicum: Student Teaching Middle School Education *6 Credit(s)*
or
- EDC G 688 - Graduate Practicum: Student Teaching Secondary Education *6 Credit(s)*

Instructional and Learning Design (Certificate)

Department of Curriculum and Instruction | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses including four required courses and one elective.

Statute of limitations: Five years.

Course Requirements

Required Courses (12 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 602 - The Adult as Learner *3 Credit(s)*
- INSDSG 642 - Assessment and Evaluation in Instructional Design *3 Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses *3 Credit(s)*

Elective (3 Credits)

Complete one from below.

- INSDSG 604 - Communication Theory and Practice *3 Credit(s)*
- INSDSG 605 - Collaborative Learning Design *3 Credit(s)*
- INSDSG 607 - Using Primary Research for Evidence-Based Practice *3 Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design *3 Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning *3 Credit(s)*
- INSDSG 634 - Project Management in Instructional Design *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All *3 Credit(s)*

Instructional Technology Design (Certificate)

Instructional Design Program | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses including three required courses and two electives.

Statute of limitations: Five years.

Course Requirements

Required Courses (9 Credits)

- INSDSG 601 - Foundations in Instructional Design and Learning Technology *3 Credit(s)*
- INSDSG 640 - Planning, Design and Development of eLearning *3 Credit(s)*
- INSDSG 655 - Project in Multimedia *3 Credit(s)*

Electives (6 Credits)

Complete two courses from below.

- INSDSG 605 - Collaborative Learning Design *3 Credit(s)*
- INSDSG 610 - Video Principles for Instructional Design *3 Credit(s)*
- INSDSG 616 - The Design and Authoring of eLearning *3 Credit(s)*
- INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All *3 Credit(s)*
- INSDSG 684 - Design and Instruction of Online Courses *3 Credit(s)*
- INSDSG 697 - Special Topics in Instructional Design *1-6 Credit(s)*

Special Education (Certificate) - Initial Licensure in Moderate Disabilities PreK-8 or 5-12

Department of Curriculum and Instruction | College of Education and Human Development

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 27 credits from eight courses including five required courses, two track courses, and one practicum course.

Tracks: Students must select a track in PreK to 8 or 5 to 12.

Field experience: Complete 75 hours of monitored pre-practicum field-based experience, and a minimum semester-long supervised practicum (including hours in an inclusive setting).

Candidates for the Graduate Certificate Leading to Initial Licensure in Moderate Disabilities will experience a subset of the coursework for the MEd and can continue on to complete the additional four courses, leading to the MEd fulfilling the academic requirements for Professional Licensure in Moderate Disabilities.

Statute of limitations: Three years.

Course Requirements

Required Courses (15 Credits)

- EDC G 650 - Rethinking Equity and Teaching for English Language Learners 3 *Credit(s)*
- SPE G 607 - Behavioral and Classroom Management 3 *Credit(s)*
- SPE G 621 - Introduction to Disabilities for Educational Professionals 3 *Credit(s)*
- SPE G 624 - Standardized Assessments for Students with Moderate Disabilities, PreK-12 3 *Credit(s)*
- SPE G 633 - Legal and Political Issues in Special Education 3 *Credit(s)*

Track Courses (6 Credits)

Complete two courses from one of the tracks below.

PreK to 8 Track
5 to 12 Track

Practicum Course (6 Credits)

- SPE G 698 - Moderate Practicum 3-6 *Credit(s)*

Critical and Creative Thinking

CRCRTH 601 - Critical Thinking

3 *Credit(s)* | *Seminar* | Graded
Not repeatable for credit

Description:

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

012819:1

CRCRTH 602 - Creative Thinking

3 *Credit(s)* | *Seminar* | Graded
Not repeatable for credit

Description:

This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

012820:1

CRCRTH 603L - Foundations of Philosophical Thought

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

By discussing four or five traditional substantive problems in philosophy-morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization-we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.

Course Note

PHIL 501L and CRCRTH 603L are the same course.

This course is cross-listed as PHIL 501L

000350:2

CRCRTH 611 - Seminar in Critical Thinking

3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course involves research on and discussion of important issues of current concern about critical thinking. Issues include critical thinking; logic and knowledge; critical thinking about facts and about values; knowledge in its social context; teaching to be critical; and evaluating critical thinking skills. The course addresses these issues through cases of topical interest.

Course Note

Note: The thematic emphasis for each semester is described on the program website: www.cct.umb.edu

012821:1

CRCRTH 612 - Seminar in Creativity

3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course delves deeply into the theory and practice of promoting creativity, using a specific theme, such as invention and innovation, humor, realizing creative aspiration, building creative communities, as a focus for the readings, discussions, class activities, and semester-long students' projects. The course materials, which are drawn from a variety of sources to match the instructor's specialty, student interests, and evolving trends in the literature, include biographies, intellectual histories, psychological studies, educational research, the popular media, guest speakers, and outside mentors. Details for the specific semester are publicized in advance by the Program.

012878:1

CRCRTH 615 - Holistic & Transformative Teaching

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

This course explores approaches to realize teachers' and students' potential for learning, thinking, and creativity. It's primary focus is on holistic strategies to engage students in the creative arts and design. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.

012879:1

CRCRTH 616 - Dialogue Processes

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

Genuine dialogue provides a creative space in which may emerge entirely new ways of thinking, acting, and relating to others. At the heart of such dialogue is holding respect for oneself, for one another, and for a commonly created pool of meaning. Course participants learn and experience approaches to listening and dialogue derived from Buber, Bohm, Isaacs, Jackins, Weissglass, and others, that allow us to become more aware of the underlying beliefs, assumptions, and emotions that limit our thinking and our responses to the world. Discussions explore applications of dialogue processes in educational, organizational, social, and personal change.

012880:1

CRCRTH 618 - Creative Thinking, Collaboration, and Organizational Change

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

Through interactive, experiential sessions and structured assignments, students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

012881:1

CRCRTH 619 - Biomedical Ethics

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning.

033037:1

CRCRTH 627 - Issues and Controversies in Antiracist and Multicultural Education

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course explores two related forms of education-antiracist education and multicultural education-approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. The course deals with both practical and theoretical issues but concentrates more on theory. Specific topics include racism, race, and school achievement; ethnic identity and self-esteem; Afrocentrism; religious pluralism; multiculturalism as a unifying or divisive force.

012883:1

CRCRTH 630 - Criticism and Creativity in Literature and the Arts

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

Expression and evaluation, freedom and discipline, creative production and its critique-how do these dualities relate to visual and verbal imagination as they are demonstrated in literature and the arts? Specific strategies for eliciting imaginative work in these areas are demonstrated, as are specific strategies for evaluating imaginative works. Finally, this course focuses on ways of helping others (including children) to develop these skills and utilize these strategies effectively.

012885:1

CRCRTH 645L - Biology in Society: Critical Thinking

3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens. The specific thematic emphasis each semester is publicized by the Program.

Course Note

BIOL 545L and CRCRTH 645L are the same course.

This course is cross-listed as BIOL 545L

Instructor consent required for enrollment

012897:1

CRCRTH 649L - Scientific & Political Change

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Prior to WW II, the US government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in United States life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments in the USA and internationally, including the proliferation of new forms of citizen participation and the commercialization of academic research, raise important questions about the appropriate role of science and scientists in shaping political change and the changing meanings of democratic control of science.

Course Note

CRCRTH 649L and PPOL-G 749L are the same course.

This course is cross-listed as PPOL-G 749L

026020:2

CRCRTH 650 - Mathematical Thinking

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This course explores several types of mathematical thinking in the context of number theory, algebra, geometry, and introductory calculus, and relates them to critical and creative thinking skills. Developmental and experiential factors in learning and teaching mathematics are considered, as well as techniques for determining a learner's mathematical abilities and learning styles. Readings, discussion, research, and problem-solving are used to provide a historical context, and to suggest connections with other disciplines. Individual and small-group projects are adapted to student interests.

Course Note

No formal mathematical background beyond high school algebra and geometry is required.

012901:1

CRCRTH 651L - Advanced Cognitive Psychology

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course gives a survey of the field of cognitive psychology from an information-processing viewpoint. The course considers how people encode, organize, transform, and output information. Emphasis is given to such topics as concept formation, problem-solving, and creative thinking.

Course Note

CRCRTH 651L and PSYCH 550L are the same course.

This course is cross-listed as PSYCH 550L

027149:2

CRCRTH 653L - Epidemiological Thinking and Population Health

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

Introduction to the concepts, methods, and problems involved in analyzing the biological and social influences on behaviors and diseases and in translation such analyses into population health policy and practice. Special attention given to social inequalities, changes over the life course, and heterogeneous pathways. Case studies and course projects are shaped to accommodate students with interests in diverse fields related to health and public policy. Students are assumed to have a statistical background, but the course emphasizes epidemiological literacy with a view to collaborating thoughtfully with specialists, not technical expertise.

Course Note

CRCRTH 653L and NURSNG 753L and PPOL-G 753L are the same course.

This course is cross-listed as NURSNG 753L and PPOL-G 753L

035089:3

CRCRTH 655 - Metacognition

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course considers various aspects of metacognition and how they influence behavior in children and adults. Topics include the individual's knowledge of his or her own cognition, self-awareness, the monitoring of conscious thought processes, inferences about unconscious thought processes, metacognition as a decision process, metacognitive strategies, the development of metacognition, and metacognition as a source of individual differences in children.

012904:1

CRCRTH 670 - Thinking, Learning, and Computers

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.

012826:1

CRCRTH 688 - Reflective Practice

1-3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 3

Description:

Reflective practitioners in any profession pilot new practices, take stock of outcomes and reflect on possible directions, and make plans to revise their practice accordingly. They also make connections with colleagues who model new practices and support the experimenting and practice of others. Students in this course gain experiences and up-to-date tools for reflective practice through presentations, interactive and experiential sessions, and, optionally, supervised pilot activities in schools, workplaces, and communities.

035471:1

CRCRTH 692 - Processes of Research and Engagement

3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

In this course student identify issues in educational or other professional settings on which to focus their critical and creative thinking skills. Each student works through the different stages of research and action - from defining a manageable project to communicating findings and plans for further work. The classes run as workshops, in which student are introduced to and then practice using tools for research, writing, communicating, and supporting the work of others.

012870:1

CRCRTH 693 - Action Research for Educational, Professional & Personal change

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

012909:1

CRCRTH 694 - Synthesis of Theory and Practice Seminar

3 Credit(s) | Seminar | Multi-Term (year long)
Not repeatable for credit

Description:

This seminar provides participants with an opportunity to review and reflect on their work in the program and its impact on their current and future professional and personal lives, through a final project that demonstrates knowledge and integration of critical and creative thinking skills, processes, and strategies. To facilitate the synthesis of ideas and the identification of a final project option, the seminar begins with group experiences. Students choosing the same final project option meet in small groups weekly to present their plans and progress notes for support and critique. A three-page final project description is presented early in the course, and all projects are presented during the last four weeks.

000939:1

CRCRTH 696 - Independent Study

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course involves the comprehensive study of a particular topic or area of literature determined by the student's need; the study is pursued under the guidance, and subject to the examination, of the instructor.

Course Note

An application or outline of study should be submitted to the instructor by the end of the semester previous to that in which this course is to be taken.

Instructor consent required for enrollment

012827:1

CRCRTH 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

033710:1

Early Childhood Education

ECHD 601 - Foundational Understandings of Early Childhood/Early Intervention and Special Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the historical background of legislation, policies and procedures influencing children's educational services (Birth-2nd grade). There is a comprehensive review of educational services for children, including community services, health services, families, informal and formal group settings; such as home childcare and public schools. The tenets of Universal Design for Learning (UDL) are explored in their impact on instruction delivery and modes of assessment. A philosophical viewpoint, including moral and ethical perspectives, is developed and strengthened with appropriate literature. The basic tenets of teacher inquiry are reviewed and practiced. This course requires 10 hours of observation in early intervention, preschool or public school programs that serve students with special needs and from diverse ethnic/language backgrounds.

033885:1

ECHD 608 - Introduction to Infant and Toddler Care and Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the strengths and needs of infants and toddlers with regard to communication, motor, problem solving, and personal-social domains. Types of programs serving infants, toddlers and their families, focusing on the design of optimum environments and curricula, will be studied. Special topic issues of infants and toddlers with disabilities and/or at risk for developmental delays, child development and referral to early intervention will be explored in depth. This course is designed to teach students how to apply theory, research and evidenced-based practices with infants and toddlers (prenatal-3 years). The coursework is developed on the premise of an ecological systems model using culturally responsive and diverse abilities practices.

Enrollment Requirements:

Co-requisite: ECHD 611 and ECHD 666

041973:1

ECHD 611 - Development and Characteristics of All Young Learners Including Those with Special Needs.

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers the span of physical, cognitive, social, emotional, and moral development of children from birth through second grade. Implications for curriculum and instruction from brain research findings and their significance for learner differences are explored. The appropriate technical terminology used to convey those concepts is addressed. The significance of the sociocultural and political contexts for the implications of the codifications of development along with the consequences of medical and health access are discussed. The course is delivered utilizing Universal Design for Learning (UDL) level-appropriate strategies and assessments.

033886:1

ECHD 621 - Creating Effective Learning Environments and Fostering Positive Social Interactions

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students explore the relationship of space, time, curriculum and instruction in creating the most positive and effective learning environments for young children. Careful consideration is given to the supports young children need to develop skills in learning and social interactions, including self control, attention, initiative, separation issues appropriate to age and development. Field experiences include observations in medical settings, early intervention and home and group educational facilities.

033888:1

ECHD 622 - Observing, Documenting and Assessing in Early Childhood/Early Intervention

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is an introduction to early childhood measurement and assessment techniques. The course covers fundamentals of psychometric theory, structure and uses of standardized tests and skills for alternative classroom assessment techniques for child study. The principles of Universal Design for Learning (UDL) in assessment are identified and practiced. Candidates learn about goals, benefits, and uses of assessment. They systematically observe, document, and use effective assessment strategies in responsible ways-in partnership with families and other professionals- to positively influence children's development and learning. This course requires 10 hours of clinical observation in various settings, including natural settings (home, day car, Head Start) and medical settings.

033889:1

ECHD 640 - Language Development and Literacy in Early Childhood/Early Intervention

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course looks at language development from infants through primary-aged children. Topics will include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development and activities in order to foster language development. Special attention will be paid to linguistically diverse populations as well as to children whose language development is different from the reference group with regards to the most recent advances in the field. Selection and development of prereading/prewriting and reading and writing curricula for preschool, kindergarten and primary grades will be addressed. There will be an emphasis on development of literacy in the primary grades that employs a Universal Design for Learning (UDL) approach. The course includes 10 hours of clinical experiences.

033890:1

ECHD 641 - Science and Mathematics Instruction for All Young Children

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course reviews developmental theory and research as related to the curriculum areas. A foundation for selection and design of curriculum materials and activities appropriate for children in kindergarten and primary grades is discussed and documented via student products. Fundamental concepts and skills for teaching math and science to young children are practiced, as well as optimum, hands-on pedagogical methods and those derived from Universal Design for Learning (UDL). Math and science developmentally appropriate activities for infants, toddlers, preschoolers, and primary children are practiced during a 10 hour clinical experience.

033891:1

ECHD 654 - Instructional Leadership and Quality Improvement in Early Care and Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This leadership course is designed to strengthen the knowledge, skills, and competencies of early education instructional leaders to support high quality teaching practices with diverse learners. The course begins with an evidence-based framework and a set of concrete strategies for instructional leaders, and then provides multiple opportunities to apply these frameworks and strategies in early childhood education settings. The course examines early childhood curriculum, job-embedded professional learning, and the role of instructional leaders in early education settings, including program directors, education coordinators, lead teachers and teachers, coaches and others. Participants will learn about organizational change, and new research on methods for accelerating improvement and creating a culture of collaborative learning.

041288:1

ECHD 666 - Early Intervention: Curriculum, Methods, and Services

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course covers methods of service delivery for infants and toddlers with disabilities and their families. Explores key aspects of consultation, interdisciplinary collaboration, service coordination, and family-centered services. The course focuses on culturally responsive practices, including developmental screening, home visits, and IFSP/IEP development. The course also prepares personnel with the skills necessary to be effective members of interdisciplinary teams that operate from a developmental framework and that incorporate a family-guided approach to early intervention service delivery. 10-hours of clinical experience.

Enrollment Requirements:

Co-requisite: ECHD 611 and ECHD 608

041974:1

ECHD 685 - Practicum II-PreK-2nd grade

6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is the second of a two-course practicum sequence that requires students to complete a 14 week, full-time practicum field experience. The experience provides the opportunity to put theory and technique into practice in a kindergarten (one third of total time), and first or second grade classroom (two thirds of total time) under the guidance of a Massachusetts licensed teacher. Students develop teaching competencies, with assistance from both a licensed supervising practitioner and a program supervisor. They also attend a weekly seminar with the university supervisor to explore the connections between theory and practice and share practicum experiences. Students design and implement curriculum, assess individual child and group progress demonstrating a command of Universal Design of Learning (UDL) techniques, and observe role of family and community in children's education, and develop identity as an early childhood/early intervention professional.

Enrollment Requirements:

Pre-req: ECHD 601 and ECHD 611 and ECHD 621 and ECHD 640 and ECHD 641 or ECHD 690.

039531:1

ECHD 689 - Early Childhood Pre-Practicum PreK-2

1 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This one-credit field experience is organized around the Preservice Performance Assessment (PPA) tool, which guides both candidates' observations of experienced teachers at work, and candidates' own lesson delivery later in the semester. University supervisors hold two organizational meetings during the semester (beginning and end) to discuss general issues stemming from field placements and to ensure candidates have a solid grasp of the PPA tool with which their lesson delivery is assessed. Students spend one day a week in a PreK-2nd grade public school classroom where they start observing and incrementally taking responsibilities. From helping one single student to small group monitoring, the experience leads to the teaching of a lesson to the whole class that is assessed by the university supervisor. Such assessment is discussed with each individual student and a plan to identify areas and strategies for improvement is completed.

036493:1

ECHD 690 - Planning Curriculum in Early Childhood

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Students use the state's curriculum frameworks and related resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. They learn about curriculum theory and other professional standards related to early childhood education organization and practice. Students become collaborative learners who make informed decisions that integrate knowledge from a variety of sources and geared towards maximizing service to a

wide diversity of children, employing a Universal Design of Learning (UDL) approach. Using the Preservice performance assessment tool as guideline for the basic elements of teaching, students identify and collect artifacts that demonstrate their growing understanding of effective classroom practice.

033892:1

ECHD 696 - Independent Study: Early Education and Care in Inclusive Settings

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This is a directed study of a particular topic in education. The work is guided and assessed by the instructor.

Course Note

A proposal or outline of study, signed by the instructor, must be submitted for approval to the Graduate Program Director before the beginning of the semester in which the project is to be undertaken. On approving the proposal, the Graduate Program Director will authorize registration.

037901:1

ECHD 697 - Special Topics: Early Education and Care in Inclusive Settings

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This advanced course offers intensive study of selected topics in the field of early childhood education and care. Course content and credits vary according to topic and are announced prior to the advance -pre-registration period.

037902:1

ECHD 701 - Early Education and Care Policy and Practice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

In this course, students will examine early care and education (ECE) policies, programs, and practices. Particular attention is focused on analyses of national and state ECE policies and systems, including the implications of the current knowledge base and research to policies and practices at the federal, state, and program levels. Analyses are guided by several complementary conceptual frameworks and will be informed by the science of early childhood on developmentally appropriate practice, parenting, family support, parent engagement and empowerment, the importance of relationships, and the ecology of child development. Issues related to comprehensive services, the workforce, quality, costs and affordability, funding and return on investment, child outcomes, and advocacy are included. Implications of the ECE field will be identified and analyzed with a focus on advocacy for change.

038311:1

ECHD 702 - Advanced Child Development and Early Learning

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Through this advanced course in child development, student will examine theories related to human development and contemporary research findings in areas of child development and early learning. The course offers an opportunity to investigate selected topics in cognitive, social, emotional, and physical development from conception through late childhood. Diverse perspectives will be used to understand development, both typical and atypical, in these various domains of development. Emphasis will be given to understanding individual and cultural difference while interpreting child development and assessment.

038312:1

ECHD 703 - Translating Early Education Research into Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides students with a comprehensive conceptual understanding of qualitative and quantitative research methods with an emphasis on linking theory to practice, and interpreting and applying research findings. The course examines connections among theoretical frameworks, research questions, design, methods of data collection, and analysis and reporting. Students will critique research and explore methods for evaluating research and translating research findings for use in early education settings. The course will help learners to become better consumers of research, and to understand the ways education research relates to practice and early care and education quality improvement.

038313:1

ECHD 704 - Leadership and Change in Early Education and Care

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores multidisciplinary approaches to leadership, change, and leading for change applied to the early care and education context. We will examine the theory and practice of change to gain an understanding of what contributes to the carrying out of successful and lasting change. Participants will analyze the forces that drive change, examine impediments to change, and survey a range of approaches for making change more effective. In addition, the course focuses on leadership in its many forms (in teaching, administration, policy, research, ethics). Participants will gain a deeper understanding of themselves as developing leaders and change agents, and explore ways to improve professional practice, early education quality, and promote social justice and caring in programs and systems serving young children and families.

038314:1

ECHD 705 - The Science of Early Learning

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course is designed to provide an overview of the learning sciences in regards to children birth to age eight. The learning sciences is a relative new field that draws upon interdisciplinary research from cognitive science, sociology, neuroscience, educational psychology, and education. Class readings and discussions will examine the physical, cognitive, and social aspects of learning environments including how learning interactions unfold in those settings. It will also address the design of effective learning environments for young children in diverse education settings including center, home, and school-based programs for young children.

038885:1

ECHD 706 - Historical and Theoretical Foundations of Early Childhood Education and Care.

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course will introduce the major curricular theories and ideologies that influence teachers' concepts of instruction in early childhood. Class readings and discussions will explore the history of the American education system, including theoretical perspectives on the purposes of schooling, the conceptions on the nature of knowledge, and the role of the "hidden curriculum" or other social constructs in curricula. Emphasis will be placed on historical and political contexts in relation to theories of learning for young children and both traditional and non-traditional models of instruction for children birth through age eight.

038886:1

ECHD 707 - Teaching Early Childhood Education and Care in Higher Education

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course prepares students in the ECEC Ph.D. program to be effective facilitators of learning for college and university students and other adult learners specializing in early childhood education and care. Topics include research on early childhood professional development in preservice and inservice settings, including adult learning, effective content and pedagogy, and assessment. Students will gain skills in course design, syllabus development, alignment of assignments and assessments with student outcomes, and adaptations to the learning needs of diverse adult learners. Reflective approaches to teaching and learning will be emphasized throughout.

Course Note

The course fulfills a requirement in the Ph.D. program in Early Childhood Education and Care.

038887:1

ECHD 708 - Early Childhood Education and Care (ECEC) Research Team Seminar

1.5 Credit(s) | *Research* | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 6

Description:

This course involves participation in a research team with a core faculty member within the ECEC PhD program. The specific area of research will vary and be specific to each faculty member's team.

Course Note

The course fulfills a requirement in the Ph.D. program in Early Childhood Education and Care

038888:1

ECHD 709 - ECEC Doctoral Seminar I

3 Credit(s) | *Seminar* | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This course develops the ability of students in the ECEC Ph.D. program to integrate and synthesize transdisciplinary and global perspectives on critical issues in early childhood education and care. Topics of this course include issues of social justice, diversity, policy and leadership, and special education to which multiple perspectives may be brought to bear. Taken in students' second semester, the course offers opportunities for students to interact with members of the ECEC Graduate Group from different concentrations as well as other experts. The course provides multiple perspectives on selected core issues, with students considering these perspectives in light of their own experiences and probably research interests.

Course Note

The course fulfills a requirement in the Ph.D. program in Early Childhood Education and Care.

038889:1

ECHD 710 - ECEC Doctoral Seminar II

3 Credit(s) | *Seminar* | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar course develops the ability of students in the ECEC Ph.D. program to plan and conduct research leading to the dissertation, and to broaden their knowledge of, and readiness for careers within or beyond academia. Depending on individual students' dissertation status, the seminar provides structured support as students plan the proposal, gather and analyze data, and write the dissertation. The course is designed as a semi-structured working group to assist students in various stages of the dissertation process. Students will learn from and critique one another's research plans, present work-in-progress to the group, and support fellow students in making progress.

Course Note

The course fulfills a requirement in the Ph.D. program in Early Childhood Education and Care.

038890:1

ECHD 711 - Qualitative Inquiry and Research Design: Examining Five Main Approaches

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is an introduction to the field and practice of qualitative inquiry. Qualitative research is an umbrella term that encompasses many methodologies and methods, many of which aim to understand everyday social life as it occurs in its natural environment. In this course, you will be introduced to some of the varied perspectives related to qualitative inquiry, as well as the theoretical and historical foundations of qualitative research. As a result of readings and discussion, students will aim to better understand the assumptions of theory, method, and analysis guiding their research choices. Further, you will have an opportunity to learn about the practice some of the research methods that are common to qualitative research. As such, this course is also practical in scope, as you will complete a mini-research study. Finally, this course aims to prepare you for more advanced study of qualitative inquiry.

041289:1

ECHD 799 - Dissertation Research in Early Childhood Education and Care

*1-9 Credit(s) | Research | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 4*

Description:

This course centers on original research conducted under the supervision of a dissertation faculty advisor and the dissertation committee, and leads to the proposal and defense of a doctoral dissertation.

Enrollment Requirements:

Pre-requisite: ECHD 708 and ECHD 709

041115:1

Education

EDC G 556 - Advanced High School Biology for Urban Teachers

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed for current or future high school teachers of biology in urban settings. It is especially designed for those who are teaching an advanced or capstone biology course for high school juniors or seniors, and want to prepare students for college level work in biology or for the College Board AP Biology exam in May. All elements of the course will be anchored in a cognitivist theoretical framework that utilizes Learning Progressions as a means to understand how to teach concepts and skills to high school student in ways that build from what they already understand and prepare them for more advanced material in college.

Instructor consent required for enrollment

035797:1

EDC G 597 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics in the field of education. Course content and credits vary according to topic and are announced prior to the registration period.

014280:1

EDC G 603 - Creating Effective Learning Environments

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This introductory course is designed to provide students with knowledge of current early childhood curriculum theory, research, and methods. The course also introduces methods for the creation of effective learning environments in classrooms that are increasingly diverse, culturally and linguistically. Students explore a variety of methods to facilitate planning, classroom organization for cooperative and active learning, curriculum development, student evaluation and assessment, team and co-teaching, and the uses of new educational technologies. Attention is given to challenges posed by inclusionary classrooms and to the ways in which student cultural and linguistic differences can be recognized and respected in order to enhance the educational and linguistic experiences of all students.

Enrollment Requirements:

Pre-req = Graduate Education Students only Students in the following (sub)plans must obtain Permission of Instructor: MEd w/Prof PhysEd, SPED MEd w/o Licensure, MEd w/Initial Licensure, MEd w/Prof Licensure, or Certificate w/Prof Licensure

014287:1

EDC G 606 - Sociocultural Foundations of Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences. This class includes required fieldwork hours.

014292:1

EDC G 611 - Internet Application for Educators

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will explore the use of online resources and tools in education. Special attention will be given to the integration of web resources with curriculum. Topics will include Internet search strategies, utilization of web resources, and development of instructional web sites, electronic portfolio assessments, and online instruction.

032350:1

EDC G 612 - Coding for Non-Coders

Formerly Evaluation and Design of Educational Software

*3 Credit(s) | Lecture | Multi-Term (Year Long)
Not repeatable for credit*

Description:

This course is designed for students who have no previous coding experience to learn the basics of coding by using iterative design to solve a series of problems embedded within a gamestory. In doing so, students will learn how to use decomposition to break tasks into sub-problems, debug software to troubleshoot code, and design algorithms to solve problems. By the end of the course, students will be able to code an interactive game using block-based programming.

014299:1

EDC G 619 - Designing Instruction: Science

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores techniques for teaching science concepts to students in grades N-6, examining materials, methods, and curricula currently in use. The course focuses on the development of participants' skills in science and on the use of questioning methods that help develop higher-order thinking skills in the young child. Participants have the opportunity to be both learners and instructors in a wide range of science activities.

Enrollment Requirements:

Pre-req = Permission of Instructor except in the following case: MEd w/Initial - Elementary: EDC G 603, 606, 630, 644

014311:1

EDC G 621 - Teaching Writing in the K-12 Classroom

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course deals with the teaching of writing, the teacher as writer, and the interactions between reading and writing. Readings and presentations offer up-to-date information, theory, and practical techniques for teaching reading and writing in all subject areas. Students meet regularly in reader-writer response groups to work on their own writing and to respond to one another's writing about reading. There are a number of guest lecture-demonstrations by elementary and secondary teachers who are teacher/consultants with the Boston Writing Project. The course combines writing process theory with practical methods.

Enrollment Requirements:

Pre-req = Permission of Instructor except in the following cases: MEd w/Initial - Elementary: EDC G 603, 606, 630, and 644, or in (sub)plans MEd w/Prof - Elem-Mid-Second, Post-Mast Cert w/Prof - Elem-Mid-Second, or MEd w/Initial or Prof Licensure

014316:1

EDC G 625 - Designing Instruction in Mathematics and Science

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores theoretical and practical perspectives on teaching mathematics and science in Grades K-6. It aims to enable participants to create classroom environments that promote inquiry and make mathematics and science accessible to all children. Principles of curriculum and instruction, issues of equity, and the processes of learning mathematics and science are central themes of the course. Participants engage in extended investigations in order to deepen their understanding of mathematics and science. They also design and evaluate curriculum materials for K-6 classrooms using national and state standards and critically analyze their own roles in helping children learn mathematics and science.

014321:1

EDC G 626 - Integrating Social Studies and the Arts

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to engage prospective teachers in developing philosophical perspectives and practical approaches to teaching art, social studies, and language arts. Critical thinking about issues in art, social studies, and language arts education, including curriculum, instruction, and assessment, is integral to this course. Special emphasis is given to practices that are responsive to the needs and strengths of elementary students in social groups, classrooms, and schools.

014322:1

EDC G 628 - Community, School & Classroom Structures

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores school and classroom structures that are relevant to teachers preparing to teach in urban middle and high schools. It also explores relationships between school and community that can be crucial to creating an effective learning environment in urban classrooms. The course includes three main parts: (1) A study of school/community collaboration in urban settings; (2) a look at the history of American middle and high school structures, including those that are currently being tried as ways of improving on the traditional models; and (3) an exploration of possible ways for structuring classrooms to achieve effective learning environments for all students, including a focus on the inclusion model and a study of various classroom management approaches. A field-based component is required.

033021:1

EDC G 630 - Inclusion PreK-12:Diversity and Equity in Inclusive Settings

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

In this course participants will study the theoretical and practical issues that educators must address as they implement effective culturally and linguistically relevant inclusion of children with disabilities in general education classrooms. Using principles of Universal Design of Learning (UDL), Multicultural Education, and Linguistically Relevant Pedagogy, we will identify and apply appropriate strategies to design and modify curriculum, instructional materials, and assessment for students with moderate disabilities in general education classroom environments. Grounded in Narrative Inquiry, participants will examine various perceptions of disability and diversity; study the historical and legal foundations of inclusion; interrogate the misrepresentation of culturally and linguistically diverse students in special education; design inclusive, academically rigorous, culturally and linguistically responsive environments for all students; and develop and reflect on their philosophy of inclusion. Students will anchor their analysis of these issues on a pedagogy of equity, diversity, and transformation by applying the framework of intersectionality. Through Backwards Design Planning, Team-Based Learning, the Jig-Saw classroom, reflective teaching, and digital storytelling we will investigate the intersections among various social categories -- among them ability, language, culture, race, and socioeconomic status -- and explore how we can promote inclusive and equitable educational practices for all learners.

Enrollment Requirements:

Pre-requisite/Co-requisite: EDC G 644 or ECHD 611

014325:1

EDC G 634 - Introduction to Game-Based Teaching

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The primary objective in this course is for students to design their own curricular game by incorporating techniques from video games. In doing so, students will use a wide range of software tools to make thinking visible such as concept mapping and comic strip creation tools; use technologies to uncover, discover, represent, redesign, and experiment with systems including tools to design diagrams and flowcharts; use technologies such as googledocs, googleforms, and wikis to collaborate in designing new products; use technologies to maximize accessibility and usability for all by addressing the needs of English Language

Learners and students with special needs and repurpose technology tools such as video editing tools, spreadsheets, presentation software, social media, animation software, and word processing tools to teach problem-solving skills in a gaming environment. In the process, students will develop criteria for evaluating pedagogical uses of video games; examine the legal, ethical, and moral issues surrounding pedagogical uses of technologies; and make the argument for the pedagogical soundness of their own curricular game. Students will use rigorous playtesting to revise their curricular game and write a teaching implementation plan which will include how their curricular game teaches, assesses, and adjusts to student needs. Lastly, students will help a k-12 teacher outside of class develop his or her own curricular game.

038966:1

EDC G 643 - Fostering Equitable and Affirming Classroom Environments

Formerly Behavior&Clstrm Mgt

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course explores a diverse range of dispositions and strategies that lead to equity-based and affirming classrooms and support all students' abilities to grow and thrive. The course focuses on the role of social inequity in the history of school discipline, examines routines and structures that create positive classroom environments, and offers ways to build better connections between the classroom and students' home lives and families. All students in this class should have a field placement in a public school classroom or be a teacher of record in a public school.

014339:1

EDC G 644 - Developmental Stages across the Lifespan

Formerly Dvlp Stgs:Chld-Adlsc

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines current research and theory about human intellectual, social, and affective development across the lifespan. Topics include the development of linguistic, symbolic, and quantitative systems; cognition; creativity; the developmental interactions of culture; thought, language, and learning; and the implications of current developmental theory and research for educators. Students are required to tutor at least three individuals at different stages of development.

014344:1

EDC G 646 - Understanding Reading: Principles and Practices

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is the first of a two-course literacy sequence required for the Graduate Program leading to Initial Licensure as an elementary Teacher. It introduces the foundations of reading development and engages participants in reflective, critical consideration of student's diverse needs in the acquisition of literacy. Emphasis is given to assessment-driven instruction in a comprehensive literacy program requiring a

minimum of six hours observing and assessing an elementary reader. Topics include: oral language development for emergent literacy; lesson planning with clear assessment goals for enduring understandings; foundational reading skills for meaningful text comprehension; organization of classroom literacy instruction; management of responsive, differentiated literacy classrooms; and strengthening home/school connections. A consistent focus is the teachers as a knowledgeable and skilled decision maker.

014345:1

EDC G 648 - New Literacies and Emerging Technologies across the Content Areas

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores the changing landscape of reading and writing as emerging technologies place new demands, challenges, and opportunities for readers and writers. To do so, this course aims to deepen students' understandings of the reading and writing processes with written, hyper, and multi-modal texts as well as content-specific strategies for assisting K-12 students' development in these processes. This includes selecting developmentally appropriate reading materials and composition activities for a range of learners; identifying prerequisite skills, concepts, and vocabulary necessary for content-specific learning activities; and determining which strategies best meet particular content learning objectives. In doing so, techniques for incorporating new technologies into teaching as well as the legal and ethical challenges for both teachers and students will be examined.

033022:1

EDC G 650 - Rethinking Equity and Teaching for English Language Learners

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course fulfills the Sheltered English Immersion (SEI) endorsement requirement for core academic teachers outlined by the Massachusetts Department of Elementary and Secondary Education as part of the Commonwealth's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative. The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. This course debunks notions of linguistic deficit and explore avenues to support multilingual students in the construction of knowledge and skills in the content areas. Participants will engage in the reflective and interactive design of instruction that integrates the WIDA (ELD) standards with Massachusetts Curriculum Frameworks, exploring and implementing strategies to teach multilingual learners to read and write in the content areas.

Course Note

All students in this class should have a fieldwork placement in a classroom with multi-lingual learners.

Department consent required for enrollment

038234:1

EDC G 656 - Teaching the English Language Arts at the Elementary Level

3 Credit(s) | Lecture | Graded
 Not repeatable for credit

Description:

This is the second of a two course literacy sequence required for the Graduate Program leading to initial licensure as an Elementary teacher. This course addresses the subject matter knowledge necessary for integrating the English Language Arts when teaching in an elementary classroom where learners have different academic needs and are socially, culturally and linguistically diverse. It prepares pre-service elementary teachers to address three of the four areas important to the Common Core State Standards (and related MA ELA Curriculum Frameworks): Reading Literature, Reading Informational text, and Writing. The class will focus on teaching students to become critically literate as they analyze, comprehend, and compose genres important to academic and social success in the 21st century including children's literature, informational texts found in content area disciplines, and multimodal texts.

038770:1

EDC G 658 - Pre-practicum seminar

1 Credit(s) | Seminar | Graded
 Not repeatable for credit

Description:

Students observe, co-plan, and assist in teaching in a school, with supervision by both a certified cooperating teacher and a member of the University faculty. They also attend a seminar led by the latter. The seminar provides an opportunity for student teachers to share their experiences, to try out and critique plans and ideas, to air and solve problems, and to reflect on the process by which they are becoming education professionals. A formal application must be filed by March 15th to do a fall pre-practicum. This course is taken in conjunction with a Methods class.

Enrollment Requirements:

Co-requisite: EDC G 665 or EDC G 666 or EDC G 667 or EDC G 669 or APLING 611

041394:1

EDC G 660 - Using Data to Plan Curriculum and Instruction

3 Credit(s) | Lecture | Graded
 Not repeatable for credit

Description:

This course focuses on how to design and implement diagnostic, formative, and summative assessments and how to analyze the data from such assessments as well as formal, large group standardized assessments in order to improve curriculum and instruction to better assist middle and secondary students in meeting state and national standards. Students are asked to design curriculum units and lesson plans designed to elicit such data and to be able to respond to the results.

014351:1

EDC G 662 - Social Studies Methods

Formerly EDC G 666

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an introduction to the theory and practice of teaching the social studies, including history, civics and government, geography, and economics, at the middle and secondary levels. Students will design units of study, individual lessons, and assessments in social studies attentive to the increasing socioeconomic, cultural, linguistic, and ability-level diversity of students in today's classrooms. A required field experience component is included; students are responsible for securing access to a classroom at the level of licensure sought.

Enrollment Requirements:

Pre-requisite: EDC G 660 and co-requisite: EDC G 658

Department consent required for enrollment

033455:1

EDC G 663 - Assessment in Teaching

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is an introduction to the theoretical and practical issues of classroom assessment. Participants develop competence in selecting and using appropriate and educationally sound assessments. They compare and analyze different forms of authentic and standardized assessment (including the MCAS and MCET exams); gain practice in evaluating and responding to student work; compare and design rubrics and rating scales; consider the premises and effects of high-stakes testing; and develop assignments and assessment tasks. The focus throughout is on assessment strategies that enhance the learning of all students and that make creative use of the cultural diversity that characterizes urban classrooms.

014354:1

EDC G 664 - Digital Literacies/Computer Science Methods

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an introduction to the theory and practice of teaching Computer Science in middle and secondary classrooms, in particular in ways that take into account the needs and expectations of diverse learners in a multicultural society. As such, a variety of teaching methods will be explored and practiced. The course focuses on participants' on-going inquiry and reflection of field experiences. Participants will connect observed teaching practices, experiences of learners within the major components of the computer science curriculum, and the relationship and impact of the Massachusetts Curriculum Frameworks on best practices. All students must be in a pre-practicum field placement or be a teacher of record.

Enrollment Requirements:

EDC G 660 Data-based Planning

Semester(s) typically offered: Fall

042144:1

EDC G 665 - Science Methods

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the teaching of science at the middle and secondary levels. It explores strategies that support the implementation of current standards in science education, addressing inquiry and experimentation as well as the role of technology in science teaching. The course examines various approaches to teaching selected topics and core concepts in the content areas of earth and space science, life science, physical science, the history and nature of science, and science as it relates to technology and social perspectives. The course introduces participants to resources and legal obligations relevant to the teaching of science and provides experience in designing standards-based lessons and assessments.

Course Note

All students must be in a field placement or be a teacher of record.

Enrollment Requirements:

Pre-requisite: EDC G 660 and co-requisite: EDC G 658

014355:1

EDC G 667 - English Methods

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an introduction to the theory and practice of teaching English in middle and secondary classrooms, in particular in ways that take into account the needs and expectations of diverse learners in a multicultural society. The course focuses on participants' on-going inquiry and reflection of field experiences. Participants will connect observed teaching practices, experiences of learners within the major components of the English curriculum, and the relationship and impact of the Massachusetts Curriculum Frameworks and high stakes testing preparation on the best practices.

Enrollment Requirements:

Pre-requisite: EDC G 660 and co-requisite: EDC G 658

Department consent required for enrollment

033456:1

EDC G 668 - Content & Methods for Teaching Elementary School Mathematics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines content knowledge and methodologies for teaching mathematics to Elementary School students. Primary emphasis is given to the development of the number systems; the decimal system; the use of technology and various manipulatives; the standard algorithms for addition, subtraction, multiplication and division of integers, fractions and decimals, and their rationales; and the relationship of elementary mathematics and various curricula to more advanced mathematics. Lesson planning, assessment, mathematics curricula, and making mathematics lessons and concepts accessible to all students are discussed. The course is intended to help the prospective elementary school teacher see elementary school mathematics education as an integral and fundamental part of a student's overall mathematical education.

033469:1

EDC G 669 - Math Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines content knowledge and methodologies for teaching mathematics to Middle and Secondary School students. The course covers various aspects of problems solving; the use of calculators, Excel and other technologies; number theory, complex numbers, the solution of polynomial equations with real and complex coefficients, and probability. Lesson planning, assessment, curricula, and making mathematics lessons and concepts accessible to all students are discussed.

Course Note

All students must be in a field placement or be a teacher of record.

Enrollment Requirements:

Pre-requisite: EDC G 660 and co-requisite: EDC G 658

Department consent required for enrollment

033526:1

EDC G 670 - Mathematics for Elementary Teachers 2

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is the second of a two-course series of mathematics courses for prospective elementary school teachers. The course is designed to continue the process of providing the mathematical content knowledge, pedagogical content knowledge, and special content knowledge needed to teach mathematics in elementary school, which was begun in EDC G 668. Topics covered include linear relationships, their various representations, linear models and linear problem solving; introduction of basic geometric concepts including congruence and similarity and the effect of various transformation; perimeter, area and volume of basic geometric figures; properties of circles and the number pi; basic definitions and concepts of algebra including variables and unknown quantities. Lesson planning, assessment, mathematics curricula, use of manipulatives, and making mathematics lessons and concepts accessible to all students are discussed. The course is intended to help the prospective elementary school teacher see elementary school mathematics education as a foundational and integral part of a student's overall mathematical education.

Course Note

Please note: Because this course is the second in an integrated sequence of two courses, it should be taken as soon as possible after EDC G 668.

035571:1

EDC G 676 - Advanced Strategies for Teaching Social Studies and History to ELL and SPED students

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is an advanced course in the theory and practice of teaching social studies, including history, civics and government, geography, economics, and ethnic studies. Students will develop an understanding of social justice-oriented and inquiry-focused curriculum and develop equity-based pedagogies for history and the social sciences. Intended for pre-service or in-service history, social studies or ethnic studies teachers.

038568:1

EDC G 686 - Graduate Practicum: Student Teaching Elementary Education

*6 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

(Elementary Education) See EDC G 687 and 688. Each practicum provides students with the opportunity to put theory and technique into practice at the level of their specialization. Students demonstrate their teaching skills in a school, with supervision by both a certified cooperating teacher and a member of the University faculty. They also attend a seminar led by the latter. The seminar provides an opportunity for student teachers to share their practicum experiences, to try out and critique plans and ideas, to air and solve problems, and to reflect on the process by which they are becoming education professionals.

Course Note

A formal application to do a practicum must be filed with the Advising Office by October 1 for a spring practicum or by March 1 for a fall practicum.

Department consent required for enrollment

000758:1

EDC G 687 - Graduate Practicum: Student Teaching Middle School Education

*6 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Each practicum provides students with the opportunity to put theory and technique into practice at the level of their specialization. Students demonstrate their teaching skills in a school, with supervision by both a certified cooperating teacher and a member of the University faculty. They also attend a seminar led by the latter. The seminar provides an opportunity for student teachers to share their practicum experiences, to try

out and critique plans and ideas, to air and solve problems, and to reflect on the process by which they are becoming education professionals.

Course Note

A formal application to do a practicum must be filed with the Advising Office by October 1 for a spring practicum or by March 1 for a fall practicum.

Department consent required for enrollment

000757:1

EDC G 688 - Graduate Practicum: Student Teaching Secondary Education

*6 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Each practicum provides students with the opportunity to put theory and technique into practice at the level of their specialization. Students demonstrate their teaching skills in a school, with supervision by both a certified cooperating teacher and a member of the University faculty. They also attend a seminar led by the latter. The seminar provides an opportunity for student teachers to share their practicum experiences, to try out and critique plans and ideas, to air and solve problems, and to reflect on the process by which they are becoming education professionals.

Course Note

A formal application to do a practicum must be filed with the Advising Office by October 1 for a spring practicum or by March 1 for a fall practicum.

Department consent required for enrollment

000756:1

EDC G 689 - Teacher Research

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The purpose of this course is to introduce students to the methodology and methods of teacher research. Teacher research is characterized by a careful documentation and analysis of teaching practice over time. Participants ask critical questions, analyze methods, and develop a teacher-research project. This course lays the groundwork for the professional licensure clinical experience.

014362:1

EDC G 690 - Teacher Research for Professional Licensure

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The purpose of this course is to introduce practicing teachers seeking professional licensure to the field of

teacher research. Teacher research is characterized by the systematic and intentional documentation and analysis of teaching practice over time. Participants discuss the theory and implementation of teacher research, conduct a literature review in the area of interest, ask critical questions about their practice, design a research project, and develop a publishable teacher research paper.

033276:1

EDC G 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This is a directed study of a particular topic in education. The work is guided and assessed by the instructor.

Course Note

A proposal or outline of study, signed by the instructor, must be submitted for approval to the Graduate Program Director before the beginning of the semester in which the project is to be undertaken. On approving the proposal, the Graduate Program Director will authorize registration.

Instructor consent required for enrollment

014364:1

EDC G 697 - Special Topics in Education

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This advanced course offers intensive study of selected topics in the field of education. Course content and credits vary according to topic and are announced prior to the advance pre-registration period.

014384:1

EDC G 698 - Internship in Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

An intern is an employed teacher, fulfilling the practicum requirement for licensure in his or her own classroom, under the joint supervision of a University-based faculty member and a designated mentor at the school. As a regularly employed teacher, the intern works with children and applies practical and theoretical knowledge. Interns plan lessons, teach classes, and evaluate students. They also review student records and apply their knowledge of curriculum by selecting materials and designing learning activities. They draw on current ideas and research to develop and demonstrate their own classroom teaching. Interns meet regularly with the University supervisor and other practicum students in a seminar to reflect on the practicum experience. Applicants for an internship must take two steps: 1) a special internship application form must be approved by the Department of Education, the school-based supervisor, and the University Licensure Officer; and 2) a program practicum application form must be approved by the Graduate Program Director.

Course Note

This application must be filed with the Advising Office by October 1 for a spring practicum or by March 1 for a fall practicum.

Instructor consent required for enrollment

000754:1

Instructional Design

INSDSG 601 - Foundations in Instructional Design and Learning Technology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an introduction to the field of instructional design and learning technologies. Students explore the phases of instructional design including analysis, design, development, implementation, and evaluation; through the creation of an instructional design document that outlines a plan for a learning or training event. This course includes a team assignment allowing students to explore tools and processes related to online collaboration.

020196:1

INSDSG 602 - The Adult as Learner

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

In this course students research the practices and theoretical underpinnings of adult learning. An experiential process will allow students to increase their understanding and ability to apply theories of adult learning, to set appropriate learning climates conducive to the characteristics of adult learners, and to become familiar with a variety of existing and emerging tools and techniques for facilitation the adult learning process.

020220:1

INSDSG 604 - Communication Theory and Practice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is based on communications strategies and practices as supported by current communications theory. Learners apply theory and strategies to their organizational environments and learning contexts. The course addresses theories of media communication and the study of communication as applied to instructional design.

Enrollment Requirements:

Pre-req = INSDSG 601 or permission of instructor

020225:1

INSDSG 605 - Collaborative Learning Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is a hands-on introduction to the many web-based, digital tools used in teaching and learning. Students will have the opportunity to explore how these tools enable instructional designers to provide diverse learners with opportunities for both formal and informal collaborative learning. Students will also be reviewing mobile learning concepts and their implications for instructional designers. Moreover, students will investigate how online and social media tools have been adapted to the mobile environment.

Enrollment Requirements:

Pre- req = Master's or Certificate student in Instructional Design

020228:1

INSDSG 607 - Using Primary Research for Evidence-Based Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines how understanding data, research methodology and research reports can contribute to informed evidence-based practice. The course emphasizes research relevant to the field of instructional design. Students will be introduced to the processes and vocabulary of research designs, including the questions, methodologies and standards of validity and reliability. Students learn to formulate a unique research question and look to academic sources to answer that question. Students will learn to locate, critically read and evaluate research reports, and synthesize research findings to inform design practice.

Enrollment Requirements:

Pre-req: INSDSG 601 and INSDSG 602

038293:1

INSDSG 608 - Information Design and Visual Literacy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

In this course, students explore the principles of visual literacy and apply them to a variety of instances in instructional design, instructional technology, and information presentation. Topics include the theoretical foundations of visual learning, the role of perception in communication and learning, verbal and visual communication, and visual and information design.

Enrollment Requirements:

Pre-req = INSDSG 601 or permission of instructor

020231:1

INSDSG 610 - Video Principles for Instructional Design

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides a comprehensive introduction to video production theory and technique, including the study of principles for analyzing and synthesizing information, and of some basic video instructional formats. The goal is to equip those responsible for developing instructional materials with the skills they need in order to work with video professionals in creating, designing, and producing instructional video programs.

Enrollment Requirements:

Pre-req = INSDSG 601 or permission of instructor

020235:1

INSDSG 612 - Instructional Strategies and the Adult Learner

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to assist participants in making classroom training more effective. Emphasis is on instructor roles and tasks, determining learning styles, and selecting appropriate techniques. Techniques focus on stand-up teaching skills, including lecture, question-and-answer, discussion and facilitation, as well as common media formats, role-playing, games and simulations, and case studies.

Enrollment Requirements:

Pre-req = INSDSG 602 and Graduate Degree Student

020236:1

INSDSG 616 - The Design and Authoring of eLearning

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This project-based learning course is designed to introduce students to key components of creating self-paced and technology mediated learning. Students have an immersive learning experience by exploring the development process of eLearning programs using current and emerging eLearning tools. Research-based techniques are examined and applied during the development process. Through hands-on assignments students address user interface design, the execution of effective instructional strategies and techniques of graphic production. Students work individually and in teams to create prototypes and produce eLearning portfolio-ready projects.

Enrollment Requirements:

Pre-requisite = INSDSG 601 and matriculated student in Instructional Design or permission of instructor.

020241:1

INSDSG 634 - Project Management in Instructional Design

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Project management is an essential tool for instructional designers. rarely will you be the only person on a project. The success or failure of the intervention depends on the work of many people and you will often be in charge of managing the process. Traditional project management methods can be used for building anything from buildings to software. In this course, we will explore strategic project management, including goal setting, diffusion of innovations, the interaction of social and technical interventions and the arc of project implementation.

Course Note

There will be three REQUIRED synchronous online course meetings, at this point scheduled for Sunday early evening East Coast time.

Enrollment Requirements:

Pre-Req: INSDSG 601

038902:1

INSDSG 640 - Planning, Design and Development of eLearning

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides an overview of the process of designing and developing eLearning. Students define the characteristics of effective eLearning, and look at the implementation of sound instructional design principles in designing and developing digital learning experiences. Students will explore various activity types and their learning contexts. The course emphasizes development strategies, visual design and navigation. Throughout this course, students will examine the role of the instructional designer working in multidisciplinary teams involving diverse stakeholders.

Enrollment Requirements:

Pre-req = INSDSG 601 or permission of instructor

020253:1

INSDSG 642 - Assessment and Evaluation in Instructional Design

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores data collection and analysis in two key aspects of instructional design: the needs analysis phase and the evaluation phase. these two phases not only bookend the instructional design process but are also data-driven decision points by nature. Students explore methods and approaches of

collecting, organizing, and analyzing data through the lens of these two instructional design junctures.

Enrollment Requirements:

Pre-req: INSDSG 601 and INSDSG 602

040291:1

INSDSG 646 - Universal Course Design: A Pathway to Mindful and Creative Adult Learning for All

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This online elective course will investigate the principles and theories of Universal Course Design for Learning. The focus will be primarily on access tools for diverse learners with particular emphasis on learners with disabilities. The practical application of Universal Design principles to the discipline of Instructional Design will be explored. Some examples of instructional design tools that can be re-purposed to support universally designed learning are reusable learning objects and gaming. Reusable learning objects can be embedded into learning environments to support diverse learning styles and gameification is a useful resource for educating learners with learning and cognitive disabilities. The development of accessible multi-media and the use of on-line for the establishment of inclusive teaching practices will also be presented.

Enrollment Requirements:

Pre-Req: INSDSG 601

038901:1

INSDSG 651 - Designing Your Professional Online Presence

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides instructional design students and educational professionals with the necessary web-literacy skills to create and maintain a self-hosted website on which to showcase their online digital presence. Learners will produce items for a WordPress-based website such as digital stories describing their unique strengths and differentiators as instructional designers and educational professionals. Further, the course provides learners with skills in blogging and publishing of thoughtful opinion insights on how to build a professional network, how to select signature portfolio pieces to showcase on their website, as well as personal branding and design for learning considerations. Further, the course provides learners with proficiencies in self-directed learning in order to support life-long knowledge enhancement.

Enrollment Requirements:

Pre-requisite: INSDSG 601

041554:1

INSDSG 655 - Project in Multimedia

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an opportunity for students to create a website or eBook project using multimedia including text, hypertext, images, video, audio, and interactivity. The process begins with the creation of an instructional design document specific to multimedia projects. Students use their choice of technology tools to complete the project.

Enrollment Requirements:

Pre-req = INSDSG 601 and 640 Instructional Design grad student or permission

020255:1

INSDSG 684 - Design and Instruction of Online Courses

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is for instructional designers, instructors, teachers, or trainers who want to explore the critical success factors in designing and delivering online instruction. Through readings, discussion, and various activities, students will examine the pedagogical implications of technology-mediated learning, the dynamics of the virtual classroom, the elements of effective online course design, as well as some of the tools and technologies available to create and deliver online instruction. Through group-based and individual project work, students will design and create online modules. This course will use a range of interactive and collaborative instructional methods.

Enrollment Requirements:

Pre-Req: INSDSG 640 and matriculated Instructional Design student or permission of instructor

034699:1

INSDSG 690 - Capstone Seminar

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The capstone project is the culminating activity for the Instructional Design Master's program. In completing the capstone, students identify performance or educational problems and demonstrate expertise in design practice to address those problems. Under the guidance of a capstone advisor, students construct a formal proposal that outlines a complete plan for their capstone work. Once approved, the student designs, develops, and implements the project. The outcome of this coursework will be a learning intervention.

Instructor consent required for enrollment

020256:1

INSDSG 696 - Independent Study

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

The comprehensive study of a particular topic or area in instructional design, as determined by the needs of the individual student. The student works under the guidance and supervision of the instructor.

Instructor consent required for enrollment

020202:1

INSDSG 697 - Special Topics in Instructional Design

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course offering intensive study of selected topics in instructional design. Course content varies according to the topic and will be announced prior to registration.

020209:1

INSDSG 698 - Internship

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This internship is a culminating experience in which the student assumes the responsibility for an instructional design and technology project, a research project or other work assigned by the host organization or institution. The student works under the guidance and supervision of both the instructor and the organization for which the project is to be done.

Instructor consent required for enrollment

020303:1

Special Education

SPE G 607 - Behavioral and Classroom Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course identifies major theorists, techniques, and procedures for facilitating constructive behavior in the classroom. Topics include observational recording systems, contingency contracting, and monitoring of behavioral progress. Emphasis is on pro-social skill development and classroom structures conducive to collaborative learning. Field-work components are included.

028840:1

SPE G 621 - Introduction to Disabilities for Educational Professionals

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the physical, cognitive, behavioral, and psychological aspects of the atypical developmental patterns of children and adolescents with varying disabilities. Emphasis is given to the conceptual frameworks for understanding normalcy, including cultural, racial, ethnic and linguistic expectations, family, community, and peer group norms, and gender roles and stereotypes within the context of today's urban schools. Legal definitions of disabilities are stressed as well as the range of learning differences within typical development. This course includes a fieldwork component

028850:1

SPE G 624 - Standardized Assessments for Students with Moderate Disabilities, PreK-12

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines standardized assessment procedures and tools for nondiscriminatory screening and identification of students with special educational needs (PreK-8 and 5-12). Primary emphasis is given to appropriate administering, scoring, and interpreting norm-referenced and criterion-referenced tests designed to assess student learning styles and academic achievement. Through field-based experiences participants administer a test battery to an individual student and learn how to analyze patterns of strength and weakness, how to synthesize findings into professional reports, and how to determine appropriate goals, objectives, and instructional recommendations.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028855:1

SPE G 625 - Reading and Writing Assessment and Instruction for Students with Moderate Disabilities, Pre K-8

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores the major causes of difficulties in reading, spelling, and writing (PreK-8). Topics include the description and evaluation of a variety of effective teaching approaches, methods, and materials used in teaching students with diverse special needs in these areas. Attention is given to matching appropriate methods of teaching to the student's learning style; to models of teaching and learning in inclusionary settings; and to the mechanics of writing an effective IEP. The course includes a field-work component.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028856:1

SPE G 626 - Math, Science, and Social Science Assessment and Instruction for Students with Moderate Disabilities

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores the major causes of difficulties in math and the content areas (Pre-K-8). Topics include the description and evaluation of a variety of effective instructional approaches, methods, and materials used in teaching students with diverse special needs in these areas. Attention is also given to career education and social skills training and their infusions within an across-the-curriculum framework. The course includes 15 pre-practicum hours.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028914:1

SPE G 629 - Consultation and Interpersonal Skills

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students demonstrate an understanding of the principles involved in consultation and interpersonal skills. Intervention strategies and interviewing techniques will be stressed. Discussions include dynamics of the team process, roadblocks to communication, and analysis of a school system, with subsequent in-service recommendations. Students have an opportunity to apply these learned skills while examining theory concurrently. The course includes a fieldwork component.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028863:1

SPE G 630 - Building Collaborative Partnerships with Families of Students with Disabilities

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The course focuses on implementing effective strategies in working with parents of exceptional children. Participants become sensitive to the issues of parenting a child with special needs and learn to establish a collaborative relationship with parents that makes the best possible use of available resources.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028865:1

SPE G 631 - Clinical Teaching: Secondary

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the development of teaching strategies to be used with the secondary learner with special needs (5-12) in the basic academic skill areas. The mechanics of writing an effective IEP are addressed. In addition, the critical issues of adolescent development are examined with respect to choosing appropriate alternative strategies. The course includes a fieldwork component.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028866:1

SPE G 632 - Alternative Strategies

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course presents an overview of the vocational assessment process and alternative vocational training programs for the secondary special needs learner. A central strand examines transition to work and adult life. The course includes a fieldwork component.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028867:1

SPE G 633 - Legal and Political Issues in Special Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The field of special education is governed by laws (Chapter 766, PL 94-142, PL 101-476, and PL 99-457) and is thus subject to the political process. This course addresses the critical legal aspects of special education, with an in-depth review of legislation, regulations, and current practice issues. The major goal of the course is to clarify for special education teachers their obligations under the law, and to develop strategies for implementing the law with full compliance.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028925:1

SPE G 654 - Youth Development and Self Determination

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This graduate-level secondary transition course focuses on youth development and the importance of preparing youth to take the lead in their education, career development, and community participation. Upon completing this course, scholars will understand the principles of youth development and self-determination and be able to integrate these principles into their work with all youth. This course has 15 fieldwork hours that is intended to assist scholars to enable youth to create a vision for life after high school, create goals and objectives to meet that vision, and assume a leadership position in transition planning activities.

038058:1

SPE G 655 - Career Development and Competitive Employment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This graduate-level, secondary transition course is designed to give participants both an overview of the career development process and a student-centered framework for career preparation. course goals are based on career-related transition competencies, and are designed to help participants assess students' career interests, use formal and informal career assessments, assist students to develop a course of study related to career interests, identify and assist students to engage in career exploration activities, incorporate connection activities into a student's career plan, and develop work-based learning opportunities. Field-based assignments involve identifying a focal person/student, and using a student-centered approach to career development and planning, in order to pave the way for integrated, competitive work experiences during and following high school. As with other courses in this program, participants in this class will hear from experts across the state whose focus is on career awareness and development for youth with and without disabilities.

038059:1

SPE G 656 - Postsecondary Education for Students with Disabilities

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This graduate-level, secondary transition course is designed to give participants an overview of postsecondary education options and the processes of applying for, enrolling in, and completing a postsecondary education course of study, using a person-centered framework. In particular, participants will learn how important it is that youth with disabilities are better prepared for college, both academically and with self-determination skills, and what specific documentation of disabilities is needed to insure receiving appropriate accommodations from disability services on campus. Participants in this class will work directly with a student with a disability who has expressed an interest in attending college as a bridge to integrated paid employment. Field-based assignments will involve a focal person interested in postsecondary education, who will be supported to develop an action plan, visit a college, and begin to compile an e-portfolio.

038060:1

SPE G 657 - Transition Topics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Transition Topics covers a variety of subjects that influence secondary transition for students with a wide range of abilities and disabilities, such as those with healthcare issues or mental health challenges, those in foster care or the justice system, students from diverse cultural and linguistic background or who have dropped out of school, in addition to students with intellectual and developmental disabilities. Topics include transition-related laws, the requisite use of the State Performance Plan (SPP) for the Annual Performance Report (APR), the state's Transition Planning Form (TPF). Also covered are age-appropriate transition assessments, measurable postsecondary IEP goals, Summary of Performance (SOP), family involvement in planning, interagency collaboration, social security and disability benefits, self-determination and guardianship, healthcare issues that impact transition, community living options, social networks, transportation, and technology and accommodations. Participants will have a choice of options for both an individual student support project and a case study presentation, which offer opportunities to apply promising practices in transition to authentic student, classroom, school, or district circumstances.

038062:1

SPE G 658 - Transition Leadership

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course addresses training and sustainability activities required for transition education to be institutionalized in school districts across the Commonwealth. Participants will be equipped to take a lead in establishing up-to-date transition practices in their respective school districts. To this end, participants will learn how to develop and lead professional development workshops that demonstrate that the transition related needs of students with disabilities is a shared responsibility. Field-based assignments will include presenting a series of transition-related, in-service workshops to educators and/or human services professionals and attending professional meetings for MA transition specialists and other transition stakeholders.

038063:1

SPE G 661 - Autism Spectrum Disorder: Foundations & Characteristics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on providing an understanding of autism including the co-morbid conditions associated with autism spectrum disorder (ASD) and the differences between a medical diagnosis of autism and the definition of the term autism under state and federal special education laws. The course will address knowledge of the unique characteristics of autism as related to communication, social/emotional development, behavior, sensory processing, cognition, and learning.

041550:1

SPE G 662 - Autism Spectrum Disorder: Assessment and Collaboration

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on assessment of students with autism spectrum disorder (ASD) including: an ability to identify, administer, and interpret a range of formal and informal tools in a culturally and linguistically appropriate manner that assess the unique strengths, skills (including academic, social, behavioral and adaptive) and learning styles of students with autism ages 3-22. Knowledge of how ongoing assessment and data collection can be used to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings. Understanding and supporting the roles of other disciplines and professionals involved in the education of students with autism and facilitation coordination and collaboration of relevant IEP team members, including parents or caregivers, related service providers and medical professionals, to meet the unique needs of students with autism and a culturally sensitive manner.

041536:1

SPE G 663 - Autism Spectrum Disorders: Programs, Services, and Supports

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the design of effective educational programs and individual supports for students with ASD based on peer-reviewed research to the extent practicable to support students in the least restrictive environment. Knowledge of the range of specialized and individualized instructional strategies and supports for students with autism, including assistive technology, to address needs related to the core symptoms of autism will be discussed.

041537:1

SPE G 664 - Autism Spectrum Disorder: Field Experience

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the field-based experience required for the Massachusetts Autism Endorsement for Educators (603 CMR 7.00). Due to the varying nature of the presentation of autism spectrum disorder (ASD) within individuals, candidates' eligible for the endorsement should be evaluated based on the demonstration of course- and field-work experiences and assignments that comprehensively and specifically address the required competencies. This course meets the requirement of field experience working with students with ASD and includes related experience to focus upon core areas (e.g., classroom climate, assessment, instructional practices, social skill development, working with paraprofessionals and other school staff, working with families).

041538:1

SPE G 684 - Computers in Special Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Universal Design for Learning is the model used for evaluating software and assessing school-specific and classroom-specific uses of technology to support the learning of students with special needs. The course focuses on curriculum applications of technology that can improve the learning opportunities for all students, especially those with special needs, and enhance their problem-solving capabilities, organization skills, and social competence. Attention is also given to adaptive computing technologies that help students compensate for visual, auditory, motor, and/or cognitive limitations.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

000153:1

SPE G 692 - Capstone Research Seminar in Special Education: Professional Licensure

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course utilizes current research in educational practices and qualitative research methodology as a foundation for the critical analysis of the student's own teaching. Students conduct an original research project based on a thematic interdisciplinary unit, which allows them to evaluate the impact of the unit as well as reflecting on their teaching. This research project represents the final capstone experience required for M.Ed. Degree leading to Professional Licensure.

034961:1

SPE G 693 - Practicum: Transition Leadership I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This seminar supports Transition Specialist (TS) candidates who are applying evidence-based transition policies and practices in high-need school districts in the first of semester-long practica. Assignments for this seminar are focused on supporting TS candidates as they work with and build the capacity of a school district to develop and sustain an interagency transition team that will support tall transition-ages students with disabilities. TS candidates will meet every week, via web conferencing, to discuss both the successes and challenges of team creation and facilitation. Related activities include determining team membership, securing commitment from members to meet regularly, communicating the purpose of the team, establishing roles and responsibilities for all members, setting goals and deadlines, and evaluation the team's effectiveness in meeting its goals.

038064:1

SPE G 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Faculty-directed course of study in a particular area of interest or a fieldwork experience. A detailed proposal of intent must be submitted to the faculty member prior to registration.

Instructor consent required for enrollment

028880:1

SPE G 697 - Special Topics in Special Education

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course involving intensive study of selected topics in special needs education. Course content will vary according to the topic and will be announced prior to registration.

Enrollment Requirements:

Pre-req = Graduate Degree Student in Special Ed

028881:1

SPE G 698 - Moderate Practicum

3-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 24 / total completions: 3

Description:

A supervised practicum and seminar for trainees working with school-aged children identified as having mild to moderate special needs (Pre K-8, 5-12) who are receiving Chapter 766 services.

Course Note

Pre-registration is required one semester prior to enrollment. Seventy-five state-required pre-practicum clock hours must be documented prior to entering first-level practicum. The practicum site must be approved by program faculty.

Department consent required for enrollment

028907:1

Leadership in Education

Website

<https://www.umb.edu/education/academic-departments/leadership-in-education/>

Office Wheatley Hall, 1st Floor, Room 77
617.287.7601
leadership.education@umb.edu

Department Chair Denise Patmon, EdD
Denise.Patmon@umb.edu
617.287.7618

Master's

Educational Administration (MEd)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve required courses.

Capstone: Passage of a comprehensive portfolio examination synthesizing a significant portion of their course work. The portfolio offers students an opportunity to collect and reflect systematically upon the various components of their own learning, drawing on readings, course work, and pre-practicum and practicum experiences.

Practicum or internship: A 500-hour, two-year-long practicum or internship in educational administration is required for aspiring principals/assistant principals and special education directors. Students normally begin their practicum in the first semester and continue adding hours over the next two years (although this schedule may vary with different districts).

Licensure: Applicants seeking licensure as principal, supervisor/director, or administrator of special education must pass the communication and literacy portion of the Massachusetts Test for Educator Licensure to be recommended for licensure. For complete information on this requirement, see the Massachusetts DESE website on Educator Services. Applicants seeking licensure as principal/assistant principal must also pass the Massachusetts Performance Assessment for Leaders (PAL). We will assist you with the assessment tasks as part of your regular coursework.

In addition to the MEd in Educational Administration, students will receive the Sheltered English Instruction (SEI) endorsement for administrators upon graduation.

Statute of limitations: Five years.

Course Requirements

Required Courses (36 Credits)

- ADM G 610 - Research Design 3 *Credit(s)*
- ADM G 613 - Personnel: Administration, Supervision and Evaluation 3 *Credit(s)*
- ADM G 621 - Curriculum: Theories, Development, and Evaluation 3 *Credit(s)*
- ADM G 622 - Curriculum: Status, Issues, and Trends 3 *Credit(s)*
- ADM G 627 - Legal Issues In Educ 3 *Credit(s)*
- ADM G 632 - Facility Design and Fiscal Management 3 *Credit(s)*
- ADM G 646 - Leadership Development 3 *Credit(s)*
- ADM G 655 - Advanced Seminar in Supervision 3 *Credit(s)*
- ADM G 686 - Internship I Ed Adm 1.5-3 *Credit(s)*
- ADM G 687 - Practicum II in Educational Administration 1.5-3 *Credit(s)*
- EDC G 606 - Sociocultural Foundations of Education 3 *Credit(s)*

Doctorate

Higher Education (EdD)

Department of Leadership in Education | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 51 credits from 17 courses including eight core courses, five research courses, one elective, two dissertation seminars, and six credits of dissertation research.

Doctoral candidacy: Completion of a qualifying paper.

Dissertation: Compose and defend a dissertation based on original research.

Independent study: Students can enroll in up to four independent studies (3 credit hours each).

Transfer courses: Students can transfer a total of 12 credits: 6 from prior or concurrent coursework at other institutions and 6 from prior coursework at UMass Boston. No transfer coursework from other institutions or UMass Boston taken more than seven years before admission to the program will be accepted.

Statute of limitations: Seven years.

Course Requirements

Core Courses (21 Credits)

- HIGHED 601 - Educational Leadership Skills 3 *Credit(s)*
- HIGHED 610 - Administration and Governance in Higher Education 3 *Credit(s)*
- HIGHED 611 - Access and Equity in Higher Education 3 *Credit(s)*
- HIGHED 612 - Research on Students 3 *Credit(s)*
- HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts 3 *Credit(s)*
- HIGHED 632 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- HIGHED 634 - Public Policy Issues in Higher Education 3 *Credit(s)*

Research Courses (15 Credits)

Please take the four classes below and an additional advanced research methods class chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis 3 *Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis 3 *Credit(s)*
- HIGHED 753 - Research Design in Higher Education 3 *Credit(s)*
- HIGHED 793 - Research Seminar on the Qualifying Paper 3 *Credit(s)*

Electives (3 Credits)

Complete one additional course chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

Dissertation Seminars (6 Credits)

- HIGHED 891 - Dissertation Seminar 2-3 *Credit(s)*
- HIGHED 892 - Dissertation Seminar 3 *Credit(s)*

Dissertation Research (6 Credits)

- HIGHED 899 - Dissertation Research 3 *Credit(s)*

Higher Education (PhD)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 60 credits from 20 courses including seven core courses, six research courses, three electives, two dissertation seminars, and six credits of dissertation research.

Doctoral candidacy: Completion of a qualifying paper.

Dissertation: Compose and defend a dissertation based on original research

Independent study: Students can enroll in up to four independent studies (3 credit hours each).

Transfer coursework: Students can transfer a total of 12 credits: 6 from prior or concurrent coursework at other institutions and 6 from prior coursework at UMass Boston. No transfer coursework from other institutions or UMass Boston taken more than seven years before admission to the program will be accepted.

Statute of limitations: Seven years.

Course Requirements

Core Courses (21 Credits)

- HIGHED 601 - Educational Leadership Skills *3 Credit(s)*
- HIGHED 610 - Administration and Governance in Higher Education *3 Credit(s)*
- HIGHED 611 - Access and Equity in Higher Education *3 Credit(s)*
- HIGHED 612 - Research on Students *3 Credit(s)*
- HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts *3 Credit(s)*
- HIGHED 632 - Organization and Leadership in Educational Institutions *3 Credit(s)*
- HIGHED 634 - Public Policy Issues in Higher Education *3 Credit(s)*

Research Courses (18 Credits)

Complete the four courses below and two advanced research methods courses chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

- HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis *3 Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis *3 Credit(s)*
- HIGHED 753 - Research Design in Higher Education *3 Credit(s)*
- HIGHED 793 - Research Seminar on the Qualifying Paper *3 Credit(s)*

Electives (9 Credits)

Complete three courses chosen in consultation with your pre-dissertation advisor or dissertation committee chair.

Dissertation Seminars (6 Credits)

- HIGHED 891 - Dissertation Seminar 2-3 *Credit(s)*
- HIGHED 892 - Dissertation Seminar *3 Credit(s)*

Dissertation Research (6 Credits)

- HIGHED 899 - Dissertation Research *3 Credit(s)*

Urban Education, Leadership, and Policy Studies (EdD)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 65 credits from 21 courses including twelve core courses, two concentration courses, two electives, and five dissertation courses.

Students who enter with a master's degree in an equivalent discipline may be considered for advanced graduate standing on a case-by-case basis. Alternatively, if a student is ineligible for advanced standing, the student may transfer up to 6 credits of coursework taken beyond the master's level that has not contributed toward the award of any other degree.

Doctoral candidacy: Pass a comprehensive assessment and qualifying paper.

Dissertation: Propose, compose, and defend a dissertation based on original empirical research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (32 Credits)

- EDLDRS 701 - Leadership Workshop I 3 *Credit(s)*
- EDLDRS 703 - Critical Issues I 3 *Credit(s)*
- EDLDRS 705 - Introduction to Inquiry for Educational Leaders 3 *Credit(s)*
- EDLDRS 714 - Integrative Seminar I 1 *Credit(s)*
- EDLDRS 715 - Integrative Seminar II 1 *Credit(s)*
- EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts 3 *Credit(s)*
- EDLDRS 730 - Historical Roots of Contemporary Urban Schooling 3 *Credit(s)*
- EDLDRS 732 - Organization and Leadership in Educational Institutions 3 *Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I 3 *Credit(s)*
- EDLDRS 741 - Research Methods in Educational Leadership II 3 *Credit(s)*
- EDLDRS 750 - Education Policy for School Leaders 3 *Credit(s)*
- EDLDRS 760 - Qualifying Paper Seminar 3 *Credit(s)*

Concentration Courses (6 Credits)

Complete two courses from one of the concentrations below.

Administration and Leadership Concentration

Teaching, Learning, and Leadership Concentration

Electives (6 Credits)

Complete two courses chosen in collaboration with the graduate program director.

Dissertation Courses (15 Credits)

- EDLDRS 891 - Dissertation Seminar 3 *Credit(s)*
- EDLDRS 892 - Dissertation Seminar II 2 *Credit(s)*
- EDLDRS 893 - Dissertation Seminar 2 *Credit(s)*
- EDLDRS 899 - Dissertation Research 1-9 *Credit(s)* - complete twice for 8 total credits

Certification

Students may use Urban Education courses to fulfill many of the requirements for certification as a principal, supervisor-director, or special education administrator.

Urban Education, Leadership, and Policy Studies (PhD)

Department of Leadership in Education | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 65 credits from 26 courses including 15 core courses, 5 elective courses, 1 advanced methods course, and 5 dissertation courses.

Students who enter with a master's degree in an equivalent discipline may be considered for advanced graduate standing on a case-by-case basis. Alternatively, if a student is ineligible for advanced standing, the student may transfer up to 6 credits of coursework taken beyond the master's level that has not contributed toward the award of any other degree.

Doctoral candidacy: Pass a comprehensive assessment and qualifying paper.

Dissertation: Propose, compose, and defend a dissertation based on original empirical research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (32 Credits)

- EDLDRS 701 - Leadership Workshop I *3 Credit(s)*
- EDLDRS 703 - Critical Issues I *3 Credit(s)*
- EDLDRS 705 - Introduction to Inquiry for Educational Leaders *3 Credit(s)*
- EDLDRS 714 - Integrative Seminar I *1 Credit(s)*
- EDLDRS 715 - Integrative Seminar II *1 Credit(s)*
- EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts *3 Credit(s)*
- EDLDRS 730 - Historical Roots of Contemporary Urban Schooling *3 Credit(s)*
- EDLDRS 732 - Organization and Leadership in Educational Institutions *3 Credit(s)*
- EDLDRS 740 - Research Methods in Educational Leadership I *3 Credit(s)*
- EDLDRS 741 - Research Methods in Educational Leadership II *3 Credit(s)*
- EDLDRS 750 - Education Policy for School Leaders *3 Credit(s)*
- EDLDRS 760 - Qualifying Paper Seminar *3 Credit(s)*

Electives (6 Credits)

Complete two courses chosen in collaboration with the graduate program director.

Dissertation Courses (15 Credits)

- EDLDRS 891 - Dissertation Seminar 3 *Credit(s)*
- EDLDRS 892 - Dissertation Seminar II 2 *Credit(s)*
- EDLDRS 893 - Dissertation Seminar 2 *Credit(s)*
- EDLDRS 899 - Dissertation Research 1-9 *Credit(s)* - complete twice for 8 total credits

Certification

Students may use Urban Education courses to fulfill many of the requirements for certification as a principal, supervisor-director, or special education administrator.

Post Master's Certificate

Educational Administration (CAGS)

Department of Leadership in Education | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve required courses.

Capstone: Passage of a comprehensive portfolio examination synthesizing a significant portion of their course work. The portfolio offers students an opportunity to collect and reflect systematically upon the various components of their own learning, drawing on readings, coursework, and pre-practicum and practicum experiences.

Practicum or internship: A 500-hour, two-year-long practicum or internship in educational administration is required for aspiring principals/assistant principals and special education directors. Students normally begin their practicum in the first semester and continue adding hours over the next two years (although this schedule may vary with different districts).

Licensure: Applicants seeking licensure as principal, assistant principal, or administrator of special education must pass the communication and literacy portion of the Massachusetts Test for Educator Licensure to be recommended for licensure. For complete information on this requirement, see the Massachusetts DESE website on Educator Services. Applicants seeking licensure as principal/assistant principal must also pass the Massachusetts Performance Assessment for Leaders (PAL). We will assist you with the assessment tasks as part of your regular coursework.

In addition to the CAGS in Educational Administration, students will receive the Sheltered English Instruction (SEI) endorsement for administrators upon graduation.

Statute of limitations: Three years.

Course Requirements

Required Courses (36 Credits)

- ADM G 603 - Organizational Change 3 *Credit(s)*
- ADM G 610 - Research Design 3 *Credit(s)*
- ADM G 613 - Personnel: Administration, Supervision and Evaluation 3 *Credit(s)*
- ADM G 627 - Legal Issues In Educ 3 *Credit(s)*
- ADM G 632 - Facility Design and Fiscal Management 3 *Credit(s)*
- ADM G 655 - Advanced Seminar in Supervision 3 *Credit(s)*
- ADM G 686 - Internship I Ed Adm 1.5-3 *Credit(s)*
- ADM G 687 - Practicum II in Educational Administration 1.5-3 *Credit(s)*
- ADM G 691 - Advanced Seminar in Administration 3 *Credit(s)*
- APLING 623 - Sociolinguistics 3 *Credit(s)*
- EDC G 606 - Sociocultural Foundations of Education 3 *Credit(s)*
- SPE G 633 - Legal and Political Issues in Special Education 3 *Credit(s)*

Education Leadership

EDLDRS 701 - Leadership Workshop I

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course, offered in the first summer, focuses on the knowledge, skills, attitudes and behaviors that participants in the doctoral program need to develop or acquire to be effective leaders in promoting organizational changes in schools. Participants explore five interrelated facets of their own leadership development: 1) their operating conceptions and definitions of leadership and their set of understandings and beliefs about organizations, change and leadership; 2) their visions and goals for schools and why those goals are important to them; 3) their individual, interpersonal and group skills, including their sensitivity to how issues of race, ethnicity, class and gender affect these; 4) the organizational and broader sociocultural contexts in which they work and their understandings about how these contexts affect issues of leadership and organizational change; and 5) their personal journey toward leadership roles in schools, including their own history and how it is affected by their cultural background, their self-assessment of their strengths and weaknesses and their plans for personal learning. Participants develop a leadership and learning portfolio, which is added to and modified over the course of their doctoral work.

014674:1

EDLDRS 703 - Critical Issues I

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course, offered in the first summer, examines a range of critical issues of importance to urban school leaders in the context of the changing relationship between schools and society. Issues discussed in Critical Issues I typically include demographic changes in the K-12 student population, multiculturalism, desegregation, bilingual education, special education, tracking, curricular and pedagogical reform, school reform movements and school finance reform. Critical Issues II covers fewer issues in greater depth; typical

issues might include conflict resolution or the relationship between educational technology and school change.

014677:1

EDLDRS 705 - Introduction to Inquiry for Educational Leaders

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to introduce students in the leadership in urban schools programs to the philosophical, social, and psychological foundations of inquiry in the social sciences and education, particularly as it pertains to leadership in urban schools. Students will be exposed to multiple research paradigms and the long-standing debates around what constitutes quality research in the social sciences, in general, and in education specifically. Through this course, students will develop a conceptual base for designing research about urban schools.

Department consent required for enrollment

038954:1

EDLDRS 712 - Comparative Study Tour: Educational Change in China and the United States

*6 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to provide students with opportunities to explore the educational system and education reforms in China. Recent changes and progress in the People's Republic of China have been historic and highly significant. As the Chinese continue to improve their economic, political, and social foundations, they also look to strengthen their educational systems. These changes can serve as basis for comparison for educators interested in examining the process of educational change. By examining these reform efforts in China, both in educational systems and instructional practices, educators will develop the ability to assess the impact of educational change and to plan effectively for activities that will enhance the learning experiences in their own schools

037702:1

EDLDRS 714 - Integrative Seminar I

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

This course, offered once a month on Saturdays during the fall and spring semesters, provide opportunities for students to integrate their daily experiences as practitioners with the goals and academic content of their coursework. They also provide a bridging mechanism to form connections between and among courses and to discuss issues which cut across several courses. In them, students continue to develop interpersonal group process and leadership skills helpful to supporting and making change in schools.

014682:1

EDLDRS 715 - Integrative Seminar II

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

This course, offered once a month on Saturdays during the fall and spring semesters, provide opportunities for students to integrate their daily experiences as practitioners with the goals and academic content of their coursework. They also provide a bridging mechanism to form connections between and among courses and to discuss issues which cut across several courses. In them, students continue to develop interpersonal group process and leadership skills helpful to supporting and making change in schools.

014683:1

EDLDRS 720 - Teaching, Learning and Curriculum in Urban Contexts

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This required course investigates common concerns in addressing the needs of urban students in elementary and secondary learning environments and community settings. It considers questions of human development in several domains, current problems and controversies about learning and responsive curricula and pedagogies. Readings frame issues across age groups and educational contexts, with additional materials for each topic focusing on particular age groups and levels of schooling.

014688:1

EDLDRS 730 - Historical Roots of Contemporary Urban Schooling

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This required course, taken in the first fall semester, is built on the premise that most issues of educational policy and practice are rooted in some historical context that is deeply influential but often widely unexamined. This course considers the historical development of several contemporary educational issues, recognizing their roots in intense debates in American history. Although it does not provide explicit guidance for today's practitioners, this historical understanding should inform their approaches to the complexities of their current concerns. With 19th-21st-century urban schooling as the focus, topics include responses to racial, ethnic and gender identities of students; the development of national standards for curriculum and testing; the relative responsibilities of public and private educational institutions; the professional identities of teachers and school administrators; and schools as the site of social reform.

014691:1

EDLDRS 732 - Organization and Leadership in Educational Institutions

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required course, taken in the first spring semester, helps participants develop a diverse set of perspectives for analyzing organizations. Practitioners who are interested in leadership roles in schools and other urban educational settings function in a variety of roles in many large and small organizations: teachers and classroom administrators in buildings or programs, members of a department or team, students in a graduate classroom, union members and leaders, parents of school-aged children and part of a school community. Practitioners also play roles in organizations outside of schools-in community groups, sports teams, religious groups, etc. The course helps look at those organizations and the roles played within them, by offering a broad set of perspectives drawn from the extensive literature on organizations. Learning to understand and use multiple perspectives for analyzing organizations allows us to reflect on our roles in them, even as it expands the set of possible choices for taking action and leadership within them.

Department consent required for enrollment

014692:1

EDLDRS 734 - Scholarly Writing in Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This three-credit elective helps student sin both Ed.D tracks will induct practitioners into the intricacies of professional writing and scholarly discourse, both to make them better consumers of research and to help them respond to No Child Left Behind's mandates for administrators and other educational leaders to research and publish through developing forms like Classroom-based Inquiry, Teacher Research, and Action Research. The class is grounded in three theoretical frameworks (Writing Process Theory, Genre theory, Cultural Capital Theory) and conducted primarily as a writing workshop. Students will write, be part of writing response groups in which they share their own writing and respond to the writing of others, and conference with the instructor about work-in progress. Course includes lectures and exercises on academic writing, substantial reading and writing assignments outside of class.

033527:1

EDLDRS 740 - Research Methods in Educational Leadership I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required course, offered in each cohort's second year, provides both theoretical grounding and hands-on experience with design and implementation of qualitative and quantitative research methods.

000752:1

EDLDRS 741 - Research Methods in Educational Leadership II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

033104:1

EDLDRS 743 - Measurement and Research Instrument Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide doctoral student with knowledge and skills needed for developing a research instrument. Various methods and strategies of instrument design will be explored, with an emphasis on developing qualitative interview protocols and quantitative survey questionnaires in the educational environment. Through a series of brainstorming activities, direct, hands-on exercises, students will become more confident and competent in integrating instrument design into their dissertation study.

Enrollment Requirements:

EDLDRS 740 & 741

038744:1

EDLDRS 748 - Evaluation: Theory and Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to introduce students to the theory and practice of educational evaluation by reviewing evaluation reports and papers, preparing evaluation designs, and developing evaluation instruments. Throughout the course, students will be introduced to major evaluation theories and the practice of program evaluation. These practices include determining which evaluation approach to use in a given context, developing an evaluation plan on data collection and analysis, and considering the ethical issues surrounding the role of the evaluator.

Enrollment Requirements:

Pre-req: EDLDRS 740 and EDLDRS 741

038955:1

EDLDRS 750 - Education Policy for School Leaders

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will provide students with a deep understanding of the characteristics of K-12 education policies and the issues to which they apply. Students will be given an introduction to several central educational policy debates, from both an American and international/comparative perspective, and many policy issues will be examined from an urban context. The course will be taught from a critical perspective and aims to give students the tools to critique policies through a variety of lenses. Themes to be covered include: characteristics of an education policy; unique attributes of urban education policies; issues/problems that K-12 educational policies are meant to solve; the determinants of and influences on educational policies; theories of policy change and policy analysis; how to critique and analyze policies; the distinctions between

local, rational, and global level policies. The course is divided into three sections: (1) Concepts and Policy Analysis; (2) Policy Contexts; (3) Policy Issues. Both primary and secondary sources will be used (i.e. Policy documents and critiques of such policies), and as well texts which assist in guiding students on doing policy analysis. The course is designed to foster discussion and debate around policy issues and offer potential alternatives to our current educational policy landscape.

038745:1

EDLDRS 751 - International and Comparative Perspectives on Urban Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course engages global and cross-cultural analyses to examine critical issues in urban education within a variety of contexts, and from a number of stakeholder perspectives. Employing various units or levels of analysis, the course pays special attention to different theoretical frameworks used to explain the relationship between education and economic, political, and social development and related policies and the interventions in urban contexts. It also explores the workings of institutions involved in educational reform at the sub-national, national, and international levels.

038956:1

EDLDRS 752L - International Education Policy and Leadership

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course covers a range of theories that apply to the study of globalization and international education policies, as well as the history of aid to education. Students will study the characteristics and critiques of major institutions that design policies and conduct operations which impact education globally, including multilateral agencies, non-governmental organizations, and private foundations. Students will furthermore study key issue areas that are targeted by international education policies, including testing, privatization, education in fragile states, and gender equity.

Course Note

EDLDRS 752L and GCPA 752L are the same course.

This course is cross-listed as GCPA 752L

038957:1

EDLDRS 753 - Cognition & Context: Social, Psychological and Cultural Dynamics of Teaching and Learning

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

In this course, students in the leadership in urban schools programs engage in depth with sociological,

psychological and anthropological theories about how people learn. Course texts will provide various interpretations about learning as a life-long process that is individual and collective, cognitive and contextual, occurring in the home, peer groups, classroom, workplace and community. The course will pay particular attention to the implications of learning theories for research, policy, and leadership in diverse communities and urban education settings.

038958:1

EDLDRS 754 - Dialogical Learning Communities and Praxis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

In this course, students in the leadership in urban schools program will examine and engage with structural and constructivist approaches to framing learning as a socially dynamic and dialogical learning, students trace the historical, cultural and social specificities that situate contemporary educational phenomena as composited, not single, instances. The course will pay particular attention to the implications of critical pedagogy, dialogism, and place-based learning theories for research, policy and leadership in diverse communities of practice in urban education.

038959:1

EDLDRS 760 - Qualifying Paper Seminar

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This required course taken in the student's third fall semester supports the work of developing the Qualifying Paper.

014697:1

EDLDRS 796 - Independent Study

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course involves the comprehensive study of a particular topic or area of literature determined by the student's need; the study is pursued under the guidance and subject to the examination of the instructor.

Course Note

An application or outline of study should be submitted to the prospective instructor by the end of the semester previous to that in which this course will be taken. The instructor must agree to supervise the student, and the program director must approve the independent study.

014700:1

EDLDRS 797 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This advanced course offers intensive study of selected topics in the field of educational leadership. Course content and credits vary according to topic and are announced before the advanced pre-registration period.

014702:1

EDLDRS 891 - Dissertation Seminar

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar is designed to assist students in developing research ideas, writing their research plan, preparing a dissertation proposal and forming a dissertation committee. Satisfactory completion of the seminar requires submission of a dissertation proposal acceptable to the instructor and the chair of the student's dissertation committee.

Department consent required for enrollment

000750:1

EDLDRS 892 - Dissertation Seminar II

2 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar follows Dissertation Seminar 891, providing structured support as students gather data, research and analyze their dissertation topics; write the dissertation; prepare for its defense; and submit the final dissertation.

014728:1

EDLDRS 893 - Dissertation Seminar

2 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar follow Dissertation Seminar 891, providing structured support as students gather data, research and analyze their dissertation topics; write the dissertation; prepare for its defense; and submit the final dissertation.

Department consent required for enrollment

014729:1

EDLDRS 899 - Dissertation Research

1-9 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 9

Description:

Research conducted under the supervision of faculty and the dissertation committee leading to the presentation of a doctoral dissertation.

Department consent required for enrollment

014732:1

Education and Administration

ADM G 603 - Organizational Change

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Principles and practices drawn from behavioral science theory are employed as means of studying the processes of change and renewal in educational organizations. Field experience is a required component of the course.

009065:1

ADM G 606 - Social Justice and Anti-Racist Perspectives on Education

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course examines the interrelationships between students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

Enrollment Requirements:

Educational Administration students only or with instructor's consent

Instructor consent required for enrollment

Semester(s) typically offered: Fall

042220:1

ADM G 610 - Research Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces quantitative and qualitative methods of research and evaluation to help educational administrators use data for school improvement. Emphasis is laid on question formulation, data analysis, observation and inquiry, and interview and questionnaire design. Field experience is a required component of the course.

009068:1

ADM G 611 - Using Data

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of the "Using Data" module is to ensure that teachers have a solid understanding of assessment literacy and that they can use that foundation to help their peers strengthen their capacity for data-based decision-making. The secondary goal of this work is to support teachers to find greater satisfaction in the teacher leadership roles they hold, opportunities which offer advancement but do not lead them out of the classroom. Course participants will gain the knowledge, skills, resources and tools to use data on teaching, learning and school culture; quantitative and qualitative data; and using data for monitoring and evaluation progress as well as to inform decision -making.

037834:1

ADM G 613 - Personnel: Administration, Supervision and Evaluation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines staff development and supervisory approaches that can assist in the creation of improved teaching-learning climates in classrooms. Field experience is a required component of the course.

009069:1

ADM G 621 - Curriculum: Theories, Development, and Evaluation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Beginning with an examination of the definition of curriculum from multiple perspectives, this course focuses on the interrelationships among curriculum, instruction, and assessment. Participants examine the implications for curriculum development and evaluation of the research on cognition and of alternative approaches to assessment. Field experience is a required part of the course.

009074:1

ADM G 622 - Curriculum: Status, Issues, and Trends

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

While meaningful change happens at the local school level, national standards and state curriculum frameworks influence local reform efforts by establishing "world class" standards for student achievement. This course draws both on research on how children learn and on the standards movement that defines what children need to know and be able to do. Field experience is a required component of the course.

009076:1

ADM G 627 - Legal Issues In Educ

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Current legal concepts and practices concerning the rights, liabilities, duties, and responsibilities of all personnel employed by public schools and school systems are explored. Particular attention is given to these matters as they pertain to those who are, or aspire to be, administrators or supervisors.

009079:1

ADM G 632 - Facility Design and Fiscal Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores three related areas. The first is the process of design, construction, and equipping of school facilities to meet the needs of a given community. Second, the course focuses on topics related to fiscal management: strategic planning, analysis of resources, and developing a budget through an integrated approach to school management. Finally, the course examines legal issues pertaining to facility and fiscal concerns. Field experience is a required component of the course.

009085:1

ADM G 646 - Leadership Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Concepts drawn from the behavioral sciences are used as a basis for leadership skill development. Participants engage in a series of leadership strategies in simulated situations which will enable them to better understand, predict, and modify their own behavior and that of others in organizational settings.

009114:1

ADM G 655 - Advanced Seminar in Supervision

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Both traditional and contemporary practices of supervising teachers and related support staff in educational settings are examined in the light of municipal budgets, collective bargaining positions, legal rights, and other such factors generally perceived as playing significant roles in the supervisory process.

009098:1

ADM G 670 - Special Education Law for PreK-12 School Leaders

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses the accountability requirements of the most recent federal and state legislation in regards to educating students with disabilities aged 3-22 along with the associated federal and state regulations and court decisions. Students will explore the variety of supports students with disabilities require in order to receive Free Appropriate Public Education (FAPE) including assistive technology and related services. The critical roles school leaders play in the implementation of current best practices in parental engagement, inclusion, universal design for instruction, transition services, and the importance of providing a continuum of educational services for students with disabilities will be explored. The course is designed for aspiring school principals, directors of special education and other PreK-12 administrators. Field work is a required component.

040472:1

ADM G 686 - Internship I Ed Adm

1.5-3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 3 / total completions: 2

Description:

A laboratory course providing practical experience in educational administration on a part-time basis, with special focus on the role of the principal/assistant principal, the supervisor/director, or the administrator of special education. This course combines field experience in an appropriate setting with a seminar focused on relevant issues and concerns. It is designed for part-time students who are able to devote ten hours per week over a 15-week span to administrative or supervisor duties and responsibilities.

001198:1

ADM G 687 - Practicum II in Educational Administration

1.5-3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 3 / total completions: 2

Description:

A continuation of ADM G 686, which must be taken within two years of completing ADM G 686.

033017:1

ADM G 691 - Advanced Seminar in Administration

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Through group discussions, this course explores the major features of important issues facing school systems today and the implications of these issues for individuals in school leadership roles.

009099:1

ADM G 696 - Research Project

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

In close consultation with a staff member, students undertake a research project treating an actual problem or concern in an educational institution.

009100:1

ADM G 697 - Special Topics in Educational Administration

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

An advanced course offering intensive study of selected topics in educational administration. Course content varies according to the topic and will be announced prior to the advance pre-registration period.

009101:1

Higher Education

HIGHED 601 - Educational Leadership Skills

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core course focuses on a set of the individual, interpersonal and group skills that leaders of educational institutions must acquire if they are to effectively promote organizational change. At the individual level, the course focuses on five major areas of self-awareness: trust and trustworthiness, personal values and moral development, orientation toward change, interpersonal orientation and personal temperament (including cognitive style). At the interpersonal level, the course assists students in forming accurate interpersonal perceptions and building communication skills. At the level of the group, students learn to diagnose group

problems using theory and research about (1) group size, composition and characteristics of group members; (2) stages of group development and team culture; (3) cognitive and relational roles in teams; and (4) patterns of intra-group communication. Particular attention is given to developing skills that enable students to function effectively in committees, interdepartmental working groups and leadership teams. In all coursework, students are encouraged to consider the impact of gender and culture on skill development and practice.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018316:1

HIGHED 610 - Administration and Governance in Higher Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This core seminar introduces students to the organizational structure and systems of colleges and universities, including governance, strategic planning, assessment, and accreditation. A major goal of the course is to ensure that students learn about and are able to describe the functions of an institution of higher education. Key debates in governance and administration are framed in the context of understanding how institutional cultures and external accountability pressures shape organizational behavior. Special emphasis is placed on strengthening analytic skills.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018318:1

HIGHED 611 - Access and Equity in Higher Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This core seminar is designed to allow students to explore issues in higher education access and equity for students. Issues are placed into the context of fiscal affairs and policy, including financial aid and admissions. The seminar also addresses the broader frameworks and language within which specific problems of access and equity are considered. Particular emphasis is given to the effect of current institutional practices in urban higher education.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018319:1

HIGHED 612 - Research on Students

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This doctoral-level course is aimed at providing students with an opportunity to develop and understanding of the theory and research focused on college students. There are three intended outcomes. Students in this course will (1) develop an understanding of the theory and literature focused on college students; (2) increase their current levels of knowledge about areas of critical research on students in higher education, and; (3) apply their increased understanding of the theory and literature on college students to efforts aimed at the improvement of higher education policy and practice.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

035543:1

HIGHED 615 - Critical Race Theory in Higher Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to provide students with an opportunity to understand Critical Race Theory (CRT) and its application to the field of higher education. In doing so, students will explore how race intersects with ethnicity, class, gender, sexual, orientation, and citizenship to shape the experiences of individuals in higher education. Specifically, students in the course will (1) understand and critically analyze the primary tenets of Critical Race Theory and (2) apply the tenets of Critical Race Theory as a conceptual lens to think critically about higher education research, policy, and practice.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

038236:1

HIGHED 620 - Teaching, Learning, and Curriculum in Urban Contexts

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core course investigates common concerns in addressing the needs of urban learners, both in K-12 and in community and four-year colleges. It considers questions of human development in several domains, current problems and controversies about learning and responsive curricula and pedagogies. Readings frame issues across age groups and educational contexts, with additional material for each topic focusing on particular age groups and levels of schooling.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018320:1

HIGHED 622 - Community Engagement in Higher Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will review the philosophical, historical and programmatic antecedents of this movement in higher education along with current examples of community engaged campuses. We will critically review engagement across the domains of teaching, scholarship and service and in regard to various types of campuses. We will also grapple with the particular challenge of assessing community engagement.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

037848:1

HIGHED 628 - Gender in Higher Education: Research, Theory, Policy, and Practice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course offers the opportunity for students to develop an understanding of issues surrounding gender in higher education, with a focus on the experiences of women, men, and transgender students, faculty, administrators, and staff as well as the institutional contexts and practices that shape those experiences. An especially important goal of the course is to provide students with the opportunity to engage in these topics through developing critical understandings of theories used to understand gender in higher education, along with implications for research, policy, and practice.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

040953:1

HIGHED 630 - The History of Higher Education in the United States

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This core course surveys the history of higher education in the United States with a dual focus on mainstream collegiate institutions and non-traditional alternatives. Early class sessions explicate the development of traditional higher education from its liberal arts origins through the growth of the research university. Subsequent sessions explore how, over two centuries, various groups such as women, blacks, working-class, immigrant and older students contended for places within higher education. Participants explore how institutions and their leaders responded to these challenges, sometimes creating accommodations or changes in traditional settings, and other times prompting new structures that often marginalized the newcomers. Several questions guide inquiry through the various eras and subjects: Whom do we educate? Why do we educate (our purposes and expectations)? How do we educate (in what sorts of institutions)? Where does responsibility lie for education? With what effects (or results) do we educate?

Course Note

The course does not presume a strong background in history.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018323:1

HIGHED 632 - Organization and Leadership in Educational Institutions

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core course focuses on educational institutions as complex organizations. It pays attention to the operation of institutions with few resources, as well as those with more plentiful resources. Drawing on readings and examples from many sources, participants look both inside and outside educational institutions, especially those that affect resources; the industry as a whole and sectors within it and social definitions of educational institutions. Close attention is also given to the internal structures in these institutions, especially the interactions between bureaucratic structures and professionals; to organizational cultures; and to governance and decision-making. The course then turns to a close analysis of organizational change from several points of view.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018324:1

HIGHED 634 - Public Policy Issues in Higher Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core course explores the development of higher education policy. It is both a primer in how economics and politics form public policy and a critical look at this fusion in higher education. The course examines the formation of higher education policy at the federal, regional, and state levels or government.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018325:1

HIGHED 641 - Effecting Change in Higher Education: Strategies and Processes

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core seminar analyzes and evaluates both the challenges to change and the strategies and processes designed to effect change in higher education. It is an interactive seminar, consisting of lectures, case studies and student reports. Each student is responsible for a seminar presentation and the completion of a term project.

Enrollment Requirements:

Pre-req = Graduate degree student

018326:1

HIGHED 648 - Researching Higher Education: Foundations and Approaches

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

An introduction to social science research, students in this course will learn about, engage with, and critically reflect on the theoretical and philosophical foundations of higher education research, as well as the range of disciplinary and methodological approaches to studying educational issues, particularly those that invoke questions about equality and social justice. Students will also have opportunities to develop the practice of analyzing and critiquing scholarship and turning a research topic/interest into a researchable problem. Finally, students will examine their own assumptions about the nature and construction of knowledge, how these assumptions inform choices about methodology and methods, and what these assumptions mean for their development as scholar-practitioners.

041654:1

HIGHED 692 - Capstone in Higher Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course comes at the end of a student's coursework. It is designed to help students assess their development as educational leaders as they move toward the independent work of the qualifying paper and dissertation. Emphasis is given to clarifying various theoretical frameworks that contribute to the study and practice of educational leadership. The course is also designed to help students evaluate ways in which the doctoral program has influenced their leadership development and to assist them in thinking about how completing the program will enhance their work as educational change agents.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

000548:1

HIGHED 696 - Independent Study

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018269:1

HIGHED 740 - Understanding the Academic Profession

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The academic profession is essential to the mission and purpose of higher education. Faculty members carry out the core functions of teaching, research, and service to the public. Therefore, any effort to improve institutional outcomes - including student retention and degree completion - depends upon the involvement and grassroots leadership of faculty members. Given the central role of faculty in nearly every aspect of Institutional operations, academic leaders need a thorough understanding of the history, values, and traditions of the academic profession. The development of effective academic policies and practices may, In fact, depend upon developing accurate analyses of the issues that are challenging and reshaping the academic profession. Furthermore, faculty members themselves may need a more Informed understanding of their own profession, so that they can more effectively advocate for the priorities of the professoriate. This course examines the historical foundations and contemporary policies and practices that shape the academic profession. We explore the professional identity and values of faculty, including academic freedom, professional autonomy, and shared governance, as well as the external and institutional forces that challenge those values. We also seek to understand how faculty work is shaped by contextual factors such as discipline and institutional type. Students will examine research on the socialization and training of future faculty, as well as studies that focus on professional development across the faculty career span. The course provides an equity-based analysis of the academic profession, and seeks to illuminate the work context for women faculty, faculty of color, and part- time and non-tenure-track faculty. Students will explore faculty roles in research, teaching, and service, and examine how the quality of the academic work environment can affect faculty satisfaction and performance. We conclude by creating guidelines for the development of academic policies that can mutually support the priorities of faculty and the needs of higher education institutions.

041703:1

HIGHED 751 - Research Methods in Higher Education: Quantitative Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This core course, as the first part of the Higher Education Doctoral Program's research methods sequence, introduces students to quantitative research methods. With a focus on educational research, students become familiar with a variety of statistical techniques and data analysis methods. The course emphasizes descriptive and inferential statistics, including t-tests, ANOVAs, chi-squares, correlations, and linear and multiple regression.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

038238:1

HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course, the second part of the Higher Education Program's research methods sequence, addresses issues related to qualitative research methods in education and, more specifically, higher education. The main focus of the course is to familiarize students with the philosophical and theoretical underpinnings of qualitative inquiry and some of the major approaches to qualitative research, including ethnography, phenomenology, grounded theory, narrative inquiry, case study, and participatory action research. The course gives an opportunity for students to critically consider their own research interests in light of qualitative inquiry, design and conduct a small-scale research study reflecting those research interests, and read and interpret both theoretical and research literature on qualitative methods. In addition, during the course, students will have a range of opportunities to reflect on and question their own assumptions about the nature of knowledge and knowledge creation through qualitative research.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

038239:1

HIGHED 753 - Research Design in Higher Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course, as the third part of the Higher Education Doctoral Program's research methods sequence, introduces students to research design in educational and social science research, with specific emphasis on higher education. In this class, students will learn how to identify and frame research problems and how to select appropriate research methods. During the course, we will review purpose statements and research questions, experimental and quasi-experimental research designs, survey research, qualitative approaches to data collection, trustworthiness in qualitative research, reliability and validity in quantitative research, sample selection and recruitment, data analysis, and research proposal development.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

038240:1

HIGHED 793 - Research Seminar on the Qualifying Paper

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar examines issues related to research proposal development. Students will develop skills in framing research problems, defining research questions, and using theoretical and empirical literature to guide the development of a research proposal. The goal of this course is to prepare students for developing their Qualifying Papers, which are submitted during the students third year in the doctoral program.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

036488:1

HIGHED 797 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

033154:1

HIGHED 891 - Dissertation Seminar

2-3 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

This seminar is designed to assist students in developing research ideas, writing their their research plan, preparing a dissertation proposal and forming a dissertation committee. Satisfactory completion of the seminar requires submission of a dissertation proposal acceptable to the instructor and ant the chair of the student's dissertation committee.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

000547:1

HIGHED 892 - Dissertation Seminar

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

This seminar follows Dissertation Seminar 891, providing structured support as students gather data, research and analyze their dissertation topics; write the dissertation; prepare for it's defense; and submit the final dissertation

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

032983:1

HIGHED 899 - Dissertation Research

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 9

Description:

Research conducted under the supervision of faculty and the dissertation committee leading to the presentation of a doctoral dissertation.

Enrollment Requirements:

Pre-requisite: Graduate student in HIGHED

018351:1

Applied Behavior Analysis for Special Populations

Applied Behavioral Analysis for Special Populations

ABA 640 - Registered Behavior Technician Training

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an overview of a behavior analytic approach to working with a range of consumers, with a primary focus on working with individuals with autism. Topics covered include measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice. Culminating event is a competency-based assessment containing a combination of interview and observation.

Course Note

This course fulfills the Behavior Analyst Certification Board™ (BACB) training requirements needed to acquire a RBT credential. Students must also pass the RBT exam given by the BACB to become certified. This training program is based on Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

039827:1

ABA 650 - Philosophical Underpinnings of Applied Behavior Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This introductory course offers a comprehensive study of the philosophical and historical foundations of behavior analysis, with special emphasis of behaviorism, experimental analysis of behavior, and the application of applied behavior analysis. Topics covered during this course include a historical perspective of behaviorism, description and environmental explanation of behavior, the science of behavior analysis, the relationship between behavior analysis and other psychological sciences and theories, as well as the major professional issues currently facing the field. Additionally, students will identify and analyze the key

components of empirical research published in scholarly journals in the field of behavior analysis related to the topics in this course. This course emphasizes the tenets of behaviorism in the application of behavior analysis to interpreting and understanding everyday events.

041467:1

ABA 651 - Concepts and Principles of Behavior Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will teach students to identify, define, and apply the concepts and principles of behavior. Topics covered during this course include an environmental explanation of behavior, respondent, and operant conditioning, contingencies of behavior including reinforcement and punishment, extinction of operant behavior, and verbal behavior. Upon completion of this course, students will be able to define, provide examples of, and apply the basic principles of behavior analysis within the context of clinical and educational programming, as well as read the synthesize relevant literature and incorporate best practices into applied programming.

Enrollment Requirements:

Pre-requisite: ABA certificate student

031202:1

ABA 652 - Assessment and Treatment of Problem Behavior

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is a 3-credit graduate level course designed to review the literature relevant to the assessment and treatment of challenging behavior. The course content is based on relevant literature in the field of behavior analysis and includes an overview of and the logic behind procedures required to complete a functional behavioral assessment of challenging behavior and implementation of function-based treatments to decrease challenging behaviors and increase adaptive behaviors. Functional behavior assessment procedures that will be covered include indirect assessments, descriptive assessments, and functional analysis. Student will practice conduction an indirect and descriptive assessment, and have the opportunity to design a functional analysis. Treatments that will be covered include antecedent interventions, differential reinforcement procedures, extinction, and punishment, among others. Students will design a comprehensive function-based intervention plan. Conceptual and practical issues related to the assessment and treatment of challenging behavior will be addressed.

Course Note

ABA 652 meets Behavior Analyst Certificate Board, Inc. TM Task list 4 requirements for: a. Identification of the Problem & Assessment (15 of 30 hrs.) b. Intervention and Behavior Change Considerations (5 of 10 hrs.) c. Behavior Change Systems (5 of 10 hrs.) d. Fundamental Elements of Behavior Change & Specific Behavior Change Procedures (20 of 45 hrs.)

Enrollment Requirements:

Pre-requisite = ABA certificate student

031203:1

ABA 653 - Skill Acquisition

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This three credit advanced course has been approved by the national Behavior Analyst Certification Board as addressing competencies in the areas of identification of problem behaviors, assessment, intervention and behavior change. It provides a systematic introduction to behaviorally-based assessment methods, the use of reinforcement to teach new behavior, and a variety of instructional methods and instructional formats. The instructional planning process and the protocols necessary to develop comprehensive instructional programs for learners will be reviewed with special emphasis for those learners with autism spectrum disorders. The broad goal of the course is to impart students with a broad range of instructional tools that allow them to develop systematic and comprehensive programs that teach relevant skills in the most natural contexts possible. Specific topics include: schedules of reinforcement, preference assessment, criterion-referenced skill assessments, reinforcement-based behavior change procedures such as token economies and self-management, stimulus control, errorless teaching, behavior chains, discrete trial instruction, naturalistic teaching, verbal behavior training, and maintenance and generalization of skills.

Course Note

ABA 653 meets Behavior Analyst Certification Board, Inc. TM requirement for a. Identification of the Problem and Assessment (10 or 30 hrs.) b. Intervention and Behavior Change Considerations (5 of 10 hrs.) c. Behavior change Systems (5 of 10 hrs.) d. Fundamental Elements of Behavior change and Specific Behavior Change Procedures (25 of 45 hrs.)

Enrollment Requirements:

Pre-requisite = ABA certificate student

Department consent required for enrollment

033223:1

ABA 654 - Research Methods

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This 3 credit advanced graduate course has been approved by the national Behavior Analyst Certification Board as addressing competencies in measurement and experimental design. With regard to measurement, students will learn how to define behavior in observable and measurable terms, select an appropriate measurement system based upon the dimension of behavior they are studying, consider the strengths and limitations of each measurement system, and calculate inter-observer reliability using a variety of methods. Students will also learn different ways to display data, interpret data, and arrange various experimental designs using single-subject methodology.

Course Note

ABA 654 meets Behavior Analyst Certification Board, Inc. TM requirements for the following: a. Experimental Design (20 of 20 hours.) b. Measurement (including Data Analysis) 25 of 25 hrs.)

Enrollment Requirements:

Pre-requisite = ABA certificate student

Department consent required for enrollment

033224:1

ABA 655 - Organizational Behavior Management (OBM)

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This advanced course offers intensive study of selected topics in the field of applied behavior analysis. The curriculum has been approved by the national Behavior Analyst Certification Board as addressing competencies in the identification of problems and the implementation, management, and supervision of services. This course will provide students with techniques to collaborate with other professionals working with students requiring special education. It will train students to use everyday language when explaining behavioral concepts and it will teach students to consider environmental modifications to reduce the need for behavior analytical services. This course will also provide students with behavioral methodology for staff training and evaluations. Performance management, behavior expectation, and competency-based training are a few of the topics covered during this course. The students will design tools for monitoring procedural integrity for skill acquisition and problem behavior management. Upon completion of this course students will be able to address complex issues related to training and development of staff in different contexts such as consultation, public schools, home-based programs and private schools. Students will also learn what best practices in consultation are, some limitations and strategies for problem-solving around limitations, and the different models of consultation (e.g., in public schools, within agencies, in-home etc).

Course Note

This course meets Behavior Analyst Certification Board, Inc. TM requirements for a. Identification of the Problem and Assessment (5 of 30 hrs.), b. Implementation, Management and Supervision (10 of 10 hrs.), c. Discretionary (30 of 30 hrs.)

Enrollment Requirements:

Pre-requisite = ABA certificate student

031205:1

ABA 656 - Ethical & Professional Conduct

3 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Description:

This three credit course has been approved by the national Behavior Analyst Certification Board as addressing competencies in Ethical and Professional Conduct. This course will provide students with an opportunity to learn the Disciplinary and Ethical Standards, and the Disciplinary Procedures required in the practices of applied behavior analysis. Through case studies and scenarios, student will have the opportunity to apply guidelines for responsible conduct for behavior analysts. In particular, the student will apply the guideline expectations for ways in which to conduct research, assessments, and make ethical decisions before taking action. Students will design ways in which they apply the guidelines to training,

supervision and consultation, interactions with colleagues, and their responsibility to society.

Course Note

ABA 656 meets Behavior Analyst Certificate Board, Inc. requirements for Ethical and Professional Conduct (45 of 45 hrs.).

Enrollment Requirements:

Pre-requisite = ABA certificate student

038746:1

ABA 660 - Autism Spectrum Disorder: Characteristics and Interventions

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This three-credit graduate course focuses on the characteristics of and teaching methods for students with autism spectrum disorders from a behavior analytic perspective. Topics will include: definitions, accommodations, behavioral support, behavioral analysis, behavioral progress monitoring, and instruction for students with autism spectrum disorders (ASD). Fieldwork components are included.

Enrollment Requirements:

Pre-requisite = ABA certificate student

038898:1

ABA 661 - Behavioral Analytic Approaches to Psychological Disorders

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course has been designed to evaluate the assessment and treatment of a variety of common psychological disorders through the lens of behavior analysis. Students will be introduced to common behavioral approaches for treating psychological disorders and challenged to understand how to both assess and treat these disorders in a manner consistent with the tenets of applied behavior analysis. By the conclusion of the course, students should have an understanding of traditional behavioral treatments of psychological disorders, as well as a cursory understanding of how to assess and treat these disorders from a behavior analytic perspective.

Enrollment Requirements:

Pre-requisite = ABA certificate student

038900:1

ABA 662 - Culturally Responsive Practices in Applied Behavior Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines the ways in which race, class, gender, language, culture, and ethnicity influence the ways in which we perform our main functions as behavior analysts. Students will begin by exploring our own cultural, socioeconomic and ethnic backgrounds and then those of individuals from other diverse groups with whom they interact professionally. Students will consider the impact these factors have on functional assessment (including interviewing staff, parents, and consumers), targeting behaviors, measurement of behavior, selecting treatment outcomes, consultation, and training caregivers and staff to provide treatment.

Enrollment Requirements:

Pre-Req: ABA 651 and ABA 652 and ABA 653 and ABA 654 and ABA 655 and ABA 656 or permission of program director, Mary Brady

038972:1

ABA 663 - Designing Behavior Analytic Research

3-6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a part 1 or a 2 course sequence that results in the completion and writer up of a single-subject research project. The focus of this course is the design of a single subject research proposal that will be submitted to the Institutional Review Board (IRB). Students will apply what they have learned about how to conduct a literature search for an area of interest, formulate a research question, select meaningful target behaviors, define behavior in observable and measurable terms, select an appropriate design and measurement system based upon the dimension of behavior they are studying, and develop staff training protocols for those assisting with the research. The final assignment will be to write an introduction and method sections for the proposed study.

Enrollment Requirements:

Pre-requisite = ABA certificate student

039426:1

ABA 665 - Verbal Behavior

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a 3-credit graduate level course designed to review the literature relevant to the understanding of verbal behavior. By the end of this course students will demonstrate the basis for a functional analysis of human language. This will include establishing a familiarity with elementary verbal operants, the ways in which verbal behavior is established, the relevance of the behavior of the listener, and ways that verbal behavior becomes organized. Students will establish vocal verbal behavior with regard to the topics addressed. Students will define and distinguish among the elementary verbal operants. Students will design a lesson plan and a research idea related to one verbal operant.

Enrollment Requirements:

Pre-req: ABA 651 and ABA 652 and ABA 653 and ABA 654 and co-req ABA 655

039742:1

ABA 696 - Independent Study

1-6 Credit(s) | *Independent Study* | Graded
Repeatable for credit - total credits: 12 / total completions: 41

039558:1

ABA 697 - Special Topics

1-6 Credit(s) | *Lecture* | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Enrollment Requirements:

ABA certificate student

038416:1

ABA 698 - Applied Behavior Analysis for Special Populations Practicum

1-6 Credit(s) | *Practicum* | Graded
Repeatable for credit - total credits: 9 / total completions: 3

Description:

The ABA Practicum consists of a supervised practicum and portfolio experience for students who are enrolled in or who have completed the ABA Graduate Certificate Program, or ABA coursework within other approved BACB-programs. The focus of the Practicum is learning and consolidating behavior analytic skills related to the Behavior Analysis Certification Board (BACB) Fourth Edition, Task List and Ethical Compliance code, and the mission statement within the College of Advancing and Professional Studies.

Course Note

Pre-registration for the Practicum is required one semester prior to enrollment. The practicum site must be approved by the Graduate Program Director.

Enrollment Requirements:

Pre-requisite = ABA certificate student

039427:1

Critical and Creative Thinking

Website <https://www.umb.edu/academics/program-finder/critical-creative-thinking-ma/>

Office Wheatley Hall, 1st Floor, Room 77

617.287.7600

Department Chair Christopher Denning, PhD

Christopher.Denning@umb.edu

617.287.6539

Wheatley Hall, 1st Floor, Room 77

College of Liberal Arts

College of Liberal Arts

Website

<https://www.umb.edu/academics/seas/university-advising/degree-requirements/liberal-arts/>

Dean

Tyson King Meadows (effective 9/20/21)

Dean's Office

Wheatley Hall, 2nd Floor, Room 10

CLA.Dean@umb.edu

617.287.6500

Departments

- Africana Studies
- American Studies
- Anthropology
- Applied Linguistics
- Art and Art History
- Asian Studies
- Classics and Religious Studies
- Communication
- Economics
- English
- History
- Latin American and Iberian Studies
- Modern Languages, Literatures, and Cultures
- Performing Arts
- Philosophy
- Political Science
- Psychology
- Sociology

- Women's, Gender, and Sexuality Studies

Interdisciplinary Programs

- Human Services
- Critical Ethnic and Community Studies

Centers and Institutes

- Applied Ethics Center
- Catherine Scott Frisone Center for Italian Cultural Studies
- Center for Evidence Based Mentoring
- Center for the Study of Humanities, Culture, and Society
- Center for World Languages and Cultures
- The Center for Portuguese Language
- Consortium on Gender, Security, and Human Rights
- Fiske Center
- Labor Resource Center
- Spanish Resource Center

Anthropology

ANTH 642 - Latin American Historical Archaeology: Addressing Colonialism, Nation, Diaspora, and Displacement

3 Credit(s) | Seminar | Satisfactory and Graded
Not repeatable for credit

Description:

This course brings together archaeological narratives, practices, and approaches pertaining to Latin American history and the politics of race, gender, colonialism, and national constructions. Students will explore a variety of dialogues around the topic of Latinidad as a historical category built on the bases of narratives of resistance, survival, and recognition. Since the 1960s, Latin American archaeologists have developed their own interpretations of the past, ones that differ from North American archaeology. Latin American historical archaeology specifically has generated post-colonial theories and practices developed in the peripheries and for local communities, aiming for social justice and active processes of decolonization. The course also explores diverse practices and discourses around Latin American material heritage as an adaptable source for ethnic, national, and gender narratives in the present so that students can learn about the past with a deep influence in present social, political, and cultural dynamics around Latin@ collective identities in the Americas.

042327:1

Africana Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/africana/>

Office Wheatley Hall, 4th Floor, Room 98

617.287.6790

Department Chair Tyson King-Meadows, PhD

Tyson.KingMeadows@umb.edu

617.287.6500

American Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/american/>

Office Wheatley Hall, 5th Floor, Room 3

617.287.6776

Department Chair Holly Jackson, PhD

Holly.Jackson@umb.edu

617.287.6708

Wheatley Hall, 6th Floor, Room 22

Master of Arts

American Studies (MA)

American Studies Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 30 credits from ten courses including six core courses, three electives, and one final project course.

Capstone: Completion of a final project based on original research. Students may choose to do a curriculum unit, which entails doing research culminating in the presentation of a relevant and useful pedagogical document for secondary school teachers.

Statute of limitations: Five years.

Course Requirements

Core Courses (18 Credits)

- AMST 601 - Intro Amer Studies 3 *Credit(s)*
- AMST 602L - American Society and Political Culture: 1600-1865 3 *Credit(s)*
- AMST 603 - Modern Political, Social, and Cultural History 3 *Credit(s)*
- AMST 604 - Gender and Sexuality in US History and Culture 3 *Credit(s)*
- AMST 605 - Ethnicity, Race, and Nationality 3 *Credit(s)*
- AMST 606 - Studies in Popular Culture & Technology 3 *Credit(s)*

Electives (9 Credits)

Complete three graduate-level courses drawn from American studies, anthropology, English, women's studies, Africana studies, politics, history, and public policy, with approval from the graduate program director.

Final Project Course (3 Credits)

- AMST 688 - Final Project 3-6 *Credit(s)*

American Studies

AMST 601 - Intro Amer Studies

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course focuses on interdisciplinary methods by comparing the ways different disciplines approach the study of American culture. It introduces students to the history of American Studies as a field, to the questions explored in greater depth in the other core courses, and to contemporary intellectual debates within the field. Readings are chosen to enable students to compare the questions asked and the methods and evidence used by scholars in the fields of social and cultural history, literary criticism, the new historicism, and cultural studies.

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

009497:1

AMST 602L - American Society and Political Culture: 1600-1865

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will examine major historical events and processes that have impacted the development of American political culture, including settler colonialism, revolution, slavery, sectionalism, and territorial expansion, from the perspective of different social groups, such as leaders, artists, writers, women, indigenous peoples, free laborers, and enslaved people. Central themes include the interplay between regional divergences and national convergences; constructions of racial, gender, class, ethnic, and national identities; the rise of early cultural forms, like the novel, newspaper, and photograph; and the politics of resistance and reform.

Course Note

AMST 602L and HIST 602L are the same course.

This course is cross-listed as HIST 602L

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA

000525:1

AMST 603 - Modern Political, Social, and Cultural History

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on the emergence of modern American society, culture, and politics since 1865, with emphasis on the following topics: the ideologies of modernism, progressivism, and socialism, and the political, economic, and social forces that constitute modernity; innovations in politics, the arts, and the social sciences, and their relationship to new technologies and the labor practices of industrial capitalism; the labor movement's struggle for industrial democracy; the emergence of feminism and civil rights.

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

009499:1

AMST 604 - Gender and Sexuality in US History and Culture

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the historical construction of gender and sexuality in US social and political culture of different eras, through current historical scholarship, primary documents, and such cultural representations as literature or film. How are conceptions of manhood and womanhood, of heterosexuality and "deviant" sexualities, shaped and reshaped in response to historical forces, and linked to concepts of race and class? How are dominant definitions contested?

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

009500:1

AMST 605 - Ethnicity, Race, and Nationality

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will explore the construction and maintenance of ethnic, racial, and national identities in the United States. Students will analyze various interdisciplinary texts which contain implicit and explicit expressions of gender, ethnic, racial, sexual, regional, and national identities. Various case studies will furnish material to train students in the methods and approaches used in American Studies.

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

009502:1

AMST 606 - Studies in Popular Culture & Technology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on changing definitions of culture and methods of cultural studies; the changing meanings of "folk culture," "mass culture," and "popular culture"; and the changing dynamics among technology, the media, and culture. Topics for readings and discussion may include: the relations between changing technologies and the activity of audiences in shaping commercial popular culture; the social and economic context of technological innovation; the cultural imperatives of technological change.

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

009508:1

AMST 688 - Final Project

3-6 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Description:

A substantial research paper, drawing on systematic original research. The project may address a research topic in American studies or may construct a curriculum unit using primary sources and including a pedagogical and intellectual justification. The project will be determined in consultation with the student's advisor and must be approved by the advisor. A written proposal signed by student and advisor must be submitted to and approved by the director of the graduate program. Depending on faculty availability, students enrolled in AmSt 688 during the spring semester can participate in a research and writing seminar to facilitate the completion of final projects.

Enrollment Requirements:

Pre-req = Graduate student in AMSTDY-MA Program

001144:1

AMST 691 - American Studies Summer Institute

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 15 / total completions: 5

Description:

Co-sponsored by the University of Massachusetts Boston and John F. Kennedy Presidential Library and Museum, this course is an intensive two-week program, organized as a series of informative and thought-provoking lectures and discussions led by a distinguished panel of scholars and guests. Participants in the Institute include secondary school teachers from the greater Boston area and graduate students in American studies, political science, history, and related disciplines. Topics vary from year to year, and they are drawn from American history, politics, culture or social policy. Upon completion of the two-week lecture series, students complete an extensive research paper on a topic related to the Institute. Sessions are held at the JFK Library.

039431:1

AMST 696 - Independent Study

1-6 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course of independent reading in some aspect of American history or culture with the approval of the instructor and the director of the graduate program.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

Department consent required for enrollment

009380:1

AMST 697 - Topics in American Studies

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course offering intensive study of selected topics in American Studies. Course content varies according to the topic and will be announced prior to registration. This course may be repeated.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

009511:1

Anthropology

Website <https://www.umb.edu/liberal-arts/academic-departments/anthropology/>

Office McCormack Hall, 4th Floor, Room 434
Anthropology@umb.edu
617.287.6850

Department Chair Ping-Ann Addo, PhD
ping-ann.addo@umb.edu
617.287.6845
McCormack Hall, 4th Floor, Room 436

Master of Arts

Historical Archaeology (MA)

Anthropology Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from ten courses including three required courses, one fieldwork course, five electives, and one thesis course.

Capstone: Completion and defense of a thesis based on original research.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Six years.

Course Requirements

Required Courses (9 Credits)

- ANTH 625 - Graduate Seminar in Historical Archaeology 3 *Credit(s)*
- ANTH 640 - Archaeological Methods and Analysis 3 *Credit(s)*
- ANTH 665 - Graduate Seminar in Archaeology 3 *Credit(s)*

Fieldwork Course (6 Credits)

Students who can demonstrate sufficient field training and receive approval from the graduate program director may waive this requirement and complete six credits of additional elective courses.

- ANTH 685 - Summer Field School in Historical Archaeology 6-10 Credit(s)

Electives (15 Credits)

Complete five courses from below.

- ANTH 615 - Public Archaeology 3 Credit(s)
- ANTH 635 - Material Life in New England 3 Credit(s)
- ANTH 643 - Reconstruction the African Diaspora 3 Credit(s)
- ANTH 645 - Topics in Environmental Archaeology 3 Credit(s)
- ANTH 650 - Materials in Ancient Societies 5 Credit(s)
- ANTH 655 - Historical Landscapes and Geographic Information Systems 3 Credit(s)
- ANTH 672 - Culture Contact and Colonialism in the Americas 3 Credit(s)
- ANTH 696 - Independent Study 1-6 Credit(s)
- ANTH 697 - Special Topics in Archaeology 1-6 Credit(s)
- ANTH 698 - Practicum in Archaeology 1-10 Credit(s)
- AMST 604 - Gender and Sexuality in US History and Culture 3 Credit(s)
- AMST 605 - Ethnicity, Race, and Nationality 3 Credit(s)
- HIST 620 - Introduction to Public History and Popular Memory 3 Credit(s)
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 Credit(s)
- HIST 685 - Topics in Atlantic History 3 Credit(s)
- HIST 688 - Oral History 3 Credit(s)

Thesis Course (6 Credits)

- ANTH 699 - Thesis Research Projects in Historical Archaeology 6-10 Credit(s)

Anthropology

ANTH 615 - Public Archaeology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An examination of cultural resource management in New England and the United States. This course studies the significance of state and federal environmental and historic preservation legislation, and the implementation of these laws from drafting proposals and the granting of contracts to the collection of data and its analysis for recommendations to mitigate the impact of construction on archaeological sites. Students learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work.

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

001129:1

ANTH 625 - Graduate Seminar in Historical Archaeology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

009906:1

ANTH 635 - Material Life in New England

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Material Life in New England draws on both archaeological and non-archaeological sources (particularly vernacular architecture and material culture studies) to familiarize students with the analysis of material remains from the period between European colonization and the mid- 19th century in New England. Focusing on houses and households (rather than on institutions or industry), the course follows a roughly chronological framework to examine New England's most important archaeological sites and the questions being addressed by archaeologists in the region such as the forms of early settlements, the consumer revolution and rise of gentility in the 18th century, and the transformation of urban and rural life (through industry, reform ideologies, and trade) in the 19th century. Special attention will be paid to differences within New England (urban vs. rural; one region vs. another) and to distinct aspects of New England's material life (compared to other regions of the country).

Instructor consent required for enrollment

038722:1

ANTH 640 - Archaeological Methods and Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces the practice of historical archaeology in the laboratory and in the field through

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

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

009908:1

ANTH 643 - Reconstruction the African Diaspora

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This seminar is an introduction to African Diaspora archaeology, a growing area of study within history and anthropology. Students will explore how archaeologists have investigated physical and cultural landscapes, food ways, ritual and religion, and consumption to reveal the ways that African-descended people responded to slavery as well as racial oppression. Students will trace the trajectory of African Diaspora archaeology from its early studies of plantations to the field's current emphasis on understanding racism and processes of racial formation. Students will assess the significance of the field to yielding alternate interpretations of the Black past as well as its potential for uniting scholarship and political activism to challenge contemporary manifestations of injustice.

040809:1

ANTH 645 - Topics in Environmental Archaeology

3 Credit(s) | Lecture and Laboratory | Graded

Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

009909:1

ANTH 650 - Materials in Ancient Societies

5 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 10 / total completions: 2

Description:

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

Course Note

The course may be taken more than once.

Instructor consent required for enrollment

001127:1

ANTH 655 - Historical Landscapes and Geographic Information Systems

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course aims to provide a basic understanding of how Geographic Information Systems (GIS) can be used to visualize and analyze spatial data for historical landscape studies. Through readings and discussion we will explore the social construction of space and spatial analytical techniques. Students will learn basic techniques for acquiring, manipulating and creating geospatial data in several forms, from raster-based satellite imagery and digital terrain models to point, line and polygon representation of vector data. Students will create a GIS project for a region of their choice; this may be an area of personal interest or for thesis research.

040311:1

ANTH 660 - Critical Approaches to Race in Anthropology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This seminar will draw on theories, models, and analytical techniques and data derived from at least three of the traditional four subfields of anthropology to critically examine current approaches to the study of race. Students will analyze the definition of race and consider the implications of conceptualizing it as a social instead of biological phenomena. Students will also explore the ways that race changes or develops new meanings over time and space through case studies that highlight examples of political, economic, judicial, health and cultural inequalities. The course will conclude with a consideration of personal and collective strategies for combating racism.

041186:1

ANTH 665 - Graduate Seminar in Archaeology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to provide students with a comprehensive background in current archaeological method and theory. It focuses on the major theoretical schools in archaeology, and their historical development. The course includes lectures and discussions on theory and method in archaeology, as well as discussions of methods employed in other historical disciplines. Emphasis is also given to the articulation of social theory as developed in anthropology, history, and archaeological research. Prerequisites: ANTH 240 and 241 or equivalent.

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

009910:1

ANTH 672 - Culture Contact and Colonialism in the Americas

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

009911:1

ANTH 685 - Summer Field School in Historical Archaeology

6-10 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Summer field survey or excavation in historical archaeology for 6-8 weeks in the Boston or New England area.

Course Note

Credit will be given for any other appropriate field school or internship at another institution.

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

001125:1

ANTH 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

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

Instructor consent required for enrollment

001124:1

ANTH 697 - Special Topics in Archaeology

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student or permission of instructor

Instructor consent required for enrollment

009912:1

ANTH 698 - Practicum in Archaeology

1-10 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 12 / total completions: 12

Description:

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

Instructor consent required for enrollment

001123:1

ANTH 699 - Thesis Research Projects in Historical Archaeology

6-10 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Description:

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

Instructor consent required for enrollment

001122:1

Applied Linguistics

Website <https://www.umb.edu/liberal-arts/academic-departments/appling/>

Office McCormack Hall, 4th Floor, Room 456

Applied.Linguistics@umb.edu

617.287.5760

Department Chair Corinne Etienne, PhD

corinne.etienne@umb.edu

617.287.5760

McCormack Hall, 4th Floor, Room 454

Master of Arts

Applied Linguistics (MA)

Applied Linguistics Department | College of Liberal Arts
Online: Continuing and Professional Studies

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from ten courses including five core courses, three concentration courses, and two electives.

Concentration: Students must choose a concentration in ESL and bilingual studies or foreign language pedagogy.

Capstone: Successful completion of a four-hour written comprehensive exam after completion of all required coursework. By invitation of faculty, students may complete a thesis for their capstone.

Practicum and field experience: Complete either a field experience or practicum.

Students in either concentration may earn their degree online through the Continuing and Professional Studies.

Residency: No more than twelve credits may be transferred in and applied toward the program electives; six credits from non-degree graduate study at UMass Boston and six credits of graduate course work from another institution. All transfer courses must be earned within seven years of program matriculation, have a grade of B or higher, be approved by the graduate program director and Graduate Studies, and not have been used to fulfill requirements for another degree.

Statute of limitations: Four years.

Course Requirements

Core Courses (15 Credits)

- APLING 601 - Linguistics 3 *Credit(s)*
- APLING 603 - Language, Culture and Identity 3 *Credit(s)*
- APLING 605 - Theories and Principles of Language Teaching 3 *Credit(s)*
- APLING 621 - Psycholinguistics 3 *Credit(s)*
- APLING 623 - Sociolinguistics 3 *Credit(s)*

Concentration Courses (9 Credits)

Take three courses from one of the concentrations below.

ESL and Bilingual Studies Concentration
Foreign Language Pedagogy Concentration

Electives (6 Credits)

Complete two additional APLING courses.

Students also have the option to take two courses as electives in related disciplines that complement their specialization.

Practicum and Field Experience

Students working to obtain solely MA degree are required to complete a Field Experience (APLING 690). The MA field experience requirement may be satisfied through teaching language in university undergraduate ESL classes, in a public school system, or at a community agency. The field experience requirement may be waived for students with significant onsite teaching experience (paid teaching, supervised student teaching, supervised teaching in an adult social or educational agency), and substituted with another elective course.

The student-teaching practicum (APLING 698) is required of MA students pursuing Massachusetts Department of Elementary and Secondary Education (DESE) PK-12 ESL licensure in addition to their MA degree. The ESL licensure student-teaching practicum cannot be waived. Students working to obtain MA state licensure must student-teach in a PK-12 public school ESL/Sheltered English setting for one full semester.

Licensure in French as a Foreign Language from the Department of Elementary and Secondary Education

Students wishing to pursue licensure from the Department of Elementary and Secondary Education in French as a foreign language should choose a concentration in Foreign Language Pedagogy and complete the following courses when selecting electives. Students will complete six additional credits of coursework beyond the requirements for the degree.

- APLING 697 - Special Topics in Applied Linguistics 1-6 *Credit(s)* Topic: French Applied Linguistics
- APLING 698 - Practicum/Field Experience 3-6 *Credit(s)*

Three of the following:

- FRENCH 464 - Roman Du 20e Siecle 3 *Credit(s)*
or
- FRENCH 465 - 20th Century French Theater 3 *Credit(s)*
or
- FRENCH 305 - 20th/21st Century French and Francophone Literature 3 *Credit(s)*
or
- FRENCH 490 - Special Topics 3 *Credit(s)* Topic: France/Maghreb
- FRENCH 307 - French and Francophone Popular Culture 3 *Credit(s)*
or
- FRENCH 480 - Images of Otherness in French and Francophone Literature 3 *Credit(s)*
or
- FRENCH 304 - French Conversation 3 *Credit(s)*
or
- FRENCH 306L - Introduction to French Cinema (in French) 3 *Credit(s)*
- FRENCH 301 - Composition et stylistique 3 *Credit(s)*
or
- FRENCH 411 - Theme et version 3 *Credit(s)*

Doctor of Philosophy

Applied Linguistics (PhD)

Applied Linguistics Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 55 credits from 16 courses including three core courses, three seminars, one colloquium, three to five research methods courses, one to three electives, two inquiry courses, and one dissertation research course.

Students with a master's degree in a relevant field earned no more than seven years before matriculation may be eligible for advanced standing awarding them up to twelve credits toward the degree.

Doctoral candidacy: Acceptance of a qualifying paper and dissertation proposal.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Courses (9 Credits)

- APLING 700 - Issues in Applied Linguistics *3 Credit(s)*
- APLING 701 - Issues in Second Language Acquisition *3 Credit(s)*
- APLING 702 - Issues in Sociolinguistics *3 Credit(s)*

Seminars (9 Credits)

- APLING 707 - Current Research on Language and Pedagogy *3 Credit(s)*
- APLING 708 - Corpus Linguistics *3 Credit(s)*
- APLING 709 - Language Policy *3 Credit(s)*

Colloquium (1 Credit)

- APLING 890 - Graduate Colloquium in Applied Linguistics *1 Credit(s)*

Research Methods Courses (9 to 15 Credits)

Complete at least three courses from below.

- APLING 703 - Applied Linguistics Research Methods *3 Credit(s)*
- and at least two chosen in consultation with your advisor from the following:**
- APLING 704 - Advanced Discourse Analysis *3 Credit(s)*
 - APLING 705 - Advanced Ethnography *3 Credit(s)*
 - PPOL-G 604L - Statistical Methods in the analysis of Social Problems I *3 Credit(s)*
 - PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II *3 Credit(s)*

Electives (3 to 9 Credits)

Complete no more than three from below.

- APLING 601 - Linguistics *3 Credit(s)*
- APLING 603 - Language, Culture and Identity *3 Credit(s)*
- APLING 605 - Theories and Principles of Language Teaching *3 Credit(s)*
- APLING 611 - Methods and Materials in Foreign Language Instruction *3 Credit(s)*
- APLING 612 - Integrating Culture into the Language Curriculum *3 Credit(s)*
- APLING 614 - Foundations of Bilingual/Multicultural Education *3 Credit(s)*
- APLING 615 - Dual Language Pedagogy *3 Credit(s)*
- APLING 618 - Teaching ESL: Methods and Approaches *3 Credit(s)*
- APLING 621 - Psycholinguistics *3 Credit(s)*
- APLING 623 - Sociolinguistics *3 Credit(s)*

- APLING 627 - Phonetics and Phonemics 3 *Credit(s)*
- APLING 629 - The Structure of the English Language 3 *Credit(s)*
- APLING 633 - Discourse Analysis in ESL 3 *Credit(s)*
- APLING 635 - Literacy & Culture 3 *Credit(s)*
- APLING 637 - Ethnography of Education: Culture, Language, & Literacy 3 *Credit(s)*
- APLING 670 - Testing in the Bilingual/ESL Classroom 3 *Credit(s)*
- APLING 673 - Reading in the Bilingual/English as a Second Language (ESL) Classroom 3 *Credit(s)*
- APLING 696 - Independent Study 1-6 *Credit(s)*
- APLING 697 - Special Topics in Applied Linguistics 1-6 *Credit(s)*

Inquiry Courses (6 Credits)

- APLING 891 - Qualifying Paper Seminar 3 *Credit(s)*
- APLING 892 - Dissertation Proposal Writing Seminar 3 *Credit(s)*

Dissertation Research Course (12 Credits)

- APLING 899 - Dissertation Research 1-12 *Credit(s)*

Graduate Certificate

Dual Language (Certificate)

Applied Linguistics Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five required courses.

Fieldwork: Complete 100 hours of classroom-based fieldwork.

Statute of limitations: Five years.

Course Requirements

Required Courses (15 Credits)

- APLING 605 - Theories and Principles of Language Teaching 3 *Credit(s)*
- APLING 614 - Foundations of Bilingual/Multicultural Education 3 *Credit(s)*
- APLING 615 - Dual Language Pedagogy 3 *Credit(s)*
- APLING 616 - Curriculum Development in Bilingual Education 3 *Credit(s)*
- APLING 618 - Teaching ESL: Methods and Approaches 3 *Credit(s)*

Applied Linguistics

APLING 601 - Linguistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the basic linguistic concepts necessary for understanding how sounds, words, sentences, and texts are structured in English. Its main goal is to help students use these concepts to contrast the structure of English with the structure of other languages.

Enrollment Requirements:

Pre-req = APLING-MA students only

001112:1

APLING 603 - Language, Culture and Identity

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide students a basis for a more comprehensive understanding of the various concepts and meanings of culture and the ways in which cultural practices help shape our identities, particularly how they are enacted and received in classrooms and second language education. The readings, discussions, and assignments are aimed toward developing potential pedagogical tools and educational programs that will be grounded in the research and concepts presented and explored in this course. The main goal is for students to develop their own personal, theoretically-grounded approach to teaching that facilitates cross-cultural communication in addressing the socially constructed notions and identifications of `race, and their ensuing identities in the multilingual classroom. Both theories and practical research from the second language classroom and other domains will be illustrated. By writing about and discussing readings drawn from a broad literature base, students will analyze how multiple phenomena of culture and identity (e.g., power, race, nationality, ethnicity, gender, language, sexuality, and class, among other factors) affect schools, the classroom, teachers, and students.

Enrollment Requirements:

Pre-req = APLING-MA students only

001106:1

APLING 605 - Theories and Principles of Language Teaching

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This introductory course presents students with a theoretical background in the theory of second language development and language teaching. Concepts from the fields of applied linguistics, psychology, sociology, anthropology, and education will be presented in relation to fundamental questions about language learning. The course will focus on the foundations of language acquisition to build students' understanding of the

relationship between research, theory and practice in second and foreign language teaching. Contributions of major schools of thought-including Behaviorism, Innatism, Cognitivism, Interaction, and Sociocultural theory - will be examine din relation to current and historical language teaching practices and beliefs.

Enrollment Requirements:

Pre-req = APLING-MA students only

010007:1

APLING 611 - Methods and Materials in Foreign Language Instruction

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course seeks (1) to relate methods of teaching a foreign language to current Second Language Acquisition (SLA), research and theory and evaluate these methods; (2) to discuss classroom problems in light of current SLA theory; and (3) to look critically at textbooks and create new, specific course material to be tested and shared among all class participants. The course's hands-on approach bridges the gap between theoreticians and classroom practitioners: Students are encouraged-through reading, discussion, teaching demonstrations, and classroom observations-to explore and define the language teacher's role and to question their experience as language learners and teachers.

Enrollment Requirements:

Pre-req = APLING-MA students only

010009:1

APLING 612 - Integrating Culture into the Language Curriculum

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course takes a hands-on approach and bridges the gap between theoreticians and classroom practitioners. Participants can tie in their critical understanding of cross-cultural perspectives into numerous aspects of the language curriculum. They explore how culture has been taught traditionally and how cultural values are embodied in authentic documents. They gain awareness of potential cultural conflicts between their own culture and the culture they teach or their students' culture. Discussion and research are directed towards developing instructional units based on a large variety of authentic documents that reflect multicultural diversity and help students discover and resolve cultural conflicts.

Enrollment Requirements:

Pre-req = APLING-MA students only

001109:1

APLING 614 - Foundations of Bilingual/Multicultural Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to expose students to issues pertaining to the historical, philosophical, legal, and theoretical foundations of bilingualism, and bilingual/multilingual education. Through the study of pertinent literature, students will develop a theoretical and philosophical framework that will enable them to better understand language policies and the politics of diversity and multiculturalism, and their implications for education in the United States and worldwide.

Enrollment Requirements:

APLING 601 & 605

010010:1

APLING 615 - Dual Language Pedagogy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to provide systematic study of effective ways to structure learning opportunities for English Language Learners in bilingual educational settings. An understanding of the instructional needs of language minority students is developed and an awareness of bilingual programs with a focus on dual language to meet those specific needs is presented. The course is intended to engage graduate students in exploring theories of language learning, and a variety of procedures, methods, approaches and appropriate materials for use in bilingual and, in particular, dual language pedagogy.

Enrollment Requirements:

Pre-req = APLING-MA students only

001100:1

APLING 616 - Curriculum Development in Bilingual Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to expose students to issues pertaining to the historical and theoretical foundations of curriculum studies in general, and of bilingual curriculum, in particular. The course will briefly trace the history of curriculum studies and then, delve in the theory, application, design, development and implementation of bilingual curriculum. Through the study of pertinent literature, students will develop a theoretical and practical framework and become familiar with the processes involved in the bilingual education curriculum. Students will explore what schools teach to language learners, what should they teach and who should decide about it; what is the primary aim of bilingual education; and what beliefs, values, or attitudes are learned from the way bilingual classrooms are.

Enrollment Requirements:

Pre-req = APLING-MA students only

001098:1

APLING 618 - Teaching ESL: Methods and Approaches

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course familiarizes students with schools of thought that frame teaching English as a second language to immigrant children, youth, and adults in the US and elsewhere. Students will explore many language teaching methods and approaches with special focus placed on Sheltered English Instruction (the mandated instructional approach for ELLs in Massachusetts and in influential model world-wide). Course readings will examine psycholinguistic, sociocultural, and historical influences on ESL and Sheltered English instruction. Students' evolving understanding of teaching and learning English as second language will contribute to awareness of why and how their decisions affect a specific teaching context and will support informed pedagogical choices.

Enrollment Requirements:

APLING 601 & 605

001091:1

APLING 621 - Psycholinguistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to contemporary issues and theories of language development and to the field of Second Language Acquisition (SLA). It presents an overview of the major research findings on language learning during the last forty years: e.g., universal features of the L2 learner and the L2 learning process, nature and route of acquisition, Interlanguage, cross-linguistic influences; role of the environment and environmental triggers of acquisition; cognitive contributions. Students examine a range of SLA epistemologies and theories that attempt to account for some of these research findings and the issues they have raised. They practice critical evaluation of specific research studies and understanding their connections with current perspectives in the field.

Enrollment Requirements:

Pre-req = APLING-MA students only

Department consent required for enrollment

001107:1

APLING 623 - Sociolinguistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines language use in society in various contextual domains. It focuses on interactions in the classroom and local communities and the co-constructing and indexing of gendered, racial, and classed identities. The course addresses the latest theories and research in sociolinguistics and their implications. Topics include language and power, discourse and media representations, urban ethnographic studies, and ideologies of standardized languages.

Enrollment Requirements:

Prerequisites: APLING 601 and APLING 603 and APLING 605

001105:1

APLING 627 - Phonetics and Phonemics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will cover the sound system of English and the principles of phonetics and phonemics as well as provide an introduction to phonology. Students will practice using this knowledge to do error analysis and to teach aural/oral skills.

Enrollment Requirements:

Pre-req = APLING-MA students only

001088:1

APLING 629 - The Structure of the English Language

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers ways of describing the structure of English, starting with traditional methods used in many textbooks and finishing with alternative methods. It will discuss teaching methodologies and sociolinguistic considerations and provide opportunities for practice in applying these theories and techniques.

Enrollment Requirements:

Pre-req = APLING-MA students only

001089:1

APLING 632 - Forensic Linguistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the subject of forensic linguistics, the intersection of language and the law. Topics to be covered include: (critical) discourse analysis, linguistic structures, syntax, lexical selections, pragmatics, and conversational analysis, among other foci. Throughout the semester, students will continually apply their understanding of linguistic principles and theories to authentic criminal and civil court cases. Some of the cases and discussions will focus on non-native speakers of English in the legal system.

041392:1

APLING 633 - Discourse Analysis in ESL

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will deal with approaches to discourse analysis, which will be defined as a set of procedures for interpreting utterances in context. The course will examine different descriptive models from the disciplines of linguistics, sociology, and anthropology and apply them to a variety of texts and contexts. It will concentrate on face-to-face oral interaction, but some aspects of written or "planned" texts will also be discussed. The models of discourse analysis will be applied to the areas of everyday conversation, classroom interaction, and (native/non-native) interaction in interviews, classrooms, and everyday conversation.

Enrollment Requirements:

Pre-req = APLING-MA students only

001102:1

APLING 634 - Critical Discourse Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The purpose of this course is to consider language and discourse in relation to society in general and education, in particular. Discourses are historical, ideological, as well as forms of social action. The role of language in social life is of paramount concern to researchers in the social sciences, including education. This course aims at introducing students to theories and methods of discourse analysis, and more specifically, Critical Discourse Analysis. Students will become familiar with the methods used in conversation analysis, discourse analysis, and critical discourse analysis and their theoretical underpinnings. Towards this end, the course will consider marxist, neo-marxist, postmodern, and critical theories in order to provide a theoretical framework that will enable students to understand and situation the formation of different discourses in conduction their research.

040292:1

APLING 635 - Literacy & Culture

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course will take a sociolinguistic and anthropological approach to the analysis of discourse and, in so doing, seek to clarify the distinction between "oral style" strategies and "literate style" strategies in communication. It will look at so-called "oral cultures" and cultures influenced by writing, as well as at cross-cultural differences in orientation toward spoken communication and language and literacy socialization practices. A great deal of emphasis in class will be placed on the analysis of "non-literary" texts: e.g., interactions between teachers and young children as the children tell stories during "Show and Tell," interactions between writing instructor and student writers during writing conferences, narratives told by adolescents who speak Black English Vernacular, written texts produced by student writers from various non-mainstream backgrounds.

Enrollment Requirements:

Pre-req = APLING-MA students only

001082:1

APLING 637 - Ethnography of Education: Culture, Language, & Literacy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course addresses the how and why of ethnographic inquiry. It introduces students to ethnographic approaches and methodologies, and, more importantly, to the kinds of questions ethnographers ask. A key emphasis is on demystifying the field of research and applying ethnographic methods and techniques suitable for the study of culture, language, and schooling. Students read and critically assess a variety of ethnographic research that addresses issues in class, ethnicity/race, culture, language, and learning. Students will also implement anthropological and sociological approaches and insights in planning for and conducting ethnographic observations and interviews. As a final assignment, students will be required to write a project proposal proposing to study and issue related to ethnicity/race, culture, language, and education.

033444:1

APLING 640 - French Applied Linguistics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the application of selected linguistic topics to the pedagogy of French as a foreign language in the United States. Drawing on a sociolinguistically-oriented survey of the linguistic situation in various Francophone regions of the world, it explores variability in French, including social, stylistic, and geographical variation, and implications of such variability for the French as a Foreign Language classroom. The examination of French as found in multiple settings leads to exploring what it means to be a native speaker, and how and why the construct has been problematized in the applied linguistic literature. The course also discusses issues of language policy in France and the Francophone world and questions about the selection and development of language norms and pedagogical norms.

Enrollment Requirements:

Pre-requisite: APLING 601 and APLING 605

041535:1

APLING 643 - Historical Foundations and Contemporary Issues in Critical Pedagogy and Critical Language Education

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Historical Foundations and Contemporary Issues in Critical Pedagogy is an introductory course to critical theory and the ways it has affected and shaped educational theory, pedagogy, and classroom practice. This

course will draw upon the seminal work of a diverse group of theorists, including writings from the Frankfurt School (Marcuse, Adorno, Horkheimer), Antonio Gramsci, Louis Althusser, and others. Within a historical context, the course will focus on early theories of social and cultural reproduction, theories of resistance, and the hidden curriculum. The latter part of the course will situate some of the early reform issues about schooling within a more recent context in order to illuminate how such issues resonate with current public discourses on schooling and radical pedagogy. We will examine the work of Critical Pedagogues such as Paulo Freire, Henry Giroux, bell hooks, Stanley Aronowitz, Michael Apple, etc. Finally, we will look into the application of Critical Pedagogy framework to classroom practice for language teachers. Major themes of the course include: education as cultural force, hegemony and the politics of hidden curriculum, popular cultures, public pedagogy and cultural politics, capitalism, neo-liberalism and education, and the role of educators as public intellectuals.

040293:1

APLING 665 - Immigration and Education

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course familiarizes students with theory and research on the education of immigrant children, youth and adults in the US and worldwide. Students will draw on interdisciplinary lenses, including contributions from psychological, sociological, anthropological and educational research, to understand and apply current perspectives on immigration to local contexts. Students will explore the implications of the growing presence of immigrant-origin students in public schools in the US and other post-industrial societies. The course will consider the role of gender, social-economic status, race, ethnicity, undocumented status and a variety of social context factors which affect the adaptation of immigrant students and families with special focus placed on education settings. Our evolving understanding of the pathways immigrant student take as they negotiate schooling and life in a new country will contribute to informed policy, curriculum and pedagogy choices.

033874:1

APLING 669 - Writing Theories in Second Language Instruction

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will consider the key issues in writing theory, research, and pedagogy as they are specifically related to writing in a second language. It will introduce students to the existing research and developing theories on the composing process and examine, critique, and evaluate current and traditional theories and practices by exploring the ways in which theory and research can be translated into instruction.

This course is cross-listed as ENGL 669

Enrollment Requirements:

Pre-req = APLING-MA students only

000683:2

APLING 670 - Testing in the Bilingual/ESL Classroom

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Students will become familiar with language proficiency and language dominance testing and with other measurement and evaluative procedures needed in the administration and instruction of limited English proficient students in ESL and bilingual programs.

Enrollment Requirements:

Pre-req = APLING-MA students only

001086:1

APLING 673 - Reading in the Bilingual/English as a Second Language (ESL) Classroom

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to expose students to current debates over various perception of what constitutes literacy, especially in regard to education English language learners (ELLs). Class participants will critically analyze reading theories and research in reference to bilingual and ESL reading practices. As part of this overview, participants will analyze a number of reading approaches and methods, including sociocultural and psycholinguistic orientations toward literacy development, bilingualism, and second language reading development. The course will also examine informal language, literacy assessment of ELLS, and current implementation of the Massachusetts state-defined English language arts framework and ESL standards. Finally, participants will study and evaluate current L2 reading instructional and informal assessment methodologies and strategies in light of current research and theory.

000681:1

APLING 678 - Technology In Eductn

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course has two primary goals: (1) to survey the various kinds of technological resources available for use in the ESL classroom; and (2) to evaluate critically the use of technology in the ESL classroom and the extent to which it is compatible with current theories of language acquisition.

Enrollment Requirements:

Pre-req = APLING-MA students only

010017:1

APLING 684 - Usage Based Linguistic Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will familiarize students with how language corpora-large computerized databases of spoken and/or written language-are created, analyzed, and applied in the second/foreign language classroom to the teaching and learning of English or any other language. Students will read relevant literature in areas of corpus-based research, learn how to use software designed to analyze corpora, and as a final project analyze some particular area of grammar in a relevant corpus, and describe how the results of such an analysis can be applied in the language teaching classroom.

010751:1

APLING 685 - Bilingual/ESL Classroom

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to address the need for the integration of the Internet in the language classroom, whether in the form of web-enhanced or web-based lessons. Special focus is placed on the ways the Internet can be used to enrich, enhance, and deliver lesson plans that successfully address language goals and the needs of second language learners. Students taking this course gain competence in effectively browsing the web, integrating Web resources for educational resources, and thoughtfully using technology and the Internet to plan classroom activities. Issues such as the digital divide, acceptable use policies, copyright, quality assurance, and content validity are addressed with the aim of developing a theoretical framework and thinking about the Internet critically.

034655:1

APLING 688 - English as a Second Language Licensure Pre-Practicum

1 Credit(s) | Seminar | Satisfactory/Unsatisfactory
No for credit - total credits: 1 / total completions: 1

Description:

This one-credit course meets the pre-practicum requirement for students seeking ESL Licensure in Massachusetts (Levels: PK-6; 5-12). Students complete 75-hours of supervised observation in a public-school classroom in Massachusetts. They also teach one lesson at their pre-practicum site; this lesson is observed and evaluated by their Supervising Practitioner and the UMass course instructor.

Department Consent Required consent required for enrollment

042260:1

APLING 690 - Field Experience

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course grounds students' academic work in the practical realities of the classroom and student learning. Each student will design a semester-long field experience in coordination with the course instructor based in action research or student teaching in which they respond to the specific needs and questions of their

teaching or research context. The seminar community and readings will support students in developing reflexivity in their teaching and research practice and in linking practice to theory and policy.

040211:1

APLING 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course will provide opportunities for students to work independently in one of the following areas: Applied Linguistics, Psycholinguistics, Sociolinguistics, Second Language and Bilingual Methodology, and Cross-Cultural Studies. Students who wish to do an independent study should submit a study plan, including: a brief description of their area of interest and an outline of the topic they plan to research in terms of content, time, and the structure of their project.

Course Note

To be eligible to take an independent study course students should be at the end of the course work for the MA and have at least a 3.5 GPA. All research plans for an independent study should be approved by their advisor and the Graduate Program Director.

Enrollment Requirements:

Pre-req = APLING-MA students only

Instructor consent required for enrollment

001073:1

APLING 697 - Special Topics in Applied Linguistics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course, offering intensive study of selected topics in bilingual/ESL/foreign language pedagogy studies. Course content varies according to the topic and will be announced prior to registration.

Enrollment Requirements:

Pre-req = APLING-MA students only

010757:1

APLING 698 - Practicum/Field Experience

3-6 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A supervised, on-site experience in the teaching of bilingual education or ESL on an elementary of secondary level, or in a social or educational agency serving limited English proficient students. Students must meet with their academic advisor to discuss available practicum options. Students interested in

licensure practicum must meet with the licensure specialist to discuss options.

Enrollment Requirements:

Pre-req = APLING-MA students only

Instructor consent required for enrollment

001069:1

APLING 700 - Issues in Applied Linguistics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course consists of an overview of the field of applied linguistics. Student will explore the application of linguistic knowledge to the resolution of language-related issues facing multiingual societies (e.g., second language acquisition and ultimate attainment, literacy, language assessment, bilingualism, Heritage and Indigenous languages, language attitudes, language planning and policy, language and politics, world Englishes).

037749:1

APLING 701 - Issues in Second Language Acquisition

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This doctoral level seminar examines in depth the theory and research in the field of second language acquisition (SLA). It builds upon the information and concepts presented in introductory SLA theory courses allowing students to more deeply and carefully explore selected topics such as the explicit/implicit debate; role of consciousness; interface of cognitive and social processes; working memory; interaction; feedback; age; aptitude; transfer; and attention. We will cover both traditional and alternative theories in SLA (including sociocultural theory, socio-cognitive theory, conversation analysis, identify theory, socialization theory, complexity/dynamic systems theory, and cognitive linguistics). In addition, the course addresses theory building and two critical questions: (1) can/should the field tolerate multiple theories? (2) if it cannot/should not, how do we decide which theory to support and which theories to disallow? Students will practice evaluation the goals, strengths, and limitations of various perspectives as well as look at the implications for L2 learning, teaching, and research in light of the reading on SLA theories.

037750:1

APLING 702 - Issues in Sociolinguistics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is an advanced course to the large body of research that deals with the intersection between language and society. Reading some canonical sociolinguistics works, we will explore how social and cultural categories, such as race/ethnicity, gender, and nationality, as well as institutions, including schools and

governments, are created through and affected by language. We will also look at various contextual factors - social, cultural, geographical, political, ideological - that impact language use and variation.

Enrollment Requirements:

Pre-requisite: APLING 701

037768:1

APLING 703 - Applied Linguistics Research Methods

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to expose students to research in applied linguistics, first and second language acquisition, and language acquisition in bilingual contexts. Students are expected to engage with major research perspectives in first and second language acquisition fields and to critically evaluate the relevance of multiple research models and their application to languages in contact, bilingualism, language policy, and classroom language use.

Enrollment Requirements:

Pre-Req: APLING 700 and APLING 701 and APLING 702

037769:1

APLING 704 - Advanced Discourse Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The purpose of this course is to consider language, literacy, and discourse in relation to education, society, and culture. More specifically, we will discuss how literacy as the mastery of the language of secondary discourses informs understandings of the ways in which the world is read in particular times, places, and circumstances. We will begin with the assumption that language functions to scaffold both action and human affiliation in cultures, social groups, and institutions. As such, experiences and perspectives are created and assumed in the process of becoming literate. Towards this end, we will consider postmodern and critical theories of discourse and ideology to better understand such notions of multiple and situated literacies as social practices positioned in relation to the social institutions and power relations which sustain them. We will use Critical discourse analysis as a tool for exploring questions about the relationship between language, society, politics and ideology and as a resource for a social analysis of education. Discourses will be viewed as historical, doing ideological work but also as forms of social action.

037770:1

APLING 705 - Advanced Ethnography

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course combines critical policy analysis, theory, and research methodology. We will examine language

policy as a sociocultural process in which both official and tacit social practices normalize some languages and varieties and marginalize others. Using ethnographically informed case studies, we will analyze the following language policy issues: Indigenous/heritage language loss, revitalization, and maintenance; English-only and bilingual education; linguistic human rights; "race," class/caste, and linguistic difference; home, community, and school literacy practices and policies; and the impacts of standardization and globalization on cultural and linguistic diversity. The course also provides the opportunity to explore these research methods: critical-ethnographic case studies, oral history, classroom ethnography, interviews, narrative, and critical document analysis.

037771:1

APLING 707 - Current Research on Language and Pedagogy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Research in language pedagogy in the last 10 years has been marked by an emphasis on considering the context in which second language instruction takes place. Following this perspective, this course presents issues related to second language instruction in different contexts and for specific learners inside and outside institutional settings. The semester is broken into three distinct but interrelated areas: the first part consists of an overview of current theoretical issues and key concepts in the field (learner identities, communicative competence; situated research bridging cognitive and sociocultural approaches) and of current research methodology in language pedagogy research: the second part focuses on specific learners (adult: adolescents: children): and the third part examines learning contexts beyond classrooms. Participants practice reading research studies critically and writing a literature review on a topic of their choice.

037772:1

APLING 708 - Corpus Linguistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is intended to provide students with the tools and the theoretical background necessary to carry out theoretical and applied research in corpus linguistics. Although the focus will be primarily on English language corpora, the course also will consider multi-lingual corpora in languages such as Spanish and Portuguese. In addition, a special emphasis will be placed on how English-corpora can be used to help educate students learning English as a second or foreign language. The course begins with an emphasis on methodology - how to create a corpus - and the theoretical basis of corpus-based research: how it fits in with other theoretical approaches to language analysis. The remainder of the courses focuses on various applications of corpus-based research, ranging from the study of language variation to the creation of teaching materials for English language learners grounded in the methodology of data-driven learning: a pedagogy that helps students study various types of grammatical constructions in various computerized corpora. Students will leave the course with the ability to conduct corpus-based research and apply their research findings in specific educational contexts.

Enrollment Requirements:

Pre-Req: APLING 601 or equivalent

037773:1

APLING 709 - Language Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines and analyzes contemporary and historical language policies at the state level in Massachusetts, at the national level, and in international contexts. Throughout the course, theoretical and methodological issues in language planning and policy (LPP) are highlighted. In true comparative stance, special emphasis will be placed on comparing U.S. experiences with those of other nations. As well, the relationship between language attitudes and educational policy formation will be studied. By the end of the course, students will demonstrate understanding of main issues in language policy and planning, and will articulate understanding of the complex factors that inform language planning decisions at local, state, and national levels. Finally, students are expected to leave the course well equipped with the core analytical skills needed to engage in research on LPP, including data collection, analysis, and presentation.

037774:1

APLING 890 - Graduate Colloquium in Applied Linguistics

1 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 3 / total completions: 3

Description:

APLING 890 is a 1-credit course designed to engage participants in critical reading, analysis, and discussion of topics related to the theory, research and practice in Applied Linguistics. The applied Linguistics graduate colloquium is designed to expose graduate/doctoral students to include invited talks by established scholars in the field; workshops of dissertation chapters, prospectuses, or article drafts; discussions of recent publications in the field; or professionalization workshops. It is an elective course for the MA and the PhD in Applied Linguistics. The Colloquium brings in scholars from around the world to give an academic paper and discuss with students. Colloquia provide PhD students an opportunity to interact with world-class scholars with a variety of research interests and expertise and to build community among them.

041393:1

APLING 891 - Qualifying Paper Seminar

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required 3-credit course supports students in the development of the Qualifying Paper, a required element in the APLING program. It considers common issues such as finding a researchable question, designing and conducting a literature review, beginning a conceptual framework, and making a timeline for work on the QP. Some classes will be structured

037775:1

APLING 892 - Dissertation Proposal Writing Seminar

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will provide structured support on whole group and individual bases for APLING students who are working on their dissertation proposals. The Seminar compliments students' work with their dissertation chairs and committees. Students who attend all classes, come prepared, participate in a spirit of professional critique and academic integrity, and develop and present a 50-60 page dissertation proposal will pass the course.

Course Note

The Seminar will be graded Pass/Fail.

Enrollment Requirements:

Pre-Req: APLING 891

037776:1

APLING 899 - Dissertation Research

1-12 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 99

Description:

Research conducted under supervision of the doctoral committee leading to the presentation of a doctoral dissertation.

037777:1

Art and Art History

Website <https://www.umb.edu/liberal-arts/academic-departments/art/>

Office University Hall, 4th Floor, Room 4232
617.287.5730

Department Chair Cat Mazza, MFA
cat.mazza@umb.edu
617.287.5730
University Hall, 4th Floor, Room 4244

Asian Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/asian/>

Office Wheatley Hall, 6th Floor, Room 37

617.287.6138

Department Chair Shaman Hatley, PhD

Shaman.Hatley@umb.edu

617.287.6492

Wheatley Hall, 6th Floor, Room 86

Classics and Religious Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/classics/>

Office McCormack Hall, 4th Floor, Room 604

617.287.6120

Department Chair Jason von Ehrenkrook, PhD

jason.vonehrenkrook@umb.edu

617.287.6123

McCormack Hall, 4th Floor, Room 605

Master of Arts

Latin and Classical Humanities (MA)

Classics and Religious Studies Department | College of Liberal Arts

Latin and Classical Humanities (MA) - Applied Linguistics Track

Latin and Classical Humanities (MA) - Greek/Latin Track

Latin and Classical Humanities (MA) - Initial Licensure Track

Classics

CLSICS 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent Study in Classics.

039274:1

CLSICS 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

012257:1

Greek

GREEK 601 - Attic Orators

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course offers intensive study of orators, including Lysias, Antiphon, Andocides and Demosthenes, with attention to rhetorical techniques, historical context and the implications for our understanding of Athenian law and society.

Enrollment Requirements:

Pre-Req: 300 level GREEK course

038268:1

GREEK 602 - Plato

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course offers intensive study of the dialogues of Plato with attention to his confrontation with the sophists, political thought, theories of art, and moral teachings.

Enrollment Requirements:

Pre-Req: 300 level GREEK course

038264:1

GREEK 607 - Herodotus

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course offers intensive study of the Histories of Herodotus, with special attention to the balance he struck between historical accuracy and literary artifice.

Enrollment Requirements:

Pre-Req: 300 level GREEK course

038266:1

GREEK 609 - Lyric Poetry

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is devoted to the study of the Greek lyric and elegiac poets from the seventh to the fifth centuries B.C.

040811:1

GREEK 680 - Topics in Greek Literature

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 999 / total completions: 99

Description:

This course focuses on readings in important authors, genres, or eras of classical Greek literature. Significant attention is paid to historical, cultural and literary contexts, as well as to relevant secondary literature. Topics may vary.

Course Note

Advanced proficiency (300 level or above) in classical Greek required.

035300:1

GREEK 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Directed projects in Greek language and literature.

038171:1

GREEK 696 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Directed projects in Greek language and literature.

038172:1

Latin

LATIN 600 - Roma Aeterna: Latin Reading Fluency

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The goal of this course is for the student to gain reading fluency in Latin through integrated development of the four language skills - reading, listening, speaking, and writing. The program of study includes comprehensible input mainly in the form of extensive reading at an appropriate level, plus listening to audio and video in Latin, and focused written work for deep retention of vocabulary, contextual understanding of grammar, and idiomatic usage in phrasing and sentences.

040575:1

LATIN 601 - Cicero

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The focus of this course is on Cicero's orations, with special attention to the Catilinarians and the Pro Caelio. The course will emphasize careful analysis of Cicero's Latin style and the political, legal, and literary issues that arise from these works. Students will be introduced to relevant scholarly literature.

020898:1

LATIN 602 - Caesar

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will focus on selections from Julius Caesar's Commentarii, including selections from De Bello Gallico and De Bello Civile, interspersed with selections from the letters and works of Caesar's contemporaries and the later Roman historians. Examination of maps, photographs, and brief topical essays

will provide the background necessary to understand Caesar's works and campaigns. Some emphasis will be laid on modern scholarship devoted to Caesar. Course goals include not only reading a significant portion of Caesar's extant works, but also gaining an appreciation of his style as a writer, along with a understanding of his place in Roman history. Teachers enrolled in the course should expect to gain a good background for teaching Caesar in the AP curriculum.

036864:1

LATIN 603 - Roman Comedy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on readings in the comedies of Plautus and Terence. The course will entail intensive study of one representative play by each playwright; other plays will be read in English translation. Topics to be covered include: the influence of Menander and Greek New Comedy; the rise of a literary culture in second-century-BC Rome; and analysis of character, language, and plot.

Enrollment Requirements:

Pre-req = Graduate degree student

020899:1

LATIN 609 - Lucretius

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will be devoted Lucretius' *De rerum natura*, the great didactic epic of Epicureanism. We will examine the philosophical doctrines that Lucretius espoused, the poetic and literary qualities of his poem, his influence on successors, and the way he manipulated the Latin language and the dactylic hexameter to serve his ends.

036865:1

LATIN 610 - Virgil

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on readings in the works of Virgil, with primary emphasis on the *Aeneid*. Significant attention is paid to historical and cultural context, literary history and epic genre, Virgil's poetic and patriotic programmes and poetic diction, as well as to secondary, scholarly literature.

Enrollment Requirements:

Pre-req = Graduate degree student

020900:1

LATIN 611 - The Roman Novel: Petronius and Apuleius

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the genre of Latin prose fiction. Two important works survive to the present day: the *Metamorphoses* of Apuleius (also known as the Golden Ass) and the *Satyrica* of Petronius. Apuleius' novel tells the story of Lucius, a man driven by an insatiable curiosity to try to observe a witch perform magic, who, through a magical accident, finds himself turned into a donkey. Petronius' novel tells the story of two young lovers, Encolpius and Giton, and their wild adventures in the Greek cities of southern Italy.

041926:1

LATIN 614 - Catullus and Horace

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

In this course students will read extensively from the lyric poetry of Catullus and Horace, with particular attention to developing their reading fluency and familiarity with poetic language. The class will also consider modern scholarship on such topics as: ancient verse collections; allusion to and the influence of Greek and Roman predecessors; lyric, elegiac, and dactylic meters; and themes such as love, friendship, invective, social mores, and patriotism.

040003:1

LATIN 615 - Methods of Teaching in the Latin Language

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on the theory and practice of teaching Latin in the schools. Special emphasis is given to assessing the pedagogical approaches that have emerged in recent decades and the textbooks that they have produced. We will also discuss specific ways to integrate these approaches into the contemporary classroom.

033098:1

LATIN 620 - Latin Letters

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course offers a survey of the epistolary genre in Latin literature. Readings will focus on Cicero, Seneca and Pliny; short examples from Horace, Ovid, Fronto and Petrarch will also be included. Letters will be considered in their historical, social and literary contexts. Students will evaluate the structure, content and evolution of the genre.

033045:1

LATIN 625 - Literature in the Age of Nero

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The Emperor Nero, despite his reputation for viciousness, presided over a literary renaissance in Rome of the first century AD. This course devotes attention to key figures in this renaissance, including Seneca, Petronius, Lucan, and Persius. Through extensive readings in selected Latin texts, students will find that literary, political, and philosophical issues intersect.

Enrollment Requirements:

Pre-req = Graduate degree student

020901:1

LATIN 635 - Latin Historians

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course surveys the Latin historians, focusing primarily on Sallust, Livy, and Tacitus. Earlier writers, such as Cato the Elder, and later ones, such as Ammianus Marcellinus, are briefly considered. These historians will be read in Latin and studied in their historical, social and literary contexts.

033478:1

LATIN 660 - History of Latin Literature

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is a survey of Latin literature by genre and chronology from the earliest Latin writing through the reign of Hadrian. Students will read selections of Latin prose and poetry from the works of all major authors and will evaluate the structure and content of each work within historical and literary contexts. The goals of this course are to give students a strong foundation in the development and evolution of Latin literature and to prepare them for subject area examinations for prospective teachers of Latin such as Praxis and MTEL.

035804:1

LATIN 670 - Active Learning methodologies for Teachers of Latin

*2-3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Two phenomena of recent decades - the emergence of a new body of research on second language acquisition and the re-emergence of conversational Latin as a pedagogical tool - have dramatic implications for the teaching of Latin. The purpose of this course is twofold: first, to introduce teachers of Latin to theories of second language acquisition, through which they may assess the effectiveness of various methods used in the Latin classroom; and, second, to engage them intensively with two major active methodologies for language learning; oral/aural communication and written composition. The course, designed as the first-year experience for attendees at the summer Conventiculum Bostoniense, provides a seven-day, full-immersion living-Latin experience, with full-time residence required of all participants. With the exception of nine hours of instruction in second language acquisition theory, students are required to communicate 24-7 in Latin.

033833:1

LATIN 672 - Rome for Teachers

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is taught on-site in Rome and is designed to introduce teachers and prospective teachers-in-training both to the city and to research-backed best practices in language learning and teaching, often called "active methodology." Students will visit various sites where the instructors will model various approaches to immersive instruction. Students will explore ways of infusing their individual classrooms and curricula with these approaches in ways that fit their individual style and goals.

041700:1

LATIN 675 - Living Text

2-3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 99 / total completions: 99

Description:

Designed for repeat attendees at the summer Conventiculum Bostoniense, this course engages students in intensive study of a single classical or medieval Latin text, incorporating both traditional pedagogical approaches (grammar-translation method, study of relevant scholarship) and active learning methodologies (especially those that build competence in oral and written production of Latin, such as oral paraphrase, contextual discussion, Socratic questioning, written response and rephrasing). For a significant portion of class time, students work in small groups to compose and perform a play whose content accurately reflects the style, themes and literary, historical, and cultural contexts of the text studied in the course. This text varies each summer. Each student also completes an individual final paper, due six weeks after the last course session. The course provides a seven-day full-immersion living-Latin experience, with full-time residence required of all participants with the exception of some direct instruction in the text and relevant scholarship, students are required to communicate 24-7 in Latin.

033834:1

LATIN 676 - Latin Prose Composition

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an intensive introduction to written composition in the Latin language. Stress will be laid on writing as an active methodology, on the premise that fluency in Latin is achieved more effectively through Latin-on-Latin composition, rather than through a traditional English-to-Latin translation approach. The normal starting point for activities will be a Latin text; assignments will progress in complexity from rephrasing or restructuring of parts of the text to free composition.

035568:1

LATIN 677 - Latin conversation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will help students acquire a basic communicative competency in Latin, familiarize themselves with Second Language Acquisition theory, and experiment with active classroom strategies.

Enrollment Requirements:

Pre-req = a 300 level course in LATIN

038262:1

LATIN 688 - Initial Licensure Practicum: Student Teaching

3-6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The Initial Licensure Practicum provides students with the opportunity to put theory and methodology into practice. Students demonstrate their teaching skills in a school, with supervision by both a certified cooperating teacher and a member of the University faculty. During the semester, students will meet bi-weekly with the latter to discuss their experiences, to try out and critique plans and ideas, to air and solve problems, and to reflect on the process by which they are becoming education professionals.

Course Note

A formal application to do a practicum must be filled with the GPD by October 1 for a spring practicum or by March 1 for a fall practicum.

038014:1

LATIN 690 - Master of Arts Final Paper

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Upon invitation of the faculty, M.A. candidates may complete a three-credit final paper in lieu of one required course. The paper will be of approximately 30 pages and demonstrate extensive original research/scholarship in Latin or Greek literature or culture. A final-paper proposal must be approved by a faculty advisor and the Graduate Program Director in the semester prior to that in which the paper will be completed. The paper will be prepared under the direction of the faculty advisor and defended before a committee of three faculty members. During the semester, drafts of the paper will be critiqued in regular

conferences with the faculty advisor.

Enrollment Requirements:

Pre-requisite = Completion of 18 credits toward the MA and GPA of 3.6 or higher

036866:1

LATIN 696 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Independent study in Latin

039273:1

LATIN 697 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course offers intensive study of a selected topic in Latin language and/or literature. Course content varies according to the topic, which will be announced prior to the advance pre-registration period.

020903:1

Communication

Website <https://www.umb.edu/liberal-arts/academic-departments/communication/>

Office Wheatley Hall, 6th Floor, Room 80

617.287.3900

Department Chair Lin (Julie) Zhu, PhD

Lin.Zhu@umb.edu

617.287.6784

Wheatley Hall, 6th Floor, Room 81

Economics

Website <https://www.umb.edu/liberal-arts/academic-departments/economics/>

Office Wheatley Hall, 5th Floor, Room 82
617.287.6950

Department Chair Michael Carr, PhD

Michael.Carr@umb.edu

617.287.6950

Wheatley Hall, 5th Floor, Room 32

Master of Arts

Applied Economics (MA)

Economics Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 32 credits from ten courses including six required courses, three electives, and a research capstone or thesis.

Capstone: Completion of a research paper and oral presentation.

Statute of limitations: Five years.

Course Requirements

Required Courses (18 Credits)

- ECON 601 - Applied Microeconomics 3 *Credit(s)*
- ECON 602 - Applied Macroeconomics 3 *Credit(s)*
- ECON 610 - Political Economy 3 *Credit(s)*
- ECON 650 - Applied Economic Research Practicum 1 *Credit(s)*
- ECON 651 - Quantitative Research Methods I 4 *Credit(s)*
- ECON 652 - Quantitative Research Methods II 4 *Credit(s)*

Electives (9 Credits)

Complete at least three courses from below.

At least six credits must be from the approved economic electives list. At least three credits must be from the approved quantitative methods list.

Approved Economics Electives:

- Any 600-level ECON courses not already required for the program
- PUBADM 602 - The New England Economic Environment *3 Credit(s)*
- PPOL-G 602 - Political Economy of Class, Race and Gender *3 Credit(s)*
- INTREL 614 - International Political Economy *3 Credit(s)*

Approved Quantitative Methods Electives:

- ENVSCI 623L - Introduction to Geographic Information Systems *4 Credit(s)*
- GERON GR 760 - Policy Analysis Techniques *3 Credit(s)*
- MSIS 680 - Advanced Data Mining *3 Credit(s)*
- SOCIOL 655 - Evaluation Research *3 Credit(s)*
- SOCIOL 660 - Fundamentals of Survey Methodology *3 Credit(s)*
- SOCIOL 661 - Designing and Evaluating Survey Questions *3 Credit(s)*
- SOCIOL 662 - Applied Survey Sampling - Design and Analysis *3 Credit(s)*

Research Capstone or Thesis (5 Credits)

Candidates may substitute some or all of the five required credits with independent study credits that result in a capstone or thesis.

- ECON 698 - Mentored Research Project *1-5 Credit(s)*

Economics

ECON 601 - Applied Microeconomics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the theory of consumer behavior and the firm, market and multi-market equilibrium and stability, and varieties of imperfect competition at the graduate level. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics, and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques, and empirical evidence will be undertaken.

Enrollment Requirements:

Pre-req: Matriculated in Applied Economics

037410:1

ECON 602 - Applied Macroeconomics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an introduction to macroeconomics at the graduate level. The course is concerned with economic theories of the overall level and dynamic of economic activity in countries and regions. These theories are explored by examining the following applied key macroeconomic questions: why are some nations poor while others are rich? What determines the pace of economic growth? How much richer is the typical American today than the typical American 100 years ago? What causes macroeconomic instability? What policies might governments pursue to spur growth? How do we square economic growth with our efforts to limit climate change and provide for future generations?

Enrollment Requirements:

Pre-req: Matriculated in Applied Economics

037411:1

ECON 607 - Advanced Topics in Development Economics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course has two aims. In the first four weeks of the semester students will be introduced to some core issues in development Economics. these topics will provide the basic framework for the remainder of the course. In the second part of the course, which constitutes the bulk, students will have an opportunity to engage with a specific topic in greater depth. this topic will vary with the instructor teaching the course. Topics include: Urbanization in Developing countries, Poverty and Inequality, Structural Change and Transformation, Gender and development, War, Macroeconomic Issues in Developing Countries, and Political Economy of Development. Whichever the area, students will be given the skills necessary to critically analyze the process of economic development, to identify the winners and losers in this process, and to appreciate what would constitute just and sustainable policy in that area.

Enrollment Requirements:

Pre-req: Matriculation in Applied Economics MA

040294:1

ECON 610 - Political Economy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course exposes students to the major paradigms in heterodox political economy through a set of economic topics that are central to these paradigms. Heterodox political economic paradigms include Marxist, post-keynesian, intuitional, and feminist approaches. We will use these various approaches to

examine topics of particular interest to political economists including the historical rise of capitalism, workplace relations, poverty and income distribution, economic growth (accumulation) and crisis, financialization, globalization, development, gender, race, and ecological change.

Enrollment Requirements:

Applied ECON MA students only

038125:1

ECON 613 - Urban Economic Environment

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course offers an examination of the wonders and paradoxes of urban life, with a focus on current dynamics of urban location and prosperity in the context of a global economy. It examines forces that shaped the evolution of cities and metropolitan regions, assesses a range of policy issues confronting metropolitan areas today and the respective roles played by private and public sectors in addressing those challenges, explores global forces that are transforming cities and regions throughout the world, and addresses key questions of urban well-being, civility, and civic engagement.

Enrollment Requirements:

Pre-req: Matriculated in Applied Economics

037412:1

ECON 617 - Public Finance

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the role of the public sector in the economy, focusing on public expenditure theory. Topics include: welfare economics, market failures, asymmetric information, income redistribution, and taxation. Much of the material covered will be conceptual in nature, but concrete examples will be used throughout to illuminate the concepts.

Enrollment Requirements:

Pre-requisite: Enrolled in MA in Applied Economics or permission of instructor

041184:1

ECON 620 - Gender and Economics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Women and men have historically faced very different economic opportunities and prospects. While these have changed dramatically over the last 50 years, women's and men's economic patterns and fortunes are still not the same, with women more likely than men to earn less, more likely to face poverty, and more likely

to be responsible for doing unpaid or low-paid care work. This course presents an empirical and historical overview of the economic activity of women and men (primarily in the United States), examines how economic theories explain these activities, and looks at policies that might generate more equal economic outcomes among women and between men and women.

Enrollment Requirements:

pre-req: Enrolled in Applied Economics MA program ECON 620

041655:1

ECON 650 - Applied Economic Research Practicum

1 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 2 / total completions: 2

Description:

This one credit course allows students to apply and extend their quantitative research skills to a specific economic issue. Students will be required to briefly research the issue, provide descriptive statistics and tabular formulations, apply ordinary least squares techniques, and then learn and apply one other statistical technique to tease out the economic relationships and potential causal factors. Students will have assignments that culminate in a short policy brief. Topics might include gender/racial/immigrant wage gap; trade deficit and growth; income inequality levels across nations or cities; occupational segregation.

Enrollment Requirements:

Pre-req: ECON 651

040576:1

ECON 651 - Quantitative Research Methods I

Formerly Quantitative Research Methods I

4 Credit(s) | Lecture and Workshop | Graded

Not repeatable for credit

Description:

This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data workshop sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will work on developing a research question for their thesis, identify a source of data, and present descriptive statistics from this data source.

Enrollment Requirements:

Pre-req: Matriculated in Applied Economics

Semester(s) typically offered: Fall

037413:1

ECON 652 - Quantitative Research Methods II

4 Credit(s) | Lecture and Workshop | Graded
Not repeatable for credit

Description:

The course offers a presentation of modern econometric practice. It will cover the theory and application of ordinary least-squares regression (OLS) in the context of cross-sectional, time-series, and panel data, with special emphasis placed on an applied understanding of the potential and limitations of this approach. In addition to OLS, topics will also include fixed effects, difference-in-difference, regression discontinuity, and limited dependent variable regression techniques. Students will learn at least one statistical package as Stata, SPSS, or SAS. Emphasis is placed on training creative quantitative researchers.

Enrollment Requirements:

Pre-requisite: ECON 651

037570:1

ECON 670L - Environmental and Energy Economics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the economist's approach to solving environmental problems and related aspects of energy markets. The first part of the course concentrates on the economic theory used to solve environmental problems, including those associated with energy production and utilization. In the latter half of the course, the theory will be used as a framework to approach a wide range of environmental and energy issues. The purpose of the course is to expose students to sufficiently rigorous economic analysis to enable them to appreciate the usefulness of the economic approach to environmental and energy-related problem solving and to enable them to critique economic analyses they may be presented with in future decision-making roles.

Course Note

ECON 670L and ENVSCI 670L and UPCD 670L are the same course.

This course is cross-listed as ENVSCI 670L and UPCD 670L

Enrollment Requirements:

Pre-Req: Matriculation in Applied Economics

000796:2

ECON 675L - Economics of Renewables: Marine and Energy Resources

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the use of economic analysis in helping to solve marine and energy related natural resource problems. The first part of the course focuses on the economic theory used to analyze natural resource and energy issues. In the latter half of the course these theoretical tools will be used as a framework to analyze a wide range of issues dealing with marine resources and renewable energy. The purpose of the course is to expose students to sufficiently rigorous economics analysis to

enable them to appreciate the usefulness of the economic approach to resource and renewable energy problem solving and to critique economic analyses they may be presented with in future decision-making roles.

Course Note

ECON 675L and ENVSCI 675L are the same course.

This course is cross-listed as ENVSCI 675L

Enrollment Requirements:

Pre-Req: Matriculation in Applied Economics

000795:2

ECON 680 - Health Economics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This elective course introduces students to how economists analyze topics related to the demand for health care, health disparities, and the US health care delivery system using the tools of microeconomics. Students develop an understanding of asymmetric information, how health insurance contracts operate, and the role that government plays in the modern health care system. Students empirically analyze health care policies, and apply tools of cost-benefit analysis to understand the trade-offs involved in improving efficiency and equity.

Enrollment Requirements:

Pre-requisite: Enrolled in MA in Applied Economics or Nursing Ph.D. program or permission of instructor

041185:1

ECON 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of economics under the supervision of a faculty member.

038347:1

ECON 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of economics under the supervision of a faculty member.

038348:1

ECON 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
 Repeatable for credit - total credits: 12 / total completions: 4

Description:

Various topics in Economics will be offered.

039131:1

ECON 698 - Mentored Research Project

1-5 Credit(s) | Lecture | Graded
 Repeatable for credit - total credits: 5 / total completions: 2

Description:

Economics 698 is a course designed to facilitate completion of the capstone project (or thesis), a critical requirement for the MA degree in Applied Economics. All students taking the course will be required to design and complete a comprehensive research project that includes the relevant literature, description of methods and data used, analysis of the findings and implications of the research.

Enrollment Requirements:

Applied Economics (MA) students only

038126:1

English

Website <https://www.umb.edu/liberal-arts/academic-departments/english/>

Office Wheatley Hall, 6th Floor, Room 13
 617.287.6700
 English.Department@umb.edu

Department Chair Eve Sorum, PhD
 Eve.Sorum@umb.edu
 617.287.6753
 Wheatley Hall, 6th Floor, Room 2

Master of Arts

English (MA)

English Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 30 credits ten courses in one of four concentrations.

Students must complete a self-assessment narrative earning 15 credits.

Concentrations: Students must pick a concentration in literature, composition, creative writing, or pedagogy.

Capstone: Students must complete an analytical essay, written exam, or thesis.

Statute of limitations: Five years.

Course Requirements

Concentration Courses

Complete the requirements for one of the concentrations below.

Literature Concentration
Composition Concentration
Creative Writing Concentration
Pedagogy Concentration

Initial Licensure

English MA Students who wish to teach English at the middle (grades 5-8) or secondary (grades 8-12) school level may earn an initial teacher license through the program of study below.

Initial Teacher Licensure for Middle or Secondary School

Master of Fine Arts

Creative Writing (MFA)

English Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 48 credits from twelve courses including four writing workshops, three literature courses, three electives, and two semesters of thesis workshops.

Capstone: Completion of an MFA thesis of 48 to 64 pages of poetry or 100 to 200 pages of fiction written under the supervision of a thesis advisor, reviewed by a thesis committee, and subject to a public defense.

Statute of limitations: Five years.

Course Requirements

Writing Workshops (24 Credits)

Complete one from below four times.

- CW 601 - MFA Poetry Workshop 6 *Credit(s)*
or
- CW 602 - MFA Fiction Workshop 6 *Credit(s)*

Literature Courses (9 Credits)

Complete three graduate literature courses.

Electives (9 Credits)

Complete three from below.

- CW 605 - Memoir Workshop 3 *Credit(s)*
- CW 606 - Literary Editing and Publishing 3 *Credit(s)*
- CW 614 - The Teaching of Creative Writing 3 *Credit(s)*
- CW 675 - Creative Writing Internship 3 *Credit(s)*
- CW 697 - Special Topics in Creative Writing 1-6 *Credit(s)*

Students may elect courses offered by other graduate programs with approval from the graduate program director.

- ENGL 459 Seminar for Tutors may be taken for graduate credit (see Undergraduate Catalog).
- ENGL 675 - Reading and Writing Poetry 3 *Credit(s)*
- ENGL 676 - Reading and Writing Fiction 3 *Credit(s)*
- ENGL 681 - Advanced Workshop in Poetry 3 *Credit(s)*
- ENGL 682 - Advanced Workshop in Fiction 3 *Credit(s)*

Thesis Courses (6 Credits)

Complete the course below both semesters of the third year.

- CW 699 - MFA Thesis 3 *Credit(s)*

Creative Writing

CW 601 - MFA Poetry Workshop

6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 24 / total completions: 4

Description:

The course will focus on the writing of poetry from two perspectives—craft and process. Through discussion of their own and published poetry, students will explore how writers develop language, imagery, and verbal music through attention to structural and other details presented in the work. Students in the workshop will read recently published poetry, discussing what makes this work successful and how they, as writers, can learn from it, while writing and critiquing their own work in a responsible and constructive manner. Students will be expected to present either new work or revised work to the workshop each week.

Enrollment Requirements:

Pre-requisite = MFA student in Creative Writing

Department consent required for enrollment

033905:1

CW 602 - MFA Fiction Workshop

6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 24 / total completions: 4

Description:

The course will focus on fiction writing from two perspectives—craft and process. Through discussion of their own and published fiction, students will explore how writers construct character, voice, suspense, story, etc. they will also discuss the more hazy area of process. Students in the workshop will read recently published fiction, discussion what makes this work successful and how they, as writers, can learn from it, while writing and critiquing their own work in a responsible and constructive manner. Students will be expected to present their own work to the workshop at least twice during the term.

Department consent required for enrollment

033906:1

CW 605 - Memoir Workshop

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The primary activity of the workshop is discussion of student work in the area of life writing. This course will examine various examples of memoir, as well as address the following questions: What responsibility does the memoirist have to facts? Are facts and truth always synonymous? What is the difference between memoir and autobiography? Why write memoir when you could compose a story or poem? Students will read and discuss classical and contemporary examples of the genre to support their own written work.

036084:1

CW 606 - Literary Editing and Publishing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The historical background of literary editing and publishing will be explored alongside a practical, hands-on project-oriented program in which students will actively engaging in editing and publishing.

034696:1

CW 614 - The Teaching of Creative Writing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The teaching of creative writing involves both the teaching of craft and the nurturing of students' imaginations. This course addresses ways of doing both, as well as theoretical frameworks for creating new models. What are the principal elements of poetry and fiction? How does a writing exercise elicit a response that adds to students' understanding of what they're doing? What's a good sequence of exercises, and what should students read to enhance their understanding of technique? How should students share their work - in a workshop, in small groups, on an on-line bulletin board, and other formats? How should creative writing be evaluated? Each week, we will examine a different pedagogical question. The course also addresses workshop and classroom management. Students will leave the course with the practical and theoretical tools necessary to construct a curriculum for their own classroom use, and an understanding of issues involved in exploring creativity.

033904:1

CW 620 - Techniques of Fiction

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a literature course designed for fiction writers and students interested in reading both canonical works of fiction and contemporary fiction from a craft perspective. We will read the novels and stories of such authors as Henry James, Earnest Hemingway, Virginia Wolff, Franz Kafka, Jane Smiley, and Jhumpa Lahiri, among others, and explore how these authors employ the tools of narrative fiction - exposition, plot dialogue, setting, point of view, character development, etc. In addition to considering the elements of craft, the course will explore several literary traditions - realism, minimalism, and fantastical literature - in order to understand how these traditions utilize the techniques of fiction to construct vastly different fictional worlds. Though this is not a creative writing course that makes use of workshop, students will be asked to write both a traditional analytical essay as well as a work of fiction, a story or extended scene, in the style of one of the authors we will be discussion during the semester.

036863:1

CW 630 - Documentary Poetics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This immersive course will give you tools and inspiration to develop your own assignments for researched poems based on your interests. Each week we will read and imitate examples by poets ranging from Muriel Rukeyser to Tyehimba.

041842:1

CW 675 - Creative Writing Internship

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Partnering with an off-campus institution, students will work in an environment that will further their career goals as writers, editors, and/or educators in the field of creative writing. Internships may include assisting editorial functions at a literary magazine or publishing house, leading writing workshops in facilities including schools, hospitals, nursing homes, and shelters, or working with literary organizations such as PEN New England on projects that further literary goals. In addition to work in the field, students will generate writing about their internship experience.

Course Note

All internships must be approved by the MFA program director.

Department consent required for enrollment

033907:1

CW 696 - Independent Study in Creative Writing

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Students wishing to study a topic in Creative Writing not included in the list of courses available through the graduate program in English or the MFA Program in Creative Writing may develop a course of independent study under the direction of a faculty member.

Course Note

All independent study courses must be approved by the MFA program director.

Department consent required for enrollment

033908:1

CW 697 - Special Topics in Creative Writing

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special Topics in Creative Writing introduces a subject outside the list of currently approved courses in the MFA Creative Writing Program. The subject may be taught once under the Special Topics designation before requiring approval as a course addition.

Course Note

All special topics must be approved by the MFA Program Director.

033909:1

CW 698 - Intern Seminar for MFA TA2s

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Prior to the beginning of the semester, TA2s meet with the intern director to prepare a common course syllabus. During the semester, students meet with the TA2 intern director weekly to discuss issues of pedagogy and classroom management. In addition to weekly meetings, students are observed by the director three times during the semester, and meet with the director after each observation for discussion.

Course Note

This is a required course for MFA student TA2s in their first semester of teaching E210-Intro to Creative Writing.

Enrollment Requirements:

pre-req: CW 614

037563:1

CW 699 - MFA Thesis

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

In each of the final two semesters in the MFA Program, students enroll in CW 699 for a total of six credits, culminating in a capstone MFA thesis of 48-64 pages of poetry, or 100-200 pages of fiction. The thesis is written under the supervision of a thesis advisor, read by a thesis committee of a least three members, and subject to a public thesis defense. The MFA thesis is the focus of each student's three years of graduate study. It represents the best work the student has produced - informed by the MFA workshops, by the study of literature, and by subjects relevant to the student's project - mentored by faculty, directed by an advisor, and nurtured by an engaged community of writers.

035279:1

English**ENGL 600 - Studies in Criticism**

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016093:1

ENGL 601 - Studies in Poetry

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

Studies of poetry movements, individual poets, or particular formal or thematic topics in poetry. Topics have included: Contemporary Women Poets, Seamus Heaney, Elizabeth Bishop.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016094:1

ENGL 602 - Studies in Fiction

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

Studies in the nature of prose fiction and its major kinds; topics in the history and sociology of narrative fiction, such as the working class novel, the short story, the prose romance, the historical novel; and studies of representative British and American types in international contexts.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016096:1

ENGL 603 - Studies in Drama

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A course for those who want a broad view of the sweep of Western drama, offering a study of the art of drama as it has evolved from classical Greece. Representative plays are drawn from various periods (medieval, Renaissance, Augustan, romantic, and modern) and from the major modes (tragedy, comedy, farce, realism, expressionism, and the absurdist and social theater). Selected critical works are also considered.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016099:1

ENGL 605 - Studies in Literature and Film

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the relationship between fiction and film, examining issues of representation, adaptation, narrative, composition, and cultural construction. Students will explore how these verbal and visual genres connect by asking questions such as: How does storytelling operate in each genre? How does each genre rely on narrative structures such as causality and chronology? How does film develop and change literary elements such as symbolism? How does literature and film create an audience that knows its conventions? This course addresses topics such as modern life as created by fiction and film, and internationalism in contemporary British fiction and film.

038551:1

ENGL 610 - The Teaching of Composition

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course defines the role of composition in the English curriculum in both college and secondary schools; develops a philosophy of language as a foundation for a method of composing; studies psychological and linguistic aspects of the composing process.

Course Note

The course is offered once each year.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

015158:1

ENGL 611 - The Teaching of Literature

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course develops a theory and practice for the teaching of literature, applicable to both secondary and post-secondary education. The class reads, discusses, and analyzes sample presentations on literary texts in a variety of genres. The course serves teachers, prospective teachers, and non-teachers who seek an introduction to literature from pedagogical points of view.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016108:1

ENGL 613 - Teaching English with Technology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course explores the potential uses of technology in the teaching of classes in English Studies. It situates this work within disciplinary pedagogical theory as it relates to the traditional areas of English Studies--composition, literature, and language.

033832:1

ENGL 621 - Literary Theory Today

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

What is "literary theory" and why should it matter? Pursuing a rigorous course of readings and writings, this course will seek to answer these related questions by introducing graduate students to several traditions of twentieth and twenty-first century thought that have been of fundamental importance to the study of literature. Literary theory has made possible a much broader and richer encounter with texts of all kinds, from novels, poems, and plays to films, media, and the visual arts; this course seeks to understand how and why literary theory encourages new experiences and understandings of texts.

038555:1

ENGL 622 - Ecocriticism: Environmental Criticism and Literature

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Ecocriticism is an emerging branch of literary criticism concerned with the relationships between literature and the physical world. This course will explore how theoretical understandings of the environment can be brought to literature of the environment. In the seminar students will develop a critical vocabulary and range of methodologies for discussing such topics as: the cultural construction of nature; the poetics and politics of nature writing; land as readable text; the idea of wilderness; land as economic and spiritual resource; Native American literature; "green" pedagogy; sense of place; nature and community; gender and nature; ecofeminism; and the relationship of natural science and nature writing.

039504:1

ENGL 624 - Language of Film

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This theory-based study in the "languages" of film, American and international, concerns the ways films signify. Emphasizing the crafting of films more than any particular thematic content, it explores mise-en-scene, framing, lighting, editing, camera work, sound, editing, genre, and acting as these mediate film narratives and, so, comprise their discourses. The course also explores structures of film narration as they relate to literary narration; it includes contextual consideration of history and ideology as these interact with film production and reception. Primary texts will include readings in literary and film theory, films and film excerpts, and literature.

032994:1

ENGL 628 - Comparative Studies of Two Writers

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

A comparative study of two major American, British, or postcolonial writers. The pairing of two writers provides a comparison of works that present affinities and oppositions in social context or theme so as to pose theoretically interesting questions for discussion, critical analysis, and further research.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016123:1

ENGL 631 - Medieval to Renaissance Literature

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A course in the transition from medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through Hamlet.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016124:1

ENGL 633 - Shakespeare

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course considers Shakespeare's dramatic art as an art of coaching an audience (and readers) in how to respond to and understand his make-believes. Multiple plotting, recurring situation, contrasts and parallels in character and character relations (especially the use of theatricalizing characters who stage plays within the

play), patterns of figurative language, repetition of visual effects these and other such "structures" will be considered as means whereby Shakespeare coaxes and coaches the perception of his audience, shapes the participation of mind and feeling, and especially, prepares audiences for comic or tragic outcomes. The plays are studied in the light of ongoing critical and/or theoretical debates.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016127:1

ENGL 641 - Studies in Romanticism

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the different literary movements that make up the Romantic Period (generally 1780-1832). It offers a comparative study of canonical Romantic Period writers and those writers who raised other kinds of questions. In so doing, it explores what it was like to live and write in the culture of this period and asks: What are the stresses on literary production, and what are the terms of aesthetic, subjective, and imagistic difference between male and female writers?

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016133:1

ENGL 642 - Victorian Literature

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Studies in the careers and works of major authors such as Carlyle, Tennyson, Dickens, George Eliot, Ruskin, and Wilde, with brief excursions into the works of others. Major themes include the relations of art and society and the problems of faith and doubt, science, and imagination.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016136:1

ENGL 646 - Literature and Society

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such a perspective.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016142:1

ENGL 648 - Modernism in Literature

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

"On or about December 1910," Virginia Woolf wrote, "human nature changed." This course examines the trans-Atlantic modernism(s) that arose in the early twentieth century in response to the epochal shifts that Woolf described. We will read poetry, prose, and theory by American and British modernists such as Woolf, Stein, Joyce, Eliot, Faulkner, Toomer, Lawrence, Williams, H.D., and Hurston in the context of historical, political, social, and scientific changes as well as in the context of the cultural changes-in art, music, film, architecture-that surrounded and influenced their aesthetic projects.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016144:1

ENGL 651 - Nineteenth Century American Literature

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

The nineteenth century brought unprecedented growth and change to the United States. Industry, immigration, urbanization, the Civil War, social justice movement, the end of slavery, and reconstruction marked the country's move from nascent republic to international power. American writers grappled with these changes as they contributed to the development of a national literature: a literature that would, in Walt Whitman's words, be both transcendent and new. This course will consider both canonized and less familiar texts of the period through a variety of approaches, topics, and themes.

032951:1

ENGL 653 - Major American Novelists

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

An in-depth study of two or three American novelists, considered comparatively. Possible authors to be studied include Hawthorne, Melville, Twain, James, Wharton, Chopin, Cather, Dreiser, Faulkner, Hemingway, Ellison, Morrison.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016150:1

ENGL 654 - Modern American Fiction

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a course in the study of significant works of American fiction written in the last century, mostly before WW II. The course discusses major American modernists, such as James, Wharton, Fitzgerald, Hemingway, Toomer, Faulkner, Hurston, as well as the critical and cultural contexts in which these works appeared. The focus is on the establishment of American fiction as a major literary form during an era of social flux, economic dislocation, and foreign wars.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016151:1

ENGL 655 - The Harlem Renaissance

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This seminar will examine some of the major literary works of the Harlem Renaissance (also known as the New Negro movement), which flourished between the end of the World War I and the 1929 stock market crash. We will consider how the texts interact with one another thematically, politically, and aesthetically; how architects of the movement defined the New Negro and her/his are; and how contemporary critics have reconstructed the Harlem Renaissance as a major American literary period. Through the study of African-American modernism, this seminar will explore its larger implications for literary studies: the role of literature and other cultural expressions in realizing and representing "imagined communities," in resisting and reinforcing political and social discourses, and in reflecting its own potentials and limitations in defining a social self. Authors will include W.E.B Du Bois, Jessie Redmon Fauset, Langston Hughes, Zora Neale Hurston, Nella Larsen, and Claude McKay.

038556:1

ENGL 663 - Revolutionary Romanticism

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Who were the really revolutionary thinkers and writers in the "Age of Revolution," as the Romantic Period is also known? To consider this questions, this course will understand revolution in the sense of a "family affair." The Family unit was an operative ideological concept for very different kinds of revolutions, from the politics of liberation to the feminist revolution in education and social practices. Orienting this affair will be what we can call "the First Family" of revolutionary thought, which is not that of the French king and his famous queen Marie Antoinette, nor that of the mad George III and his politically rebellious son, later George IV, but that of the Godwin-Shelley Circle. The primary members of this circle are William Godwin, Mary Wollstonecraft, Mary Shelley and Percy Bysshe Shelley (who came to study at Godwin's feet and instead eloped with his daughter). Behind his family romance of "free love," revolution, and theories of education lie the political thought of highly influential figures such as Rousseau, and the feminist politics of care, a

contribution to the enduring problem of ethical action (best articulated for the Romantics by Spinoza). Both revolution and care as ethical action struggle against the increasingly dominant ideology of the aesthetic for this family that combines and traverses the standard period division into "first generation" and "second generation" Romantics. As we read our primary writers, we will bring in other thinkers and materials to provide both historical and literary contexts, genre contrasts, and contemporary interventions in these dramatic and self-dramatizing issues.

039929:1

ENGL 667 - Seminar for Tutors

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course teaches graduate students to tutor undergraduate students who are taking Freshman English 101 and 102 at UMass Boston. It features readings, writing, and discussion on the theoretical and practical issues one encounters in working as a composition tutor. Tutors learn to apply research about tutoring to the specific context of the undergraduate classroom, learning not only about tutoring goals and practices, but also about the UMass Boston Freshman English program's philosophy and the UMass Boston undergraduate experience. This knowledge provides a foundation for further teaching at UMass Boston. All elements of the course combine to provide an intellectual framework for articulation and synthesis of, as well as reflection on, what is learned in the work experience of the tutor.

038562:1

ENGL 668 - Perspectives on Composition

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course involves the sustained study of significant theory, concept, issue, or method in composition, whether an historical survey or a timely twenty-first century debate. Such topics might include feminism, multimodality, or process. The selected topic will be examined through multiple theoretical, historical, political, and ethical lenses in order to trace the broader terrain of the field of composition.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016164:1

ENGL 669 - Writing Theories in Second Language Instruction

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will consider the key issues in writing theory, research, and pedagogy as they are specifically related to writing in a second language. It will introduce students to the existing research and developing theories on the composing process and examine, critique, and evaluate current and traditional theories and practices by exploring the ways in which theory and research can be translated into instruction.

This course is cross-listed as APLING 669

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

000683:1

ENGL 670 - Philosophy and the Composing Process

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Current rhetorical theory emphasizing the process of composing has developed several models (e.g., pre-writing, writing, re-writing) which are nevertheless linear. But writers and teachers of writing need ways of apprehending the all-at-onceness of composition. This seminar offers opportunities to develop philosophical perspectives on perception and forming; language and the making of meaning; interpretation in reading and teaching. The course explores the pedagogical and practical implications of a broad range of theories of language and knowing by means of experimental writing and by the study of essays, letters, talks, and other materials by scientists, artists, and philosophers. This course is recommended for students choosing to concentrate in composition for the English MA, at or near the start of their programs.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016165:1

ENGL 672 - Research in Writing Studies

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This graduate seminar explores the ways that composition and rhetoric scholars make and support knowledge claims by investigating both research in the discipline and the methods and methodologies that undergird that research. Geared towards helping students generate research projects through an informed framing of inquiry, this course provides an introduction to epistemology in writing studies—an introduction that provides a framework for understanding how writing is and has been studied. This focus on knowledge-making is operationalized through a range of methods for conducting research on writing. Students will learn to critically read research publications in composition and rhetoric; they will also learn to develop and pursue their own research projects.

039932:1

ENGL 673 - Digital Writing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

As writing increasingly moves from the printed page to the screen and beyond, writers have at their disposal

a fuller range of expressive modes and means of communication, including but not limited to linear alphabetic text. This workshop/studio course invites students to explore these possibilities by experimenting with their writing in digital platforms. Students engage born-digital texts alongside of traditional print-based genres and consider the relationship between written, audio-visual and/or interactive modes. Classes include craft-based discussions, peer critiques, and hands-on instruction in media production software, which prepare students to produce their own creative digital texts through a series of independent writing projects. This course welcomes students from all backgrounds; no specialized technical skills are expected or required.

040002:1

ENGL 674 - Writing and Community

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This class explores the 'public turn' of literacy and composition studies - a movement that recognizes and engages with literate activity occurring beyond the academy: in community centers, in homes, in the streets, and in other alternative spaces for rhetorical education and literate practice. This course will prepare students to develop thoughtful pedagogies that engage with public writing and community literacy. To support and practice literacy research and activism outside of the university classroom, and to gain a deeper understanding of the intersections between literacy and composition studies. Whenever possible, a sustained engagement project with local community partners will serve as a touchstone of the course.

040295:1

ENGL 675 - Reading and Writing Poetry

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a graduate poetry workshop for both experienced writers and students with little poetry-writing experience. For more experienced writers, the concentration is on developing skills, with a chance to extend range by studying great poems in form and in free verse. For students newer to writing poetry, or students who simply wish to learn more about poetry, this is a chance to develop your skills from the inside, through studying poems by accomplished poets in various forms, including free verse, and through the actual practice of writing in these forms. The main work of the semester is writing poems, but there are assignments requiring a critical response to other poets.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016172:1

ENGL 676 - Reading and Writing Fiction

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a graduate fiction workshop for both experienced writers and students with little fiction-writing experience. For more experienced writers, the concentration is on developing skills, with a chance to extend range by studying writers like Mary Gaitskill, Denis Johnson, Geoff Dyer, Lorrie Moore, Steven Millhauser, and Chuck Palahniuk. Fiction-writing assignments are connected to reading assignments.

Enrollment Requirements:

Pre-req = Graduate students in ENGL only

016173:1

ENGL 681 - Advanced Workshop in Poetry

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

An advanced poetry workshop in which students practice and improve the poetic skills they have already begun to develop by focusing on a pre-approved project for the semester. Class discussion focuses on student work, and individual conferences with the instructor are required.

Course Note

This course may be repeated twice for credit.

Instructor consent required for enrollment

016176:1

ENGL 682 - Advanced Workshop in Fiction

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

An advanced fiction workshop in which students improve the writing skills they have already begun to develop by focusing on a pre-approved project for the semester. All students read contemporary fiction throughout the semester. Class discussion focuses on student work, and individual conferences with the instructor are required.

Course Note

This course may be repeated twice for credit.

Instructor consent required for enrollment

016177:1

ENGL 683 - Literary Sites and Spaces

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will engage students in literary "field work," encouraging experiential learning at libraries,

museums, archives, and writers' homes and communities. The course creates opportunities for students to explore what happens when a literary text is connected to a literary site, including spaces of literary inspiration, production, reading, and preservation. Each course meeting will feature on-site learned in a literary space, with field trips, workshops, and assignments designed to give the group unique insights into the interpretive possibilities created by field-based research. By working outside of the classroom, students will place literature in new social and historical contexts, while also testing the latest theoretical understandings of literary history, literary and cultural geography, cultures of the book, and the history of the book.

038563:1

ENGL 689 - English Studies Workshop

*1 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This one credit course meets in evening workshops held at regular intervals (every two weeks). The central goal of the English Studies Workshop is to engage MA students in an understanding of the latest developments in the field of English. The workshop sessions take a variety of forms, typically featuring a presentation led by a faculty member; they also include less traditional experiences, such as visits to area research libraries. The workshops encourage students to have an experiential engagement with English's latest research, theoretical, pedagogical, creative, professional, and career trends, while also showing student show those trends inform the MA program.

Enrollment Requirements:

Pre-requisite = Masters student in English

035557:1

ENGL 690 - English Research Workshop

*1 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This one credit course meets in evening workshops held at regular intervals (every two weeks). The central goal of the English Research Workshop is to prepare MA students for the final project. Research exercises will move student through the steps needed to create a successful final project, such as :formulating a viable research topic, locating an advisor, understanding research methodology, selecting models of research and writing in professional journals, compiling an annotated bibliography, and creating a research calendar.

Course Note

Students are strongly encouraged to take the English Research workshop in the year or semester before their final project work commences.

Enrollment Requirements:

Pre-requisite = Masters student in English

035563:1

ENGL 691 - Final Project in Composition

3 Credit(s) | Lecture | Multi-Term (year long)
Not repeatable for credit

Description:

This course provides a structure for students working toward completion of the final exercise (capstone) requirement in composition. A project proposal is required and must be approved by the faculty supervisor of the project and by the Graduate Program Director. Paper plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors, or examination materials and sample questions are analyzed. The final paper or examination is assessed by graduate faculty readers.

Course Note

Students must successfully complete the capstone essay or examination in order to receive the MA.

Instructor consent required for enrollment

016175:1

ENGL 692 - Final Project in Creative Writing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a structure for students working toward completion of the final exercise (capstone) requirement in creative writing and supplements work done in creative writing workshops. A project proposal is required and must be approved by the faculty supervisor of the project, by the Director of Creative Writing, and by the Graduate Program Director. Drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. The final manuscript is assessed by graduation faculty readers.

Course Note

Students must successfully complete the capstone project in order to receive the MA.

Instructor consent required for enrollment

016178:1

ENGL 693 - Final Project in Literature

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Provides a structure for students working toward completion of the final exercise (capstone) requirement in literature. A project proposal is required and must be approved by the faculty supervisor of the project and by the Graduate Program Director. Paper plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors, or examination materials and sample questions are analyzed. The final paper or examination is assessed by graduate faculty readers.

Course Note

Students must successfully complete the capstone project in order to receive the MA.

Instructor consent required for enrollment

016269:1

ENGL 694 - Graduate Internship in English

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The Graduate Internship in English allows students to explore possible careers connected to and furthered by the postgraduate study of English. Internships take place within a wide variety of fields that feature an applied use of English, including publishing, marketing, publicity, professional writing, creative writing, library work, and non-profit administration. Internships can include experiences such as organizing rare books materials for a Boston area library, leading literacy workshops for a non-profit organization, or composing publicity materials in a corporate setting. The Graduate Internship affords students the opportunity to bring the ideas and skills learned in English MA courses to the workplace.

Enrollment Requirements:

Pre-requisite = Graduate student in English, at least six credits of coursework and permission of program director.

Department consent required for enrollment

035564:1

ENGL 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

A comprehensive study of a particular area of literature, particular author, or specialized topic not offered in regular seminars. Consultation with the director of graduate studies is mandatory. Students arrange a project with a faculty member who approves a project proposal, providing a description or outline of the research and writing work to be undertaken and a bibliography of reading. The project must be approved by the Graduate Program Director. Project proposals must be submitted by the end of the semester previous to the one in which the study is to take place.

039744:1

ENGL 696 - Independent Study

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

A comprehensive study of a particular area of literature, particular author, or specialized topic not offered in regular seminars. Consultation with the director of graduate studies is mandatory. Students arrange a project with a faculty member who approves a project proposal, providing a description or outline of the research and writing work to be undertaken and a bibliography of reading. The project must be approved by the Graduate Program Director. Project proposals must be submitted by the end of the semester previous to the one in which the study is to take place.

Instructor consent required for enrollment

016181:1

ENGL 697 - Special Topics in Literature and Composition

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Experimental new graduate seminars on special subjects are frequently offered under this heading and are announced each semester prior to the advance pre-registration period.

016182:1

ENGL 698 - Teaching Fellows Seminar

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This seminar is for both composition and literature teaching fellows during their first teaching semester. It involves a preliminary summer workshop and weekly meetings and classroom visits during the semester. The course is team-taught by the two faculty supervisors, with students divided into a composition and a literature section according to their teaching fellowship appointment. The seminar develops more fully the pedagogical and content material covered in ENGL 610 and 611. It involves collaborative work (particularly in designing a joint syllabus, reading list, and assignments for the undergraduate composition and literature sections to be taught by teaching fellows), classroom research, and reflective reports.

Instructor consent required for enrollment

016267:1

ENGL 699 - Master of Art Thesis

6 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A substantial project of approximately 60 pages in literature, composition, or creative writing. Creative writing students will include a related analytical paper with their manuscript. A thesis proposal is required and must be approved by the student's faculty supervisor of the thesis and by the Graduate Program Director. In the case of creative writing theses, approval by the Director of Creative Writing is also required. The student works under the supervision of a faculty thesis director in regular tutorial conferences. Students should begin working on their project a full semester before the semester in which the project is due. The thesis will be read by a committee of three graduate faculty members who will judge its suitability as partial fulfillment of the requirements for the Master of Arts degree. Finally, a thesis defense before the student's committee and open to all members of the English Department will take place.

Instructor consent required for enrollment

032222:1

History

Website <https://www.umb.edu/liberal-arts/academic-departments/history/>

Office McCormack Hall, 4th Floor, Room 623
617.287.6860

Department Chair Heidi Gengenbach, PhD
Heidi.Gengenbach@umb.edu
617.287.6877
McCormack Hall, 4th Floor, Room 631

Master of Arts

History (MA)

History Department | College of Liberal Arts
Online (History Track): Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from at least nine courses including two core courses and six to nine courses in the chosen track of study.

Capstone: Completion of a master's thesis or capstone project.

Track: Students may select a track in history, public history, or archives.

Minimum grade: No course with a grade below C may be applied toward the program. No more than one course with a grade below B- may be applied toward the program.

Residency: With approval of the graduate program director, no more than six credits from another institution may be applied toward the elective requirements for the online History, MA degree.

Statute of limitations: Five years.

Course Requirements

Course Courses (6 Credits)

- HIST 600 - Research and Methods 3 *Credit(s)*
- HIST 605 - Introduction to Historiography 3 *Credit(s)*

Track Requirements

Students must select a track from below.

History Track
Archives Track
Public History Track

Graduate Certificate

Archives (Certificate)

History Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five required courses.

Course reuse: History MA students who are also seeking an archives certificate may use up to one course to satisfy both the MA and certificate requirements.

Statute of Limitations: Five years.

Course Requirements

Required Courses (15 Credits)

- HIST 626 - Introduction to Archives and Information Management 3 *Credit(s)*
- HIST 627 - Archival Methods and Practices 3 *Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era 3 *Credit(s)*
- HIST 635 - Internship in Archives and Information Management 3 *Credit(s)*

- HIST 620 - Introduction to Public History and Popular Memory 3 *Credit(s)*
or
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 *Credit(s)*

History (Certificate)

History Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including two required courses and three electives.

Statute of limitations: Five years

Course Requirements

Required Courses (6 Credits)

- HIST 600 - Research and Methods 3 *Credit(s)*
- HIST 605 - Introduction to Historiography 3 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- HIST 602L - Historical Sequence I: American Society and Political Culture: 1600-1865 3 *Credit(s)*
- HIST 620 - Introduction to Public History and Popular Memory 3 *Credit(s)*
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 *Credit(s)*
- HIST 626 - Introduction to Archives and Information Management 3 *Credit(s)*
- HIST 627 - Archival Methods and Practices 3 *Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era 3 *Credit(s)*
- HIST 636 - Weimar Germany 3 *Credit(s)*
- HIST 638 - World War I 3 *Credit(s)*
- HIST 639 - World War II 3 *Credit(s)*
- HIST 641 - Socialism: The International History of a Revolutionary Idea 3 *Credit(s)*
- HIST 642 - Fascism 3 *Credit(s)*
- HIST 644 - Topics on the History of the American Revolution 3 *Credit(s)*
- HIST 664 - Boston History 3 *Credit(s)*
- HIST 667 - The Progressive Era 3 *Credit(s)*
- HIST 668 - Age of FDR: Depression, War, and the Birth of Modern America 3 *Credit(s)*
- HIST 670 - Cold War America, 1945-1989 3 *Credit(s)*
- HIST 681 - Topics in European History 3 *Credit(s)*
- HIST 682 - Topics in American History 3 *Credit(s)*
- HIST 685 - Topics in Atlantic History 3 *Credit(s)*
- HIST 687 - Genealogy and Family History 3 *Credit(s)*

Public History (Certificate)

History Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 18 credits from six courses including three required courses and three electives.

Statute of limitations: Three years

Course Requirements

Required Courses (9 Credits)

- HIST 620 - Introduction to Public History and Popular Memory 3 *Credit(s)*
- HIST 625 - Interpreting History in Public Approaches to Public History Practice 3 *Credit(s)*
- HIST 698 - Internship in Public History 3 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- HIST 627 - Archival Methods and Practices 3 *Credit(s)*
- HIST 630 - Transforming Archives and History in the Digital Era 3 *Credit(s)*
- HIST 687 - Genealogy and Family History 3 *Credit(s)*
- HIST 688 - Oral History 3 *Credit(s)*

- ANTH 635 - Material Life in New England 3 *Credit(s)*

History

HIST 597 - Special Topics

1-6 *Credit(s)* | *Lecture* | Graded
Repeatable for credit - total credits: 12 / total completions: 4

032548:1

HIST 600 - Research and Methods

3 *Credit(s)* | *Lecture* | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This introductory course in historical research methods is required for all tracks in the History MA program. The course will focus on archival research skills, analysis of primary sources, and the development of critical

writing skills. Among the assignments, all students will complete a 20-25 page research paper in which students will utilize primary sources in order to develop an historical argument. Specific topics will vary from semester to semester based on the expertise and interests of the instructor.

Enrollment Requirements:

Pre-req = Graduate degree student

019115:1

HIST 602L - Historical Sequence I: American Society and Political Culture: 1600-1865

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

Course Note

AMST 602L and HIST 602L are the same course.

This course is cross-listed as AMST 602L

Enrollment Requirements:

Pre-requisite = Student in HIST-MA

000525:2

HIST 605 - Introduction to Historiography

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This introductory course in historiography is required for all tracks in the History MA. It is designated as a reading course in which students will explore critical theoretical approaches in history. The study of historiography involves both the study of the methodologies used by historians, as well as the study of the development of the discipline of history over time. Students will learn how a field of historical study is defined, study dominant historical approaches and themes over time, and understand how to position research within a larger historiographical debate.

Course Note

Specific topics will vary from semester to semester based on the expertise and interests of the instructor.

Enrollment Requirements:

Pre-req = Graduate degree student

019121:1

HIST 620 - Introduction to Public History and Popular Memory

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will introduce students to the historical origins of the public history field, the historiography and major paradigms in the field, and the debates that have emerged surrounding the public role of historians. Students will be required to engage in seminar discussions, evaluate two current public history artifacts (i.e. exhibitions, walking tours, oral history program, digital project, etc.), and complete a project proposal where students discuss the theoretical and practical aspects of public history work and locate themselves in the larger paradigms of the field. By the end of the course, students are expected to understand the following: the evolution of the public history field; historians' engagement with various publics, and more specifically historians' involvement in the public constructions of history; major theoretical constructs such as memory, heritage, community, commemoration; and current issues, trends, and theories that continue to change within the public history field.

035565:1

HIST 625 - Interpreting History in Public Approaches to Public History Practice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course gives students an overview of the history, best practices, and cultural debates that provide the context for museum and historic site interpretation in the United States. Students will learn how versions of the past are created, communicated and institutionalized as history at historic sites, museums, historic houses, landscapes, and the web. They will explore successful models of interpretation in public venues and examine dilemmas in community collaboration and interpretation for and with the public. Students examine the roles of evidence, history and politics in interpretation; venues, cultures and histories that shape interpretation; interpretive methods and practices in using historical evidence in public history venues; and issues and practices that challenge the practice of public history now and into the future. The course offers students several opportunities to engage in this exploration through readings, assignments, class discussion, guest speakers, case studies, visits to actual and virtual sites, written and oral assignments, and practicum experiences with a community partner.

Instructor consent required for enrollment

035566:1

HIST 626 - Introduction to Archives and Information Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This seminar provides an introduction overview to managing archival resources, the essential principles of

the profession, and the core work archivists do, including appraisal, acquisitions, preservation, arrangement, description, providing access, research services, and outreach. The course explores the history of manuscript collection in the United States; discusses current issues and new technologies in the field; explores trends in archival processing and access; and discusses theories that shape the nature of archival management. Students may gain some hands-on experience with manuscript processing, open source collection management software, and digital methodologies.

Enrollment Requirements:

Pre-req = Graduate degree student

019155:1

HIST 627 - Archival Methods and Practices

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course explores the fundamental principles of archival practice and methodology, focusing largely on basic preservation, arrangement, description and access standards. Issues, topics, and technologies explored include the development of descriptive standards for traditional materials and for special formats. The course may include some hands-on work: curating manuscripts, audiovisual materials, and/or digital collections; learning and applying preservation techniques; and creating a finding aid.

Enrollment Requirements:

Pre-req = Graduate degree student

019144:1

HIST 630 - Transforming Archives and History in the Digital Era

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

In a rapidly changing electronic age, archivists must learn to preserve and provide long-term access to materials and also learn to create, present, and archive history online. This seminar explores digitization as a means of preserving traditional archival materials; students may also create a digital archive and learn preservation techniques for various types of digital media (textual, image sound, moving images, and web sites); and examine the unique challenges posed by electronic records, including copyright issues, and digital asset management.

Enrollment Requirements:

Pre-req = Graduate degree student

019156:1

HIST 635 - Internship in Archives and Information Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The internship provides students with an opportunity to acquire direct practical experience. Students enrolled in this course will complete 120 hours of work at an approved institution (either a traditional archive, special collections library, or museum, or a repository specializing in electronic records), under the supervision of a professional archivist or information manager. Enrolled students will complete an approved project and meet regularly with the Program Director, periodically submit written reports, and, at the end of the semester, submit a final project report and assessment.

Enrollment Requirements:

Pre-req= HIST 626 & HIST 627

Instructor consent required for enrollment

019147:1

HIST 636 - Weimar Germany

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student

019139:1

HIST 638 - World War I

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course analyzes the causes and development of World War I and its aftermath. The discussions will include the diplomatic origins of the conflict, the power relationships among the different powers, expansion of the Great War, the most important military operations, and the historiographical debate regarding the conflict. The aftermath of the war will also be examined, including the Paris Peace Conference, the complex developments that produced the postwar world, and the debate over their relationship to the outbreak of the next World War.

039749:1

HIST 639 - World War II

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines the European origins and course of World War II, the most destructive conflict in history. Readings and discussions will emphasize the origins of that war, military developments, its impact on civilians, and the aftermath.

039750:1

HIST 641 - Socialism: The International History of a Revolutionary Idea

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will discuss one of the most important movements in modern history. Readings and discussions will give students an idea of Socialist ideology and the different strains that emerged from it, including anarchism, revolutionary socialism, social democracy, and communism. They will consider the different interpretations that have produced conflict among adherents of different varieties of socialism and how they have affected the world.

039752:1

HIST 642 - Fascism

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines the origins and development of Fascist ideology and practice, from rise from a local to a major international force, and its fall, in the twentieth century. Readings and discussions will present different interpretations of the Fascist phenomenon and whether its core style is being revived in the twenty-first.

039753:1

HIST 644 - Topics on the History of the American Revolution

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This seminar will focus upon a specific question, theme, or emphasis on the history of the American Revolution. It may engage a historiographic problem--Beard's economic interpretation of the Constitution; a thematic question--the economic or social consequences of the Revolution; or a single event--The Stamp Act Riots or the Boston Tea Party, as vehicles for a deeper understanding of the causes and consequences of American independence.

037850:1

HIST 664 - Boston History

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This reading-intensive seminar will provide a broad overview of Boston history. We will pay close attention to the issues of race, ethnicity, religion, and class in understanding the larger issues that have shaped modern-day Boston. We will also examine the physical development of the city over that time and the major political issues that have defined Boston.

038634:1

HIST 667 - The Progressive Era

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers a volatile period in which Americans came to grips with the social and political consequences of industrial and urban transformation. A generation of reformers and political activists reorganized cities, confronting issues of poverty and dangerous working conditions, and looking to government to regulate the unbridled power of large corporations. Artists challenged European traditions in art, music and literature. The period also saw racial polarization and a new, rights-oriented African American movement. Unprecedented immigration and the massive influx of so-called "new immigrants" from southern and eastern Europe stirred nativist and racial exclusionist sentiment.

040296:1

HIST 668 - Age of FDR: Depression, War, and the Birth of Modern America

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

When Franklin Roosevelt became President in 1933 in the depths of the Great Depression, unemployment was 25 percent and most banks were closed. Over the next eight years the nation climbed gradually out of depression. Millions of Americans earned paychecks through public works programs. Between 1942 and his death in 1943, Roosevelt was at the center of Allied war planning, and American factories churned out unprecedented amounts of war goods. The class will examine FDR's policies, his opponents, and the lives of American citizens in depression and war.

040837:1

HIST 670 - Cold War America, 1945-1989

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This graduate-level seminar will provide students with an in-depth look at American history during the period of the Cold War, roughly between 1945 and 1989. The United States found itself on the side of the victorious Allies in World War Two, but in the war's aftermath a new and different war against the Soviet Union began to take shape. This course will look at American politics and society during the Cold War. We will cast a wide net thematically, but will focus mainly on three areas: 1) how anti-Communism affected America both in terms of foreign affairs as well as domestic politics; 2) the trajectory of post-war economic growth and the

increasingly globalized nature of the economy; and 3) the expansion of individual freedoms and civil rights.

040526:1

HIST 681 - Topics in European History

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student

019158:1

HIST 682 - Topics in American History

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 15 / total completions: 5

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student

019186:1

HIST 684 - Topics in Food History

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course examines different topics related to the history of food. The place and time period covered in the course may vary according to the instructor. Students will examine themes related to the production, distribution, and consumption of food and explore how these practices have shaped local, regional, and global cultures, economies, and politics. Students will gain better understanding of why the study of food matters to historians, providing insight into the global impacts of migration, cultural exchange, industrialization, trade, and empire as well as more interpersonal dynamics of family; community; and the production or deconstruction of racial, class, gender, ethnic, national, and sexual identities.

Enrollment Requirements:

Graduate degree student

Instructor consent required for enrollment

Semester(s) typically offered: Fall and Spring

042191:1

HIST 685 - Topics in Atlantic History

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student

031347:1

HIST 686 - Topics in Gender History

3 Credit(s) | Discussion | Satisfactory and Graded
Repeatable for credit - total credits: 6 / total completions: 2

Semester(s) typically offered: Fall and Spring

042192:1

HIST 687 - Genealogy and Family History

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the vast array of materials available for researching the histories of individuals, families, and communities in the United States, Canada, Britain and Ireland over the past three centuries. It focuses on locating records and then "unpacking" them to ask not only what they can tell us but how, why and for whom they were created. The goal of the course is to give students the opportunity to learn to use the "building blocks" of history, the millions of records available online and the millions more being added every day, and "see" the past for themselves.

040959:1

HIST 688 - Oral History

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The practice of oral history is an important counterpart to traditional archival research methods. This course examines what it means to be a practitioner of oral history. The course will explore in depth the contributions that oral history can make to the understanding of the past. Throughout the course we will think critically about the nature of narrative and memory and work extensively to develop interview skills. The course will also explore the design of an oral history archive.

039098:1

HIST 689 - Capstone Project

*3 Credit(s) | Lecture | Multi-Term (year long)
Not repeatable for credit*

Description:

This course is for students in the Archives and Public History Tracks who choose to take the Capstone route instead of Thesis. In this course, those students will complete a substantial Archives of Public History project. Students will choose their topics and complete their projects under the supervision of a faculty advisor.

019189:1

HIST 690 - Final Project Prep: Prerequisite for HIST 695 and HIST 699

Formerly Thesis Preparation

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

This is a required course for advanced graduate students who have completed or nearly completed their other course work and are preparing to write a history review essay (History track only) or a thesis (all tracks). Public History and Archives students planning to write a capstone may elect to take this course after consultation with their track director. For all students, History 690 offers an opportunity to immerse themselves in the historiography for their final project. In this class, students locate and read relevant sources, identify the questions they intend to pursue, and write a proposal. Students should have a final project topic and advisor identified before enrolling in History 690.

Enrollment Requirements:

Pre-requisite = At least 18 graduate credits

Instructor consent required for enrollment

000536:1

HIST 693 - History Review Essay: Independent Study with Advisor

*3 Credit(s) | Independent Study | Multi-Term (year long)
Not repeatable for credit*

Description:

History 693 provides students with an opportunity to develop and complete the historiographical essays they propose and plan in History 690. Successful essays demonstrate deep reading in and extensive knowledge of a chosen field of historical scholarship. Essays showcase the ability to synthesize, analyze, and evaluate secondary texts by asking critical questions about historiography, research methods, sources, and theory. Overall, completed essays provide a record of mastery in historical thinking and practice befitting the holder of a graduate degree in history.

042065:1

HIST 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Advanced course of independent readings under the guidance and subject to the examination of the instructor. Areas and topics according to student need. May be taken only once.

Enrollment Requirements:

Pre-req = Graduate degree student

Department consent required for enrollment

019196:1

HIST 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

Enrollment Requirements:

Pre-req = Graduate degree student

019197:1

HIST 698 - Internship in Public History

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

In order to gain direct experience with the problems and applied solutions in the field, students in the Public History Track will conduct an Internship of at least one semester in length in which they will be asked to participate in a project or activity with a public history group or institution. The students will be given close supervision by a UMB History Department faculty member and will be required to meet the same requirement as graduate students meet in laboratories. In other words, the three-credit internship will require 2.5 hours of work per week, per credit, or a total of 7.5 hours of intern work per week. In the process of the internship, students will learn from public history practitioners such as museum professionals, tour guides, re-enactors, documentary film makers as well as from scholars of history. These practitioners will guide students through the problems and solutions involved in planning and funding public history projects as well as the problems in selecting, conducting and oral and community history projects and interpreting and presenting historical information in various venues in order to engage and educate public audiences.

Instructor consent required for enrollment

035567:1

HIST 699 - Master of Arts Thesis

6 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 24 / total completions: 4

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student

Department consent required for enrollment

019210:1

Human Services

Email HumanServices@umb.edu

Program Director Carroy (Cuf) Ferguson, PhD

Carroy.Ferguson@umb.edu

617.287.7232

Wheatley Hall, 4th Floor, Room 144-15

Human Services

HMS G 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

038169:1

Latin American and Iberian Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/latam-iberian/>

Office McCormack Hall, 4th Floor, Room 618

617.287.7550

Department Chair Nayelli Maria Castro-Ramirez, PhD
nayelli.castro@umb.edu
617.287.7552
McCormack Hall, 4th Floor, Room 615

Spanish

SPAN 502 - Technology for the Spanish-Language Classroom

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is specifically designed for pre-service and in-service teachers of Spanish as a foreign language. The primary goal of the course is to explore the pedagogical implications of using a wide array of technological resources in the Spanish language and culture classroom. This class will also explore how Internet technology can be used as a springboard for cultural analysis and comparison. Students will examine current pedagogical theories related to language teaching and learning and will design a curricular unit that includes samples of all technologies examined. All coursework will be based on the Massachusetts Curriculum Frameworks for Foreign Languages and the National Educational Technology Standards for Students.

028763:1

SPAN 580 - Translation in Media

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This fully online course explores contemporary media translation in print, television, radio, and social media. Students will learn to analyze the form, content, structure, and, function of media in different linguistic, cultural, and social contexts to be able to make informed translation decisions while keeping in mind the wider cultural, ideological and ethical implications of the work of a media translator. Through a variety of hands-on learning opportunities in translating authentic materials (news articles, editorials, reviews, short video scripts, and social media content) students will gain knowledge and practical skills to be able to readily meet the growing demand for qualified professionals in the field of Media Translation. Students will also participate in bilingual media content production for local and regional media outlets, bringing diverse communities into local and global communication and improving their language command in both Spanish and English as target and source languages.

041702:1

Modern Languages, Literatures, and Cultures

Website <https://www.umb.edu/liberal-arts/academic-departments/modern-languages/>

Office McCormack Hall, 4th Floor, Room 233
617.287.6060
MLLC@umb.edu

Department Chair Alexander Des Forges, PhD
Alex.Desforges@umb.edu
617.287.7590
McCormack Hall, 4th Floor, Room 228

Performing Arts

Website <https://www.umb.edu/liberal-arts/academic-departments/performarts/>

Office University Hall, 2nd Floor, Room 2247
617.287.5640
Performing.Arts@umb.edu

Department Chair Rafael Jaen, PhD
Rafael.Jaen@umb.edu
617.287.3142
University Hall, 2nd Floor, Room 2257

Philosophy

Website <https://www.umb.edu/liberal-arts/academic-departments/philosophy/>

Office Wheatley Hall, 5th Floor, Room 17
617.287.6530

Department Chair Steven Levine, PhD
steven.levine@umb.edu
617.287.7245
Wheatley Hall, 5th Floor, Room 8

Philosophy

PHIL 501L - Foundations of Philosophical Thought

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

By discussing four or five traditional substantive problems in philosophy-morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization-we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.

Course Note

PHIL 501L and CRCRTH 603L are the same course.

This course is cross-listed as CRCRTH 603L

Enrollment Requirements:

Pre-req = Graduate degree student

000350:1

Political Science

Website <https://www.umb.edu/liberal-arts/academic-departments/polisci/>

Office Wheatley Hall, 5th Floor, Room 70
617.287.6920
Pol.Sci@umb.edu

Department Chair Paul Kowert, PhD

Paul.Kowert@umb.edu

617.287.6942

Wheatley Hall, 5th Floor, Room 66

Political Science

POLSCI 551 - Queer Theory & Politics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Queer Theory is a field of study that critically examines sex, gender, sexuality, and sexual desire from a dissident and "gay affirmative" (Sedgwick) perspective. Its primary aims are the de-naturalization of (hetero)sexuality and (hetero)normative gender categories, identities, and expression. This course in queer theory is specifically focused on politics, and as such will trace the academic development of queer theory in tandem with and as a response to the historical development of US queer/LGBTQ social movements. The intention is to read queer theory as both a scholarly and an activist project. The course will provide an overview history of queer/LGBTQ politics and social movements alongside a reading of central texts, documents, manifestos, interviews, and other primary sources. Although the "theory" of queer theory will be foregrounded in this course, with primary emphasis placed on mastery of the content and arguments of the theoretical texts, and intellectual understanding of texts alone will be incomplete without also situation that understanding within the history and context of these texts' emergence.

041606:1

Psychology

Website <https://www.umb.edu/liberal-arts/academic-departments/psychology/>

Office McCormack Hall, 4th Floor, Room 206

617.287.6350

Department Chair Laurel Wainwright, PhD

Laurel.Wainwright@umb.edu

617.287.6376

McCormack Hall, 4th Floor, Room 270

Doctor of Philosophy

Clinical Psychology (PhD)

Psychology Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete a minimum of 82 credits from at least 22 courses including twelve core courses, four required practicum courses, four elective practicum credits, two Master's research courses, one teaching seminar, and four elective distribution courses.

Doctoral candidacy: Passage of a written qualifying exam.

Master's thesis: Complete an empirical master's thesis. May be waived if successfully completed at another university.

Dissertation: Compose and defend an empirical dissertation.

Teaching experience: Students must teach in their fourth year of study.

Practica: Students must complete two year-long, part-time practica in their second and third year of study.

Internship: Students must complete a one-year, full-time APA accredited internship.

Statute of limitations: Eight years.

Course Requirements

Core Courses (33 Credits)

- PSYCLN 601 - Assessment and Testing I 4 *Credit(s)*
- PSYCLN 610 - Culture and Mental Health 3 *Credit(s)*
- PSYCLN 613 - Lifespan Psychopathology 3 *Credit(s)*
- PSYCLN 620 - Intervention Strategies 3 *Credit(s)*
- PSYCLN 641 - Cognitive and Affective Bases of Behavior: Life Span Development I 3 *Credit(s)*
- PSYCLN 642 - Social and Cultural Bases of Behavior: Life Span Development II 3 *Credit(s)*
- PSYCLN 650 - Clinical Psychology Proseminar I 1 *Credit(s)*
- PSYCLN 651 - Clinical Psychology Proseminar II 1 *Credit(s)*
- PSYCLN 660 - Physiological Psychology 3 *Credit(s)*
- PSYCLN 670 - Advanced Statistics 3 *Credit(s)*
- PSYCLN 675 - Research Methods and Ethics in Clinical Psychology 3 *Credit(s)*
- PSYCLN 680 - History and Systems 3 *Credit(s)*

Required Practicum Courses (24 Credits)

- PSYCLN 785 - Practicum and Ethics I 6 *Credit(s)*
- PSYCLN 786 - Practicum and Ethics II 6 *Credit(s)*
- PSYCLN 787 - Practicum III 6 *Credit(s)*

- PSYCLN 788 - Practicum IV 6 *Credit(s)*

Elective Practicum Courses and Training (4 or More Credits)

- PSYCLN 690 - Introduction to Clinical Outreach and Intervention Practicum 2-3 *Credit(s)*
- PSYCLN 692 - Clinical Research Practicum II 1 *Credit(s)*
- PSYCLN 781 - Assessment Practicum I 1-4 *Credit(s)*
- PSYCLN 782 - Assessment Practicum II 1-4 *Credit(s)*
- PSYCLN 783 - Advanced Clinical Research Practicum I 1 *Credit(s)*
- PSYCLN 784 - Advanced Clinical Research Practicum II 1 *Credit(s)*
- PSYCLN 791 - Advanced Clinical Outreach, Intervention, and Consultation Practicum I 1-4 *Credit(s)*
- PSYCLN 792 - Advanced Clinical Outreach, Intervention, and Consultation Practicum II 1-4 *Credit(s)*
- PSYCLN 893 - Advanced Community Practicum I 1 *Credit(s)*
- PSYCLN 894 - Advanced Community Practicum II 1 *Credit(s)*

Master's Research Courses (6 Credits)

- PSYCLN 698 - Master's Research 3 *Credit(s)*
- PSYCLN 699 - Master's Research Seminar 3 *Credit(s)*

Teaching Seminar (3 Credits)

- PSYCLN 891 - Teaching Seminar 3 *Credit(s)*

Elective Distribution Courses (12 Credits)

Complete four courses.

One course from must be taken from each of the four groups below.

Students may also enroll in additional non-required courses offered through other UMass Boston departments (e.g. language, psychotherapy, statistics, etc.) that may enhance their professional development.

Group 1: Therapy Approaches

- PSYCLN 721 - Child Therapy 3 *Credit(s)*
- PSYCLN 726 - Cognitive Behavioral Theory and Therapy 3 *Credit(s)*
- PSYCLN 727 - Emotion-Focused Psychotherapy 3 *Credit(s)*

Group 2: Assessment

- PSYCLN 701 - Neuropsychological Assessment 3 *Credit(s)*
- PSYCLN 710 - Child Assessment 3 *Credit(s)*

Group 3: Advanced Methods and Analysis

- PSYCLN 770 - Advanced Statistics II - Latent Variable Modeling 3 Credit(s)
- PSYCLN 775 - Qualitative Methods in Clinical Psychology 3 Credit(s)

Group 4: Diversity

- PSYCLN 879 - Advanced Community Psychology 3 Credit(s)

Developmental and Brain Sciences (PhD)

Psychology Department | College of Liberal Arts

About the Program

Admission Requirements

Program Requirements

Complete 60 credits from twelve courses including seven required core courses, one concentration core course, two electives, one mentored research course, and 24 credits of dissertation research.

Doctoral candidacy: Passage of a take-home exam, based on questions that require the student to engage critically with the literature. Typically, students will select questions from a set developed by program faculty. Students are required to take the qualifying exam by the end of their 5th semester.

Dissertation: Completion of a dissertation representing an original and thorough body of research. Multiple formats for the dissertation may be acceptable, at the agreement of the student and the dissertation committee. For instance, a dissertation that encompasses three independent projects each with the scope (and expectation of submission) of a journal article may be acceptable instead of one large-scope project with multiple related experiments. Students are expected to complete their dissertation by the end of the 4th year.

First-year report: Completion of an oral presentation to the student's advisory committee. It should contain both a review of the student's research accomplishments during his/her first year (including background, results, and significance) and a proposal for the work that will comprise the mentored research project (see below). Students are required to complete this milestone by the end of the second semester (late May). There is no written component for the first year report; however, students will be required to apply for a grant of relevance to their research, such as an NRSA (<http://grants.nih.gov/training/nrsa.htm>) or GRFP (<http://www.nsfgrfp.org>).

Mentored research project: Completion of a research project culminating the student's first two years of research. The MRP requires both an oral defense as well as a written component that should follow the format of an NRSA proposal. It is understood that elements of the student's grant proposal and first-year report research will be incorporated into the MRP. Students are required to complete their mentored research project by the end of the 4th semester.

Statute of limitations: Eight years.

Course Requirements

Required Core Courses (21 Credits)

- PSYDBS 601 - Grant Writing and Research Ethics 3 *Credit(s)*
- PSYDBS 613 - Behavioral Neuroscience 3 *Credit(s)*
- PSYDBS 623 - Cognitive Neuroscience 3 *Credit(s)*
- PSYDBS 693 - Seminar in Development and Brain Sciences 3 *Credit(s)*
- PSYCLN 670 - Advanced Statistics 3 *Credit(s)*
- PSYCLN 891 - Teaching Seminar 3 *Credit(s)*

Concentration Core Course (3 Credits)

Complete one from below.

- PSYDBS 715 - Developmental Behavioral Neuroscience 3 *Credit(s)*
or
- PSYDBS 725 - Developmental Cognitive Neuroscience 3 *Credit(s)*

Electives (6 Credits)

Complete two from below.

Students may also elect to take an independent study course or a course offered by another UMass Boston PhD program. In all cases, independent studies must first be approved by the DBS graduate program director and the student's advisory committee.

- PSYDBS 762 - Knowledge Acquisition 3 *Credit(s)*

Mentored Research Course (6 Credits)

- PSYDBS 690 - Mentored Research 1-9 *Credit(s)*

Dissertation Research Course (24 Credits)

- PSYDBS 899 - Dissertation Research 1-12 *Credit(s)*

Psychology

PSYCH 550L - Advanced Cognitive Psychology

3 *Credit(s)* | *Seminar* | Graded
Not repeatable for credit

Description:

This course gives a survey of the field of cognitive psychology from an information-processing viewpoint. The course considers how people encode, organize, transform, and output information. Emphasis is given to such topics as concept formation, problem-solving, and creative thinking.

Course Note

CRCRTH 651L and PSYCH 550L are the same course.

This course is cross-listed as CRCRTH 651L

027149:1

PSYCH 745 - Psychology and Activism for Social Justice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines how applied psychology relates to activism for social justice, including connections between social justice and mental health/healing for individuals and communities, how psychological concepts can be applied to facilitate activism for social justice, and how activism for social justice may be enacted within psychological settings and organizations. The course considers meanings of social justice and activism, the differentiation of activism from "helping," and personal relational dynamics within activism (e.g. what prevents or facilitates personal motivations, challenges of interpersonal connections and coalition building that affect effective activism). This course is a student-centered discussion and skills oriented seminar, ultimately focused on the praxis of activism informed by psychological concepts and/or applied within psychology.

041656:1

Psychology Clinical

PSYCLN 601 - Assessment and Testing I

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

As part one of a two-semester foundations course on diagnostic testing and assessment, this course trains students to administer, score, and interpret tests of cognitive and intellectual functioning. Issues pertaining to test construction and the standards and ethics of psychological testing provide the context for assessment training. In addition, students learn to conduct an assessment interview and are encouraged to articulate for themselves a philosophy of testing. Special attention is given to the issue of cultural bias in standard psychological tests.

Enrollment Requirements:

PSYCLN PHD Students Only

027127:1

PSYCLN 610 - Culture and Mental Health

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on three issues: 1) the role of culture in the development of psychological health and psychopathology; 2) variations across cultures in defining and understanding mental health and deviant behavior; and 3) the importance of cultural context in constructing ways to prevent and/or ameliorate

psychological problems. Emphasis is placed on the social-cultural contexts of United States minority groups and on what such contexts imply for mental health policy and intervention strategies.

Enrollment Requirements:

PSYCLN PHD Students Only

027130:1

PSYCLN 613 - Lifespan Psychopathology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is an introduction to some of the prevalent theories, empirical research, and diagnostic issues in psychopathology spanning from infancy to late adulthood.

Enrollment Requirements:

PSYCLN PHD Students Only

037851:1

PSYCLN 614 - Forensic Psychology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the intersection of criminal law and clinical psychology. Topics include those that are frequently the concern of forensic mental health clinicians, namely recidivism, violence risk assessment, insanity, legal competence, and false memory. These topics are studied from cultural and developmental (childhood, adolescence, adult) perspectives.

Enrollment Requirements:

PSYCLN PHD Students Only

027134:1

PSYCLN 620 - Intervention Strategies

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

An introduction to effective, health-promoting psychotherapeutic interventions designed to address a wide range of clinical and developmental problems. Greatest attention is paid to the theory and practice of individual psychotherapy with adults, although therapeutic interventions with children and adolescents and with families are also introduced. The course adopts an integrative approach to psychotherapy, an approach that combines aspects of interpersonal psychodynamic, humanistic, cognitive-behavioral, and family systems perspectives.

Enrollment Requirements:

PSYCLN PHD Students Only

027135:1

PSYCLN 641 - Cognitive and Affective Bases of Behavior: Life Span Development I

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is part one of a two-semester course sequence. The aim of part one is to provide a broad perspective on a number of themes that are of enduring importance throughout the life cycle and thus merit special attention. The themes have been selected for the significance they hold for the study of normal as well as atypical development. They provide us with a vantage point from which to consider some of the prerequisites for normal development, and they set the stage for a discussion of mental health and of problem prevention, atypical mental development, psychopathology, and remedial intervention.

Enrollment Requirements:

PSYCLN PHD Students Only

027143:1

PSYCLN 642 - Social and Cultural Bases of Behavior: Life Span Development II

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course, a continuation of PSYCLN 641, introduces students to sociological and anthropological perspectives on human development across the life span. A major focus is on "points of transition" in the human life cycle, with special emphasis on phases of adolescent and adult human development.

Enrollment Requirements:

PSYCLN PHD Students Only

027145:1

PSYCLN 650 - Clinical Psychology Proseminar I

1 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

The purpose of this course is to provide an introduction the field of clinical psychology and to our program, while also introducing professional development strategies for surviving and thriving during graduate school. At the same time, this seminar is designed to help students understand themselves as scientist-practitioner-activists. This course will provide students with guidance towards developing the professional values, attitudes, and behaviors and interpersonal skills that our necessary in the field of clinical psychology.

041924:1

PSYCLN 651 - Clinical Psychology Proseminar II

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

This course is the second semester of the yearlong first year proseminar in our clinical psychology doctoral program. The purpose of this course is to continue to provide an introduction to the field of clinical psychology and to our program, while also introducing profession development strategies for surviving and thriving during graduate school. At the same time, this seminar is designed to help students understand themselves as scientist-practitioner-activists. This course will provide students with guidance towards developing the professional values, attitudes, and behaviors and interpersonal skills that are necessary in the field of clinical psychology.

041925:1

PSYCLN 660 - Physiological Psychology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course, designed for students in the Critical and Creative Thinking program, provides an overview of basic concepts in neuroanatomy, neurophysiology, and neurochemistry, with particular emphasis on recent developments in these areas that are of particular relevance to clinical psychology. The course also emphasizes the basic assumptions and limitations of the techniques utilized to investigate brain-behavior relationships.

Enrollment Requirements:

PSYCLN PHD Students Only

027151:1

PSYCLN 670 - Advanced Statistics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course instructs students in advanced statistical topics and provides training in the use of the corresponding computer methods. The course emphasizes the statistical methods of most general interest and importance to social scientists: multiple regression analysis and analysis of variance.

Enrollment Requirements:

PSYCLN PHD Students Only

027154:1

PSYCLN 675 - Research Methods and Ethics in Clinical Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The goal of this course is to provide you with the expertise necessary (a) to evaluate the adequacy of published research and to draw your own conclusions from existing empirical findings, (b) to generate logical, novel hypotheses based on theories, observations, and prior empirical results about psychopathology and psychotherapy, (c) to create valid experimental and descriptive studies and use other designs and methodologies to test those hypotheses, and (d) to learn to consider and apply ethical principles to clinical research. Attention will also be paid to non-hypothesis-driven empirical methods although the qualitative methods course will be necessary in order to develop expertise in this area.

Enrollment Requirements:

PSYCLN PHD Students Only

027155:1

PSYCLN 680 - History and Systems

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the theoretical and methodological problems of contemporary psychology from a historical perspective. It provides a broad overview of psychology's development as an independent discipline, and of the development of the various sub-specialties in the field. By examining intellectual antecedents and underlying assumptions, the course seeks to evaluate the significance of new movements and methods.

Enrollment Requirements:

PSYCLN PHD Students Only

027157:1

PSYCLN 690 - Introduction to Clinical Outreach and Intervention Practicum

2-3 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This course will introduce students to the development of outreach and intervention skills through participation in on-campus initiatives for undergraduates. Students will complete readings on college mental health issues, needs assessment, mental health stigma, cultural and ethical considerations in outreach and intervention, and other topics relevant to specific outreach activities. The primary focus of the course will be participating in clinical outreach and intervention activities to provide services on campus including needs assessments with specific groups, providing psychoeducation on specific topics, running support groups, or providing other prevention or intervention services. Group supervision will include applying readings to practice, exploring barriers to care provision, ethical considerations, use of supervision, and developing new outreach and intervention projects.

Enrollment Requirements:

Pre-Req: PSYCLN 620 or Co-Req: PSYCLN 620

038903:1

PSYCLN 692 - Clinical Research Practicum II

*1 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

Description:

This spring course provides students with individualized clinical training experiences inherently related to research activities. Such experiences will be developed and supervised by faculty (and their affiliated colleagues) who are engaged in clinical research or outreach activities as part of their boarder scholarship activities. Activities may include conduction psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic interventions; or engaging in outreach, prevention, consultation, or supervision related to clinical activities. These courses are only appropriate when students are engaged in direct assessment, intervention, or outreach with research participants. These courses are not appropriate for students who are engaged in research activities that do not involve direct clinical contact hours or for students engaged in clinical activities that are not explicitly in the context of research. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, and amount of supervision.

Enrollment Requirements:

PSYCLN PHD Students Only

038918:1

PSYCLN 698 - Master's Research

*3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99 / total completions: 99*

Description:

Students are given individual supervision in research by a member of the psychology department faculty or faculty in related fields and attend a master's research seminar. Each student is helped to design and carry out an original master's thesis using an appropriate methodology.

Course Note

Both courses must be taken, for a total of six credits. The six credits are awarded to the student when the thesis is approved.

Enrollment Requirements:

PSYCLN PHD Students Only

027160:1

PSYCLN 699 - Master's Research Seminar

*3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 15 / total completions: 5*

Description:

Students are given individual supervision in research by a member of the psychology department faculty or

faculty in related fields and attend a master's research seminar. Each student is helped to design and carry out an original master's thesis using an appropriate methodology.

Course Note

Both courses must be taken, for a total of six credits. The six credits are awarded to the student when the thesis is approved.

Enrollment Requirements:

PSYCLN PHD Students Only

027162:1

PSYCLN 701 - Neuropsychological Assessment

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course emphasized the neuropsychological assessment of adult brain dysfunction. It presents neuropsychological models of memory, attention, language, perception, and emotion, in relation to various adult brain disorders. Student learn to apply clinical neuropsychological tests and procedures for both descriptive and diagnostic purposes. They complete various learning modules that emphasize neuropsychology across the life span, beginning with developmental neuropsychology and culminating in geriatric neuropsychology.

Enrollment Requirements:

PSYCLN PHD Students Only

027164:1

PSYCLN 710 - Child Assessment

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an overview of psychological assessment of children and adolescents, combining didactic training in various approaches to social development and psychological assessment with practical hands-on training in several instruments routinely employed in traditional child psychological assessment batteries. Tests to be covered span the domains of cognitive functioning, language, academic achievement, neuropsychological functions, adaptive behavior, and social-emotional/personality functioning. They include both structured and semi-structured methods. Participants become familiar with the procedures for administering, scoring, and interpreting such instruments as the Mullen Scales of Early Learning, the Kaufman Assessment Battery for Children, the Wechsler Individual Achievement Test (WIAT), and the Vineland Adaptive Behavior Scales.

Enrollment Requirements:

PSYCLN PHD Students Only

027172:1

PSYCLN 721 - Child Therapy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Child Therapy provides an introduction to theoretical perspectives, empirically tested interventions, and therapy technique that are relevant for children. Students will gain general skills for working with children and parents in clinical settings and learn specific techniques for psychosocial interventions with children who are experiencing difficulties across multiple domains of functioning. Empirically supported treatment programs for children and families will be examined. Approaches for tailoring treatment goals and methods to fit the specific lifestyle needs of families will be discussed. It is hoped that students will begin to develop specific skills necessary for the individual and team-oriented practice of child clinical psychology.

Enrollment Requirements:

PSYCLN PHD Students Only

027175:1

PSYCLN 726 - Cognitive Behavioral Theory and Therapy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will enhance students' theoretical, empirical, and practical understanding of cognitive, behavioral, and cognitive/behavioral approaches to psychological and behavioral change. Approximately half the class will be devoted to obtaining sufficient familiarity with theories and research in this area to be able to appraise current research critically and, most importantly, to be able to develop a well-thought-out, individualized treatment plan for a range of presenting problems. The other half of the class will be devoted to obtaining practical skills in a range of cognitive/behavioral strategies (e.g., progressive muscle relaxation, systematic desensitization, cognitive restructuring, direct therapeutic exposure).

Enrollment Requirements:

PSYCLN PHD Students Only

027177:1

PSYCLN 727 - Emotion-Focused Psychotherapy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will introduce emotion-focused psychotherapy theory and skills to students. This empirically validated approach falls under the rubric of Humanistic Psychotherapy. It stems from client-centered and gestalt philosophies and theories of development. The mechanism of change in this approach to therapy lies within the re-structuring of clients' emotional schemes and relational patterns. Close attention is paid to the negotiation of the therapeutic alliance, particularly in relation to self-interruptive or defensive moments when clients back away from important or threatening issues. It teaches specific interventions such as focusing, gestalt chairwork, evocative unfolding, and problematic reaction point exercises. The weekly format of the course will entail one hour of lecture and two hours of supervised exercises and discussion. The course will relate the application of this psychotherapy to both individual adult and couples treatment.

Enrollment Requirements:
PSYCLN PHD Students Only

037491:1

PSYCLN 770 - Advanced Statistics II - Latent Variable Modeling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed for students who have had a previous course covering analysis of variance and multiple regression. It will equip students with the skills and analytic background to use a variety of multivariate statistical techniques, as well as in-depth practice with the more commonly used techniques, including mediation/moderation in regression, confirmatory factor analysis, and structure equation modeling. The course will provide the foundation for students to be able to setup, run, and interpret these analyses. Extensive computer training is included.

Enrollment Requirements:
PSYCLN PHD Students Only

033219:1

PSYCLN 775 - Qualitative Methods in Clinical Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to qualitative methods used in psychological research. Students will be exposed to the philosophies and foundations of qualitative methodology and the ways in which qualitative and quantitative methods are similar, different, and complementary to each other and to quantitative methods. The course will survey the various qualitative methodologies used in the field of psychology, addressing issues of question formation, data collection, validity, data analysis, and interpretation. Students will participate in a qualitative research project that will help them develop skills in collection, managing, analyzing, and interpreting qualitative data.

Enrollment Requirements:
PSYCLN PHD Students Only

033262:1

PSYCLN 781 - Assessment Practicum I

1-4 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 8 / total completions: 21

Description:

This fall practicum course will provide students with a variety of clinical assessment training experiences that meet specific assessment requirements related to internship preparation (e.g., administering assessments, writing integrated assessment reports, providing testing feedback). Students will develop an assessment plan based on client need; conduct psychological, neuropsychological, and/or diagnostic assessments;

interpret and integrate assessment findings within the client's cultural context; provide clinically thoughtful, culturally-sensitive feedback, along with clinical recommendations and referrals; write integrative assessment reports; and learn, understand, and abide by the ethical principles guiding the practice of psychology. Individualized readings will be based on specific assessments being conducted. Group supervision through discussion will focus on consultation and group supervision, including ethical and cultural considerations of assessments. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical assessment activities, amount of supervision, and number of clinical hours to be completed.

Enrollment Requirements:

Pre-Req: PSYCLN 601

038919:1

PSYCLN 782 - Assessment Practicum II

*1-4 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 8 / total completions: 2*

Description:

This spring practicum course will provide students with a variety of clinical assessment training experiences that meet specific assessment requirements related to internship preparation (e.g., administering assessments, writing integrated assessment reports, providing testing feedback). Students will develop an assessment plan based on client need; conduct psychological, neuropsychological, and/or diagnostic assessments; interpret and integrate assessment findings within the client's cultural context; provide clinically thoughtful, culturally-sensitive feedback, along with clinical recommendations and referrals; write integrative assessment reports; and learn, understand, and abide by the ethical principles guiding the practice of psychology. Individualized readings will be based on specific assessments being conducted. Group supervision through discussion will focus on consultation and group supervision, including ethical and cultural considerations of assessments.

Course Note

To be eligible for this course, students must obtain written approval from the Clinical executive Committee (CEC), who will evaluate the clinical assessment activities, amount of supervision, and number of clinical hours to be completed.

Enrollment Requirements:

Pre-Req: PSYCLN 601

038920:1

PSYCLN 783 - Advanced Clinical Research Practicum I

*1 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

Description:

This fall course provides advanced students with individualized clinical training experiences inherently related to research activities. Such experiences will be developed and supervised by faculty (and their affiliated colleagues) who are engaged in clinical research or outreach activities as part of their broader scholarship activities. Activities may include conducting psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic intervention; or engaging in outreach, prevention, consultation, or

supervision related to clinical activities. These courses are only appropriate when students are engaged in direct assessment, intervention, or outreach with research participants. These courses are not appropriate for students who are engaged in research activities that do not involve direct clinical contact hours or for students engaged in clinical activities that are not explicitly in the context of research.

Course Note

To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, and amount of supervision.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788

038921:1

PSYCLN 784 - Advanced Clinical Research Practicum II

*1 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

Description:

This spring course provides advanced students with individualized clinical training experiences inherently related to research activities. Such experiences will be developed and supervised by faculty (and their affiliated colleagues) who are engaged in clinical research or outreach activities as part of their broader scholarship activities. Activities may include conducting psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic interventions; or engaging in outreach, prevention, consultation, or supervision related to clinical activities. These courses are only appropriate when students are engaged in direct assessment, intervention, or outreach with research participants. These courses are not appropriate for students who are engaged in research activities that do not involve direct clinical contact hours or for students engaged in clinical activities that are not explicitly in the context of research. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, and amount of supervision.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788

038922:1

PSYCLN 785 - Practicum and Ethics I

*6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

This course will provide students with intensive clinical training through a practicum placement at the University Health Service's Counseling Center. To support this training, students will participate in weekly individual and group supervision, a didactic weekly seminar, and a monthly peer support group. Over the course of the semester, students are expected to learn how to: conduct assessments, provide therapeutic intervention, conceptualize cases, apply a multicultural framework to clinical interaction, effectively use supervision, comply with the administrative requirements of the Counseling Center, and learn, understand, and abide by the ethical principles guiding the practice of psychology.

032204:1

PSYCLN 786 - Practicum and Ethics II

6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This course will provide students with intensive clinical training through a practicum placement at the University Health Service's Counseling Center. To support this training, students will participate in weekly individual, group, and peer supervision, a didactic weekly seminar, and a monthly peer support group. Over the course of the semester, students are expected to learn how to: conduct assessments, provide therapeutic interventions, conceptualize cases, apply a multicultural framework to clinical interactions, effectively use supervision, comply with the administrative requirement of the Counseling Center, and learn, understand, and abide by the ethical principles guiding the practice of psychology.

032205:1

PSYCLN 787 - Practicum III

6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This course will provide students with intensive clinical training through a practicum placement at the University Health Services Counseling Center. To support this training, students will participate in weekly individual, group, and peer supervision, a didactic weekly seminar, and a monthly peer support group. Over the course of the semester, students are expected to learn how to: conduct assessments, provide therapeutic interventions, conceptualize cases, apply a multicultural framework to clinical interactions, effectively use supervision, comply with the administrative requirement of the Counseling Center, and learn, understand, and abide by the ethical principles guiding the practice of psychology.

032206:1

PSYCLN 788 - Practicum IV

6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This course will provide students with intensive clinical training through a practicum placement at the University Health Services Counseling Center. To support this training, students will participate in weekly individual, group, and peer supervision, a didactic weekly seminar, and a monthly peer support group. Over the course of the semester, students are expected to learn how to: conduct assessments, provide therapeutic interventions, conceptualize cases, apply a multicultural framework to clinical interactions, effectively use supervision, comply with the administrative requirement of the Counseling Center, and learn, understand, and abide by the ethical principles guiding the practice of psychology.

032207:1

PSYCLN 791 - Advanced Clinical Outreach, Intervention, and Consultation Practicum I

1-4 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 8 / total completions: 2

Description:

This fall course offers advanced supervised individualized practicum experiences, primarily on campus but sometimes at associated community settings. Interventions, outreach, and consultations will be offered by students in this practicum to the individual and organizational members of the University community. This practicum course will provide students with a variety of clinical outreach, intervention, and consultation experiences, with an emphasis on providing culturally responsive services that are sensitive to contextual factors and promote health and well-being. Students will complete individualized readings to support the clinical services they are providing. The primary focus of the course will be participating in clinical outreach and intervention activities to provide services on campus. Group supervision through class discussion will involve consultation, peer supervision, and integration of clinical experiences, with attention to ethical and cultural considerations, to promote professional development as a clinical psychologist.

Course Note

To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, amount of supervision, and number of clinical hours to be completed.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788

038930:1

PSYCLN 792 - Advanced Clinical Outreach, Intervention, and Consultation Practicum II

1-4 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 8 / total completions: 2

Description:

This spring course offers advanced supervised individualized practicum experiences, primarily on campus but sometimes at associated community settings. Interventions, outreach, and consultations will be offered by students in this practicum to the individual and organizational members of the University community. This practicum course will provide students with a variety of clinical outreach, intervention, and consultation experiences, with an emphasis on providing culturally responsive services that are sensitive to contextual factors and promote health and well-being. Students will complete individualized readings to support the clinical services they are providing. The primary focus of the course will be participating in clinical outreach and intervention activities to provide services on campus. Group supervision through class discussion will involve consultation, peer supervision, and integration of clinical experiences, with attention to ethical and cultural considerations, to promote professional development as a clinical psychologist.

Course Note

To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, amount of supervision, and number of clinical hours to be completed.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788

038931:1

PSYCLN 879 - Advanced Community Psychology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The objectives of this seminar are to (1) engage students in a critical examination of the theoretical and application issues central to the field of community psychology; and (2) provide opportunities for student to practice formulating their own ideas and hypotheses for use in research and applied work within the framework of community psychology. This seminar is being offered as a diversity elective in the Clinical Psychology PhD program. The course will cover the central principles of the field of community psychology, with an emphasis on how these principles intersect with the field of clinical psychology.

Enrollment Requirements:

PSYCLN Graduate Student or Permission of Instructor

038565:1

PSYCLN 891 - Teaching Seminar

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit

Description:

This seminar is required of all fourth-year students who are teaching undergraduate psychology courses. The seminar provides didactic presentations combined with class discussion and supervision on a variety of topics, including pedagogy, techniques for effective teaching, teaching diversity in psychology, writing and delivering lectures, and conceptualizing exams.

027189:1

PSYCLN 893 - Advanced Community Practicum I

1 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3

Description:

This fall course will provide oversight for advanced students completing practica in the community. Students will participate in clinical activities in community settings approved by the Clinical Executive committee (CEC) of the Clinical Psychology graduate program. Activities may include psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic interventions; conceptualizing cases; applying a multicultural framework to clinical interaction; providing consultation or supervision; participation in prevention, consultation, or supervision; or other approved clinical activities. Students will improve their competencies in clinical skills, effective use of supervision, and comply with the administrative requirements of the Externship site, as well as the ethical principles guiding the practice of psychology.

Course Note

To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, number of practicum hours, and amount of supervision.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788 and PSYCLN 620 and Masters degree

038932:1

PSYCLN 894 - Advanced Community Practicum II

*1 Credit(s) | Practicum | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

Description:

This spring course will provide oversight for advanced students completing practica in the community. Students will participate in clinical activities in community settings approved by the Clinical Executive Committee (CEC) of the Clinical Psychology graduate program. Activities may include psychological, neuropsychological, and/or diagnostic assessments; providing the therapeutic interventions; conceptualizing cases; applying a multicultural framework to clinical interactions; providing consultation or supervision; participating in prevention consultation, or supervision; or other approved clinical activities. Students will improve their competencies in clinical skills, effective use of supervision, and comply with the administrative requirements of the Externship site, as well as the ethical principles guiding the practice of psychology. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, number of practicum hours, and amount of supervision.

Enrollment Requirements:

Pre-req: PSYCLN 785 and PSYCLN 786 and PSYCLN 787 and PSYCLN 788 and PSYCLN 620 and Masters degree

038934:1

PSYCLN 896 - Independent Study

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course involves the comprehensive study of a particular topic in clinical psychology under the direction of a faculty member. An independent study course can fulfill one elective requirement. A detailed proposal must be submitted to the faculty member prior to registration.

027190:1

PSYCLN 897 - Special Topics in Clinical Psychology

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This advanced course offers intensive study of selected topics in clinical psychology. A special topics course can be used to fulfill one area elective requirement (see "Degree Requirements"). Course content varies according to the topic and is announced before registration each time the course is offered.

027192:1

PSYCLN 898 - Internship in Clinical Psychology

*1-9 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 18 / total completions: 18*

Description:

Doctoral candidates in clinical psychology are required to complete this one-year full-time predoctoral internship in a setting approved by the American Psychological Association. During the internship, students have a variety of clinical experiences, including assessments and therapeutic interventions. They are closely supervised by mental health professionals, some of whom must be licensed clinical psychologists. A letter from the on-site internship director documenting satisfactory completion must be in the student's file at the University before the degree can be granted.

027224:1

PSYCLN 899 - Dissertation Research

*1-9 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99.99 / total completions: 99*

Description:

Research, conducted under supervision of the doctoral committee, leading to the presentation of a doctoral dissertation.

027225:1

Psychology Developmental and Brain Sciences

PSYDBS 601 - Grant Writing and Research Ethics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The seminar develops mastery of two major skills in the conduct of science: grant writing and research ethics. Successful completion of the course fulfills the Responsible Conduct in Research requirement for federal grant applications.

037853:1

PSYDBS 602 - Fundamentals of Neuroscience

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Fundamentals of Neuroscience is intended to be the introductory course for incoming graduate students in the Developmental and Brain Sciences program, as well as for advanced undergraduates interested in the neurosciences. The course's goal is to provide a foundation in the cellular, molecular and behavioral bases of modern neuroscience. In addition, the course provides an introduction to written and spoken

communication in the discipline via a research proposal and presentation.

041701:1

PSYDBS 613 - Behavioral Neuroscience

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Behavioral Neuroscience is the discipline dedicated to the scientific investigation and advancement of theory pertaining to processes underlying the biological basis of human behavior. The field is interdisciplinary in approach touching on fields of study such as psychology, biology, chemistry, neuropharmacology, biochemistry, and the clinical sciences (e.g., neurology and neuropsychiatry). The goal of this course is to provide an advanced survey of current topics in behavioral neuroscience. The course takes a research based approach through interpretation, analysis and application of experimental findings. Additional insight will be gained by examination of neural dysfunction in neurological and neuropsychiatrically impaired clinical populations. My hope is that by the conclusion of the course, students will have advanced knowledge in concept and theory, research methodology, and application of neuroscientific knowledge to normal behavior and clinical disorders/syndromes.

037703:1

PSYDBS 623 - Cognitive Neuroscience

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This core course covers the cognitive and neural processes that underlie perception, attention, memory, language, social cognition, decision-making and executive function. Classic and recent journal articles will be discussed both to extract major findings and to elucidate the various methods - neuropsychological evaluation, psychophysical measurement, single-cell neurophysiological recording, and neuroimaging - that allow for inferences about the brain bases of cognition.

037705:1

PSYDBS 690 - Mentored Research

1-9 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 24 / total completions: 24

Description:

This course provides the mechanism through which students will receive credit while conducting pre-doctoral research. The student will be individually supervised and mentored by his or her advisor during the design and execution of an original Mentored Research Project.

Course Note

With approval of the student's advisory committee Mentored Research may be applied toward the research requirement for a Master's Degree. 9 credits of Mentored Research are required.

037877:1

PSYDBS 693 - Seminar in Development and Brain Sciences

3 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course covers topics of interest to the DBS Program faculty with a focus on classic article on the topic and recent paper of significance on the topic. The objectives for this course focus on the following core competencies: ability to clearly communicate and present research and scholarly material, develop critical skills required for evaluation research, and to gain knowledge of the history and recent advances on a relevant research topic.

039429:1

PSYDBS 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038693:1

PSYDBS 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038694:1

PSYDBS 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

038831:1

PSYDBS 715 - Developmental Behavioral Neuroscience

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Developmental behavioral neuroscience is an emerging interdisciplinary field with diverse contributions from the behavioral and biological science. This core course places the study of development in a biological context that includes evolution, genetics, physiology, anatomy, cells, and molecules. The focus is on major concepts and methods used to explain development of brain and behavior, particularly during early stages. Enduring controversies and modern efforts to resolve them will be considered. The course is organized to represent major areas of contemporary research, with attention to both fundamental processes and functionally defined, integrative behavioral systems.

Enrollment Requirements:

Pre-requisite = PsyDBS 613

037704:1

PSYDBS 725 - Developmental Cognitive Neuroscience

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Developmental cognitive neuroscience is an evolving field that investigates the relations between brain and cognitive development. Fundamental questions include: What are the relations between developmental changes in the brain (e.g. morphology, connectivity) and developmental changes in children's perceptual and cognitive abilities (e.g. depth perception, ability to sustain selective attention, executive functions)? Why, and how, is learning enhanced during certain periods in development? These issues will be investigated in the context of the following specific topics: the development of the visual system, visual attention, memory, executive functions, speech and language. The methods of human cognitive neuroscientific research that can be used with infants and children will also be discussed (e.g. ERP, NIRS).

037706:1

PSYDBS 762 - Knowledge Acquisition

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is a proposed elective for the Developmental and Brain Sciences program in the Psychology Department. The goal of the course is to acquaint students with the breadth of theories for how we represent and acquire knowledge, with a focus on acquisition. Students will engage with primary and secondary sources, mainly focusing on classic papers and book chapters, and supplementing these with current literature. The current literature portion of the course is expected to evolve over the years to track recent findings that clarify classic theories.

039505:1

PSYDBS 795 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038695:1

PSYDBS 796 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038696:1

PSYDBS 895 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038697:1

PSYDBS 896 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member. Students wishing to register must do so through the department.

038698:1

PSYDBS 899 - Dissertation Research

1-12 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 27 / total completions: 12

Description:

This course allows students to register for required dissertation credits towards the PhD in Developmental and Brain Sciences.

037878:1

Sociology

Website <https://www.umb.edu/liberal-arts/academic-departments/sociology/>

Office Wheatley Hall, 4th Floor, Room 12
617.287.6251

Department Chair Reef Youngreen, PhD
reef.youngreen@umb.edu
617.287.3909
Wheatley Hall, 4th Floor, Room 13

Master of Arts

Applied Sociology (MA)

Sociology Department | College of Liberal Arts

About the Program
Admission Requirements

Program Requirements

Complete 37 credits from at least ten courses including five core courses, one field work or internship course, one capstone course, and three to five electives.

Capstone: Completion of a master's paper or thesis or a comprehensive examination.

Residency: No more than six credits from courses outside the Sociology Department may be applied toward the program with permission of the graduate program director.

Statute of limitations: Five years.

Course Requirements

Core Courses (13 Credits)

- SOCIOL 600 - Foundations of Applied Sociology 3 *Credit(s)*
- SOCIOL 604 - Classical Sociological Theory 3 *Credit(s)*
- SOCIOL 650 - Meth Of Research I 3 *Credit(s)*
- SOCIOL 651 - Quantitative Methods 3 *Credit(s)*

- SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology *1 Credit(s)*

Fieldwork or Internship Course (3 to 6 Credits)

- SOCIOL 610 - Teaching Sociology: Theory & Practice *3 Credit(s)*
or
- SOCIOL 698 - Field Work *3-6 Credit(s)*

Capstone Course (6 Credits)

- SOCIOL 694 - Master's Research Seminar *6 Credit(s)*

Electives (12 to 15 Credits)

Complete 12 to 15 credits of electives in graduate SOCIOL or other courses chosen in consultation with the graduate program director.

Doctor of Philosophy

Sociology (PhD)

Sociology Department | College of Liberal Arts

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete a minimum of 36 credits from ten or more courses including six required courses, 18 credits of electives, and at least six dissertation credits.

Students admitted without an MA in sociology must also complete the requirements for the Applied Sociology (MA) program.

Dissertation: Compose and defend a dissertation based on original research.

Doctoral candidacy: Passage of two comprehensive examinations taken in two parts; theory/methods and substantive area concentration.

Statute of limitations: Ten years.

Course Requirements

Required Courses (12 Credits)

- SOCIOL 607 - Contemporary Sociological Theory *3 Credit(s)*
- SOCIOL 609L - Qualitative Methods and Field Research *3 Credit(s)*

- SOCIOL 652 - Advanced Quantitative Methods 3 *Credit(s)*
- SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology 1 *Credit(s)*
- SOCIOL 701 - Proseminar II: Planning a career in Sociology 1 *Credit(s)*
- SOCIOL 702 - Proseminar III: Developing professional skills and preparing for job market 1 *Credit(s)*

Electives (18 Credits)

Complete 18 credits of additional graduate SOCIOL courses.

With approval of the graduate program director, up to six credits from another graduate program may be applied toward this requirement.

Dissertation (6 Credits)

Complete a minimum of six credits from the course below.

- SOCIOL 899 - Dissertation Credits 1-9 *Credit(s)*

Sociology

SOCIOL 598 - Field Experience Project

1 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course includes site visits and observation time spent in the field at state or social service agencies.

Enrollment Requirements:

Pre-req = Graduate student in Forensics

028245:1

SOCIOL 600 - Foundations of Applied Sociology

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course is required for all formally accepted first-year students. The purpose of the course is a) to engage students in the field and substance of applied sociology, in order to strengthen their understanding of how theories, concepts, and sociological research are central to social problem-solving, policymaking, and the skills required in a variety of occupational settings; b) to involve students at the beginning of their graduate education in designing their studies to meet their educational, career, and personal objectives; and c) to maximize and facilitate student utilization of the curriculum, faculty, and departmental/university resources.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028246:1

SOCIOL 601 - Complex Organizations

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course acquaints students with studies of complex organizations that throw light on decision-making and conflict in the setting of formal organizations. Students will study how policies emerge and how they are translated into action. They study research illuminating the nature and functions of rules, the initiation and consequences of political processes, the role and problems of street-level bureaucrats, and the impact of social, political, and economic conditions on organizational behavior. Theories and concepts are applied to human service organizations, and their distinctive features are discussed.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028250:1

SOCIOL 604 - Classical Sociological Theory

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Classical social theory is a required introductory course for graduate student in the Sociology Department. You will study the work of major canonical theorists, such as Karl Marx, Emile Durkheim, and Max Weber ("the Big Three"), as well as other early theorists who are key to contemporary applied sociology, such as W.E.B DuBois and Jane Addams. Upon completing the requirements for this course, you can expect not only to have a solid knowledge of the classical theorists, but also a critical insight into sociology as a discipline. We will discuss how The Canon of sociological theory was and continues to be constructed and its influence on contemporary scholarship.

Enrollment Requirements:

Graduate students in SOCIOL or permission of instructor

Instructor consent required for enrollment

041396:1

SOCIOL 605 - Applied Sociological Theory

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the nature and aims of applied sociological theory. Of special interest is the bearing of pure or basic sociological theory on applied research and problem solving, the differences between pure and applied sociological theory, and the relevance of applied theory for basic sociological theory. Other topics

include the theoretical implications of moral and ethical concerns and restrictions in applied social research and employment and the nature of the values and assumptions involved in efforts to devise and implement policy intended to treat social problems.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028252:1

SOCIOL 606 - Social Semiotics and Cultural Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This doctoral level sociology seminar is intended to provide participants with an introduction to semiotics and cultural analysis. We will look at modes of expression and expressiveness; explore how culture manifests numerous modes of expressiveness, and how they are also embedded within culture. We will discuss the process through which cultures develop meaningful links in terms of sensibility, understanding, and meaning making. Our discussions will be associated with an in-depth analysis of the role of semiotics in culture and society and in doing so we will analyze the parallel between the function of the sign and the function of the signifying objects.

037854:1

SOCIOL 607 - Contemporary Sociological Theory

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Social theory is trained reflection on ways of knowing social life. But it is not only this, and it never begins purely as trained reflection. Social theory arises first and foremost from everyday life, from an enormous variety of contexts of conversation, discussion, and interaction between ordinary people. These are the same contexts that lead to the formation of such things as social movements, political parties, trade unions, and organized mass actions such as consumption, strikes, and revolutions. Social theory emerges from these contexts and is only a more reflective expression of the disputes and agendas that dominate ordinary communication about social and political issues. It is itself a social and political issues. It is itself a social product with a multitude of everyday contexts of origination.

039223:1

SOCIOL 608 - Urban Sociology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This sociology seminar covers theoretical perspectives and empirical research on how cities are shaped by social and economic forces, as well as various (e.g., racial, political) ideologies. We will also investigate how cities, in turn, shape social life - in both positive and negative ways.

041105:1

SOCIOL 609L - Qualitative Methods and Field Research

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around them by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by engaging in a field work project.

Course Note

GERON GR 609L and PPOL-G 609L and SOCIOL 609L are the same course.

This course is cross-listed as GERON GR 609L and PPOL-G 609L

000165:1

SOCIOL 610 - Teaching Sociology: Theory & Practice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This seminar is designed for graduate students who are interested in teaching careers at the college and university level and/or in the scholarship about teaching and learning. Teaching assistants who are involved in classroom practice are also welcome. The course will address both the theory and practice of teaching with a focus on the kinds of backgrounds, experiences, and learning styles that UMass Boston students bring to the classroom.

033470:1

SOCIOL 630 - Applied Social Psychology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course has been designed to introduce students to sociological theories about interaction and to motivate students to explore how the theories about which they learn can make change in the 'real world'. During the seminar, the class will cover a mixture of contemporary and classical research literature in the attempt to make sense of interactions in everyday social life and to use the ideas and concepts from the literature to address social problems.

034697:1

SOCIOL 642 - Issues in Contemporary Social Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides special emphasis on contemporary social policy issues. It examines principals of social policy analysis and the impact of social policy decisions on recipients and non-recipients of social services. Special attention is given to research on contemporary problem areas such as immigration, homelessness, public sector health and mental health, social justice issues, and crime and delinquency.

Enrollment Requirements:

Pre-req = Graduate Students Only

028269:1

SOCIOL 646 - Sociology of Gender

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

How are gender and gendered identities socially constructed? In what ways does gender intersect with and influence issues of power and inequality in society? Gender is one of the most central axes of inequality, along with class, race, ethnicity, nationality, citizenship, and sexuality. We will examine gender as an ever-present organizing principle of social life that has broad-ranging effects, from micro-level individual interactions up to macro-level economic and political processes. We will consider different theoretical approaches and discuss the ways in which gender is social and cultural, rather than "natural" and "biological." Next we will look at the construction of gendered identities, sexuality, and the performance of masculinity and femininity in everyday life. Furthermore, we will explore how gender relations are being shaped by, as well as are shaping, larger processes of globalization. By the end of this course, you should be familiar with sociological perspectives on gender and the social construction and reproduction of gender categories.

040392:1

SOCIOL 650 - Meth Of Research I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Focuses on methods of collecting information about social beliefs and social process, including the operation of social services and other programs. The course requires students to conduct exercises that will give them first hand experiences in various approaches to data collection and management. Emphasis is given to techniques of survey, field, and experimental research. Students are introduced to the use of computers.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028272:1

SOCIOL 651 - Quantitative Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This class provides introductory training for graduate students in the interpretation, analysis, and presentation of quantitative data for the social sciences. The course covers descriptive statistics, data visualization, cross-tabulation and regression analysis for social data. It also provides introductory training for computer-based statistical analyses; no prior experience with statistical software is required.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

Semester(s) typically offered: Fall

028274:1

SOCIOL 652 - Advanced Quantitative Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This class provides training in quantitative analyses that moves beyond the more basic techniques covered in the preceding course SOCIOL 651. The course begins with a review of multiple regression before spending the rest of the semester covering specialized regression techniques.

037858:1

SOCIOL 655 - Evaluation Research

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An advanced course in the theory and practice of evaluation of public policy and social service programs for social science students and practitioners. Basic knowledge of research methods is assumed, but relevant issues in research design and implementation are reviewed. The course provides general overview of evaluation theory and landmark evaluation studies, as well as analysis of commonly used evaluation models and of practical and political issues involved in design and implementation of evaluations. Design of an evaluation of a social agency program is required.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

028278:1

SOCIOL 660 - Fundamentals of Survey Methodology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the principles of survey design that are the basis of standard practices in the field, providing tools to design and implement survey data collection and for evaluating surveys. Topics include: sampling, nonresponse, survey instrument development and evaluation, survey interviewing, post survey data processing, and research ethics.

037859:1

SOCIOL 661 - Designing and Evaluating Survey Questions

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will teach students what is known about how the characteristics of survey questions affect the likely validity of the resulting data. It will also teach them how to evaluate how well questions meet the standards that we set for them. The course will introduce students to the underlying science of how to design and evaluate questions and will provide them with experience in actually carrying out question design and evaluation.

037860:1

SOCIOL 662 - Applied Survey Sampling - Design and Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to teach students the principles of probability sampling for general populations. It will teach them about the various types of sampling methods including simple random, stratified, cluster, and probability proportionate to size. It will help them to understand when certain methods are preferable and how adding complexity to a sample design can affect data analysis. Topics will also include developing survey weights and analyzing data from complex samples.

037861:1

SOCIOL 664 - Practicum in Survey Research Techniques

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course offers students hands-on experience in planning and conducting a survey, focusing on sampling, questionnaire development, and interviewing techniques. Students will put survey best practices into action in the development of a survey instrument by planning and moderating focus groups. They will evaluate questions by conducting cognitive interviews and completing behavior coding of recorded interviews. Students also participate in a sample listing exercise in the Boston area and conduct face-to-face pretest interviews.

039225:1

SOCIOL 665 - New Techniques in Survey Data Collection

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to introduce students to the newest and most state-of-the-art methods of survey data collection, an appreciation of their history and development, as well as their rapidly developing research programs. Purposes both methodological (to improve the instrument and forward the state-of-the-art in survey techniques) and substantive (addressing research questions in sociological frameworks) will be addressed.

039226:1

SOCIOL 667 - Sociology of Law

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.

028279:1

SOCIOL 681 - Health Care Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on recent changes in health care policy and in the organization of medicine, with special attention to the impact of these changes on the delivery, distribution, and quality of health services. Additional emphasis is given to the history of medicine; the political economy of health care; inequality in utilization of and access to health services; rising costs and cost containment programs; attempts at regulation; and government health programs and private health service organizations.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028283:1

SOCIOL 682 - Sociology of Health and Illness

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course highlights the role of the social sciences in dealing with problems of health care practice, focusing on research contributions to health maintenance, prevention, treatment, and quality of care. Topics include the nature and goals of client-practitioner relationships, health education, behavioral and psychosomatic medicine, and the linkages between social problems and medical problems.

Enrollment Requirements:

Pre-req = Graduate degree student in Applied Sociology or Sociology PhD

028285:1

SOCIOL 694 - Master's Research Seminar

6 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course guides students in their design and completion of the master's paper. It operates as an intellectual workshop where throughout the semester students share with the group the process as well as the results of their research. Special attention is given to the formation of research questions, research methodology, and writing appropriate literature reviews.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

028297:1

SOCIOL 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

In-depth study of a particular topic according to the student's interests. Independent study projects are expected to make an important contribution to a student's training in applied sociology. All projects are under the supervision of a faculty advisor, who is responsible for guiding and evaluating the student's work.

Course Note

An application and detailed proposal must be submitted to the graduate program director not later than two weeks before the end of the semester previous to that in which SOCIOL 696 is to be taken.

Enrollment Requirements:

Pre-req = Graduate Students Only

027928:1

SOCIOL 697 - Special Topics in Applied Sociology

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced seminar on selected topics in applied sociology. The course content and credit vary according to topic. Details on special topics courses will be announced during the advance registration period.

Enrollment Requirements:

Pre-req = Graduate Students Only

028299:1

SOCIOL 698 - Field Work

*3-6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

Intensive field work and/or internship in a public or private research or practice setting jointly supervised by faculty and agency-based staff. Placements made according to student interest and internship availability.

Enrollment Requirements:

Pre-req = GRADUATE Degree Students Only

028312:1

SOCIOL 700 - Proseminar I: Introduction to Graduate Sociology

*1 Credit(s) | Seminar | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

The goal of this proseminar is to introduce students to UMass Boston and to life as a graduate students.

040813:1

SOCIOL 701 - Proseminar II: Planning a career in Sociology

*1 Credit(s) | Seminar | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

The goal of this proseminar is to help you think about the develop plans for your particular career plans in sociology. We will discuss upcoming program requirements (comprehensive exams, dissertation), and well as how to think about graduate school as an opportunity for professional development, both within your courses and TA/RA experiences and beyond.

040814:1

SOCIOL 702 - Proseminar III: Developing professional skills and preparing for job market

*1 Credit(s) | Seminar | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

The goal of this proseminar is to help you think about and develop plans for your particular career plans in sociology. Much of our time will be spent talking about the job market (academic and applied) and how to tailor your work to fit different types of jobs.

040815:1

SOCIOL 897 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Various topics in Sociology.

039339:1

SOCIOL 899 - Dissertation Credits

1-9 Credit(s) | Research | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 12 / total completions: 12

Description:

This is a course for students working on their dissertations.

Course Note

Students may only enroll in dissertation credits after they have completed the other credit requirements for the PhD.

040212:1

Critical Ethnic and Community Studies

Website	https://www.umb.edu/academics/program-finder/critical-ethnic-community-studies-ms/
Email	CECS.Program@umb.edu
Phone	617.287.5129
Program Director	Cedric Woods Cedric.Woods@umb.edu 617.287.5784

Master of Science

Critical Ethnic and Community Studies (MS)

Program Requirements

Complete a minimum of 37 credits from 13 courses including six core courses, five electives, and one capstone course.

Students may transfer in completed certificates in Gender, Leadership and Public Policy, Conflict Resolution or Critical and Creative Thinking to partially or wholly fulfill their elective credits requirements.

Capstone: Completion of a project, internship, or research paper as part of CECS 698. The capstone includes a public presentation of the student's work.

Grading basis: No courses taken satisfactory/unsatisfactory or for no grade may be applied toward the program.

Residency: Before enrollment in the program, students should consult with the graduate program director regarding transfer credits or UMass Boston undergraduate credits if these are intended to satisfy degree requirements. The program does not accept transfer credit for any of its required core courses; transfer courses may be applied to the program's electives.

Independent study: No more than one independent study course (three credits) may be applied toward the program.

Statute of limitations: Five years.

Course Requirements

Core Courses (16 Credits)

- CECS 600 - CECS Professional Seminar A *1 Credit(s)*
- CECS 610 - Foundations of Critical Ethnic and Community Studies *3 Credit(s)*
- CECS 611 - Migration and Diaspora *3 Credit(s)*
- CECS 612 - Community Formation and Development *3 Credit(s)*
- CECS 622 - Transdisciplinary Research in Practice B *3 Credit(s)*
- CECS 623 - Transdisciplinary Research Methods *3 Credit(s)*

Electives (15 Credits)

Complete five additional courses chosen in consultation with the faculty advisor.

Electives for CECS include graduate courses from within Critical Ethnic and Community Studies as well as courses from other graduate disciplines or programs, such as Global Inclusion and Social Development, Public Administration, Creative Writing, Conflict Resolution, American Studies, Environmental Sciences, Gerontology, Urban Planning and Community Development, or Applied Sociology.

Alternatively, CECS offers the unique opportunity of fulfilling the elective sequence through the completion of a graduate certificate (at least 15 credits) in one of various areas, including:

- Human Rights

- Conflict Resolution
- Survey Research
- Gender, Leadership, and Public Policy
- Critical and Creative Thinking

Capstone Course (6 Credits)

- CECS 698 - CECS Master's Capstone 3 *Credit(s)*

Critical Ethnic and Community Studies

CECS 600 - CECS Professional Seminar A

Formerly TCCS 600 - TCCS Professional Seminar A

1 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This class is intended to fit a variety of advanced academic and professional writing contexts. Professional Seminar A will be offered for both MS and PhD students in their first semester and will consist of a series of workshops focused on several key skills areas. Students will learn how to write for advanced academic study or for professional purposes. In addition, students will be able to locate and use journals, databases, and other resources that are relevant to their field. Other areas to be addressed in this entry-level seminar are: Writing a Literature Review and Using Library Databases.

038581:1

CECS 610 - Foundations of Critical Ethnic and Community Studies

Formerly TCCS 610 - Foundations of Transnational, Cultural, and Community Studies

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Foundations of CECS is the introductory theory course for the graduate program in CECS. This seminar provides an introduction to critical terms, concepts, and issues in CECS. The processes that lead to the formation of personal and collective identities, real, imagined, or emotional, have historical, material, structural and cultural lineages that must be excavated separately but analyzed holistically through transdisciplinary approaches. This course centers communities of color in the U.S. and the historical and contemporary forces through which they have developed transnational and diasporic relationships individually, structurally, collectively, and culturally. We will explore and analyze debates and approaches to colonialism and empire, development, globalization, migration transnationalism and diaspora, nationalism and nativism, community formation, intersectionality and layered identities, the politics of cultural representation, critical race theory and racial formation, race relations, and political resistance, advocacy, and activism. Finally, we engage with these concepts in the context of power relationships from a humanistic framework grounded in empathy and individual transformation.

038583:1

CECS 611 - Migration and Diaspora

Formerly TCCS 611 - Migration and Diaspora

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This course will explore the most recent scholarship and most recent scholarship and most dominant theories in the field of migration and diaspora studies. New technologies, climate change, economic crises as well as contemporary iterations of terrorism and warfare have all intensified the global movements of people, goods, ideas, cultures, and money. This has reinvigorated the study of migration in earlier periods, with many arguing that related phenomena have been endemic to the human population since our beginning. New frameworks that emphasize networks and relationality, and bring into the foreground interculturalism, borders and borderlands, and hybridic formations have begun to reorder ways of reading human cultures and civilizations. The course brings together theoretical frameworks and methodological approaches from both the humanities and social sciences (e.g. anthropology, literary studies, performance studies, psychology, ethnomusicology, sociolinguistics, history, and sociology) with various forms of cultural expression (e.g., poetry, film, music, literature). The course places the different theories/strategies in dialogue to empower students of transdisciplinarity with tools for shaping their own unique studies of migration and diaspora in ways that exceed the boundaries of particular disciplines. Themes explored will include: the contexts for the newly invigorated field; the multiple meanings and models of diaspora and migration; the relation of migration and diaspora to conquest, colonialism, post colonialism, refugeeism, political exile, etc.; the heterogeneity of diasporic groups; the problems and potentials of assimilation, acculturation and transculturation; nativism and the hostility of hostlands; generational conflicts and continuities in the (re)production of culture; the role of language and other cultural practices in migratory experiences; the significance of memory for the production of what Salman Rushdie calls "imaginary homelands"; and the phenomenological dimensions of migration and diaspora (loss, between worlds, nostalgia, depression, exhilaration, etc.).

038584:1

CECS 612 - Community Formation and Development

Formerly TCCS 612 - Community Formation and Development

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Generally "community" has positive connotations, as communities provide identity, companionship, support, yet communities can also be constricting, parochial, exclusionary. Communities are not static: They come into being, evolve and may dissolve. Living in Liquid Times (Bauman 2007) the certainty of modernity "evaporates" and uncertainty permeates our daily lives destabilizing our sense of "belonging." Community has also become a principal arena of organized collective action to change or preserve the status quo. Communities are thus complex, dynamic, contested, and contradictory. This course explores these issues in theory and practice, from the academic literature to its use society at large. The idea of community is contested: its definition is not clear lacking a consistent body of knowledge with theories about its origins, functions, and use in contemporary society. Scholarship in post-colonial and transnational studies has redrawn conceptual maps: The course also explores decolonizing traditional understanding(s) of community.

038585:1

CECS 622 - Transdisciplinary Research in Practice B

Formerly TCCS 622

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Transdisciplinary Research in Practice B enables students to apply research methods and strategies that they learn in their core methods courses (including Research in Transnational Cultural and Community Studies, Transdisciplinary Research Methods, and Transdisciplinary Research in Practice A) in real practice settings and directly experience how transdisciplinary research projects addressing complex issues or problems in transnational cultural community contexts are being planned, implemented, and managed.

038588:1

CECS 623 - Transdisciplinary Research Methods**Formerly TCCS 623**

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Transdisciplinary research "transcends disciplinary borders and open[s] up totally new research pathways and prioritizes[s] the problem at the center of research over discipline-specific concerns" (Leavy 2011). This course provides a transdisciplinary, problem-centered spin on conventional research methods training. Through this course, students will develop advanced research skills in transdisciplinary methods and approaches, to understand transdisciplinarity as a research principle, and to examine in-depth the development and application of transdisciplinary research methods in the arts, humanities, and sciences. This course offers students hands-on experience in transdisciplinary research, which emphasis on developing methodological versatility across multiple levels of inquiry: 1) self/identity; 2) community/relationships; and 3) global/transnational. This course accompanies TRIP 2 in the second semester of the MA/PhD programs. The research approaches, data collection, and data analysis methods will synergize to the extent possible with topics and activities of TRIP 2. As such, the course content is meant to complement and support students' work on their community-centered projects.

038590:1

CECS 650 - Community Health and Equity

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This course will introduce students to trans/disciplinary U.S. and global perspectives on community health/mental health making connections between personal health, multi-systemic resources creating societal conditions for "wellness as fairness", and community mobilization for equity. Students will learn comparative critical/intersectional perspectives on addressing social determinants of health/mental health in specific US & international settings, using a wide variety of research methods promoting community engagement and a vision of research as a Human Right (Appadurai, 2006) including auto-ethnography, arts-based and Community Based Participatory Action Research. Drawing on a continuum of health promotion/prevention/treatment interventions, we will explore frameworks for using health and health care to activate person-centered, community-engaged, and integrative health interventions within health care and other community settings, using cultural and intergenerational life-course perspectives on the timing and settings best promoting health and healing. We will explore examples of transformational action research,

policy and social movements practice through partnerships with communities and links to local and transnational social movements addressing specific health and social justice issues. Students will bring to the course their specific areas of research, practice, or policy interest in community health/mental health, and explore how their work can be informed by relevant research, public policy initiatives, community partnerships, collaborative leadership, and social movements promoting health equity.

041927:1

CECS 696 - Independent Study

Formerly TCCS 696

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

040243:1

CECS 697 - Special Topics

Formerly TCCS 697

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

040245:1

CECS 698 - CECS Master's Capstone

Formerly TCCS 698 - TCCS Master's Capstone

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

The "capstone project" is designed to integrate student learning from the content and process of the overall CECS curriculum in relation to a real issue or challenge facing the student. The project will include an analysis of relevant, critical literature along with the development of an appropriate, meaningful intervention to address the issue. This intervention may involve, for example, an organizing initiative, the planning of a program, the design of a training curriculum or the proposal for a research project. Students participate in a weekly Capstone Seminar led by a faculty member, and will also be mentored by a capstone advisor. Those students seeking to go on to a PhD program will be advised to pursue a research-based capstone project. In addition, the Capstone Seminar provides participants with an opportunity to review and reflect on their work in the CECS Master's program and its impact on their current and future professional and personal lives. In sharing their process and products with each other throughout the semester, students will be able to demonstrate knowledge and integration of skills, process, and strategies of transdisciplinary thinking and grounded, local/global, reflective practice. Capstone projects will be presented by and for seminar participants, together with public audiences, as appropriate, during the final third of the semester.

038624:1

CECS 712 - Circuits of Migration

Formerly TCCS 712

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

The historical trajectory of immigrants from Europe to the United States has shaped much of the theory, policy, and social relations toward immigrant integration through the first half of the Twentieth Century. Since the latter half of the century, due in large part of the watershed Immigration and Naturalization Act of 1965 and the increasing impact of globalization and war on population movements, immigration from the Global South, particularly Southeast and South Asia, the Caribbean, Africa, and Central and South America, has changed the experiences of immigrants and refugees to the United States. Only recently has research begun to consider the fundamental ways in which we must reconceptualize traditional migration processes from universalized, linear trajectories to dynamic processes that are cyclical, uneven, nuanced, heterogeneous, and intersectional. This course will examine the local-regional-global relationships to cultural identity, social relations, public policy, and Critical Race Theory as it is experienced by immigrants and refugees from the Global South on individual, communal, and transnational scales. We will discuss immigrant and refugee integration, community development, and identity formation as they are constructed or negotiated across transnational, interstitial spaces.

038599:1

CECS 719 - Queer of Color Critique

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the emergent theoretical field of queer of color critique, a mode of analysis grounded in the struggles and world-making of LGBTQ people of color. Activists, artists, and theorists have mobilized queer of color critique to interrogate the intersections of race, gender, sexuality, class, nation, and diaspora as a response to the inherent whiteness of mainstream queer theory and persistent heterosexism in ethnic studies. Students will gain an understanding of queer of color critique as a humanistic method of inquiry that includes the analysis and interpretation of ideas and symbolic expression. We will examine the development of queer of color critique (primarily in the United States) through both academic and activist domains; consider what queer theory has to say about empire, citizenship, prisons, welfare, neoliberalism, and terrorism; and articulate the role of queer of color analysis in a vision for racial, gender, sexual, and economic justice.

Semester(s) typically offered: Fall and Spring

042129:1

CECS 796 - Independent Study

Formerly TCCS 796

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent Study in CECS

040244:1

CECS 797 - Special Topics

Formerly TCCS 797

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 1

Description:

This course offers study of selected topic within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

040160:1

Women's, Gender, and Sexuality Studies

Website <https://www.umb.edu/liberal-arts/academic-departments/women-gender-studies/>

Office Wheatley Hall, 5th Floor, Room 4A

617.287.6780

Womens.Studies@umb.edu

Department Chair Amani El Jack, PhD

amani.eljack@umb.edu

617.287.6783

Wheatley Hall, 6th Floor, Room 67

Women's and Gender Studies

WGS 501 - Advanced Topics in Human Rights

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This seminar aims to provide students with a deeper knowledge of human rights as both an intellectual discourse and a realm of political action. The first part of the course deals with the emergence and institutionalization of human rights in the 20th century. Beginning with an overview of its roots in political theory, moving to the first and second generation of rights, to debates over universality and cultural relativism and ending with exploration of human rights frameworks' applicability and implications across nations and cultures, the course offers an in-depth interdisciplinary understanding of the field and its practices. Topics of study include torture, genocide, race gender and law, visual culture, humanitarian intervention and protection.

039658:1

WGS 581 - Seminar in Gender, Power, Politics/Graduate Consortium in Women's Studies

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course investigates theories, methodologies and practices of feminist inquiry in the social sciences. We look at the many ways in which feminist scholarship has sought to understand and theorize power and politics. It is designed as a seminar for students who are motivated to think critically about a range of issues related to gender and politics and relations of power. It introduces students to feminist theoretical frameworks for thinking about power, as well as to empirical explorations of a variety of key topics within the larger field of gender and politics.

039506:1

WGS 583 - Seminar in Gender, Culture, Society/Graduate Consortium in Women's Studies

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course investigates theories, methodologies and practices of feminist inquiry in the humanities. We look at the many ways in which feminist scholarship has sought to understand and theorize society and culture. It is designed as a seminar for students who are motivated to think critically about a range of issues related to gender and socio-cultural norms, institutions and relations of power. It introduces students to interdisciplinary and intersectional perspectives to knowledge, agency, social and structural inequalities.

039507:1

WGS 591 - Feminist Inquiry: Strategies for Effective Scholarship/Graduate Consortium in Women's Studies

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course investigates theories and practices of feminist inquiry across a range of disciplines. Doing feminist research involves rethinking disciplinary assumptions and methodologies, developing new understandings of what counts as knowledge, seeking alternative ways of understanding the origins of problems/issues, formulating new ways of asking questions and redefining the relationship between subjects and objects of study. The course will focus on methodology, i.e., the theory and analysis of how research should proceed. We shall be especially attentive to epistemological issues--pre-suppositions about the nature of knowledge and in their connections to methodologies and research methods. Further, we shall explore how these connections are formed in the traditional disciplines and raise questions about why they are inadequate and / or problematic for feminist inquiry.

034855:1

WGS 597 - Special Topics in Women's Studies/Graduate Consortium in Women's Studies

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers intensive study of a selected topic in Women's Studies offered through the Graduate Consortium in Women's Studies. Course content varies according to the topic, which will be announced prior to the registration period.

Department consent required for enrollment

033314:1

WGS 599 - Dissertation Workshop/Graduate Consortium in Women's Studies

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 999 / total completions: 99

Description:

A writing workshop for dissertation writers at all levels, beginning with preparation of the proposal. Class will include rotating discussion in each meeting of pre-circulated material by one or two students. In addition to a constructive critiques of student writing, we will focus on; theoretical and methodological concepts in Women's and Gender Studies across disciplines; research, argumentation, and writing; practical matters such as; the Dissertation Committee, looking toward eventual publication, and writing with an eye to a professional position.

Course Note

This class meets every other week.

034856:1

College of Management

College of Management

Website <https://www.umb.edu/business/>

Dean (interim) Arindam Bandopadhyaya, PhD

Dean's Office McCormack Hall, 5th Floor, Room 610

Management@umb.edu

Departments

- Accounting and Finance
- Management
- Management Science and Information Systems
- Marketing

Centers

- Center for Collaborative Leadership
- Center for Sustainable Enterprise and Regional Competitiveness
- Financial Services Forum

Master's

Business Administration (MBA)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 36 or 42 credits from 12 to 14 courses including ten required business courses and two to four electives.

Specialization: Students may choose to specialize one of 15 areas; accounting, business analytics, digital marketing, entrepreneurship, environmental management, finance, health care management, health care informatics, human resource management, information systems, leadership and organizational change, marketing, nonprofit management, or supply chain and service management. Students who choose to specialize must complete three to four electives.

Capstone: Completion of a written paper as part of MBAMGT 689.

Statute of limitations: Five years

Course Requirements

Required Business Courses (30 Credits)

- MBA AF 601 - Economics for Managers 3 *Credit(s)*
- MBA AF 610 - Accounting for Managers 3 *Credit(s)*
- MBA AF 620 - Financial Management 3 *Credit(s)*

- MBAMGT 650 - Organizational Analysis and Skills 3 *Credit(s)*
- MBAMGT 660 - Business and Its Environment 3 *Credit(s)*
- MBAMGT 689 - Strategic Management 3 *Credit(s)*
- MBAMKT 670 - Marketing Management 3 *Credit(s)*
- MBAMS 630 - Statistical Analysis for Managers 3 *Credit(s)*
- MBAMS 635 - Operations Mgt 3 *Credit(s)*
- MBAMS 640 - Computer & Info Syst 3 *Credit(s)*

Electives (6 to 12 Credits)

Complete at least two additional business courses.

Students who wish to specialize must complete three to four electives.

Specialization Options

Accounting Specialization
 Business Analytics Specialization
 Digital Marketing Specialization
 Entrepreneurship Specialization
 Environmental Management and Sustainability Specialization
 Finance Specialization
 Healthcare Management Specialization
 Healthcare Informatics Specialization
 Human Resource Management Specialization
 Information Systems Specialization
 International Management Specialization
 Leadership and Organizational Change Specialization
 Marketing Specialization
 Nonprofit Management Specialization
 Supply Chain and Service Management Specialization

Business Analytics (MS)

College of Management

About the Program
 Admission Requirements

Program Requirements

Complete 30 credits from 10 courses including four core courses, five track courses, and one capstone course.

Capstone: Completion of a written paper.

Track requirement: Candidates must select a track in big data analytics or supply chain analytics.

Prerequisite: Candidates must have completed a statistics course, either MSIS 111 or MBAMS 630, or an equivalent course within the last five years. Students who have not met this requirement are required to take

MBAMS 630 as part of their first semester in addition to the 10 courses required for the program.

Statute of limitations: Eight years.

Course Requirements

Core Courses (12 Credits)

- MSIS 642 - Multivariate Statistics and Regression Analysis *3 Credit(s)*
- MSIS 670 - Enterprise Business Intelligence *3 Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics *3 Credit(s)*
- MBAMS 638 - Management Decision Models *3 Credit(s)*

Track Courses

Big Data Analytics Track

Supply Chain Analytics Track

Capstone Course (3 Credits)

- MSIS 630 - Project & Change Management *3 Credit(s)*

Students may also choose MSIS 690/699 Master's Thesis Option, MSIS 697 Special Topics and MBAMGT 698 Practicum (students must have relevant internship).

Finance (MS)

College of Management

Finance (MS) - General Finance Track

Finance (MS) - Investment Management and Quantitative Finance Track

Doctorate

Business Administration (PhD)

College of Management

Business Administration (PhD) - Finance Track

Business Administration (PhD) - Information Systems for Data Science Track

Business Administration (PhD) - Organizations and Social Change Track

Graduate Certificate

Business Analytics (Certificate)

College of Management
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- MSIS 656 - Information Storage Management 3 *Credit(s)*
- MSIS 670 - Enterprise Business Intelligence 3 *Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence 3 *Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*

Clean Energy and Sustainability (Certificate)

College of Management
School for the Environment

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including one required course and three electives.

Practicum: Students must complete one practicum experience with a clean energy sector organization.

Statute of limitations: Three years.

Course Requirements

Required Course (3 Credits)

Complete one from below.

Students may also complete an independent study if no suitable internship is available.

- MBAMGT 669 - Entrepreneurship Internship/Practicum 3 *Credit(s)*
- MBAMGT 698 - Practicum 1-3 *Credit(s)*
- ENVSCI 698 - Projects in Environmental Sciences 1-6 *Credit(s)*

Electives (9 Credits)

Complete three from below.

- ENVSCI 670L - Environmental and Energy Economics 3 *Credit(s)*
- ENVSCI 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- MBA AF 631 - Sustainable Finance and Impact Investing 3 *Credit(s)*
- MBAMGT 671L - Introduction to Environmental Management 3 *Credit(s)*
- MBAMGT 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- MBAMGT 688L - Business and Climate Change 3 *Credit(s)*

Contemporary Marketing (Certificate)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including four required courses and one elective.

Additional course: Students without a business degree or have less than three years of experience in marketing must also complete MBAMKT 670 - Marketing Management.

Statute of limitations: Three years

Course Requirements

Required Courses (12 Credits)

- MBAMKT 671 - Marketing Research 3 *Credit(s)*
- MBAMKT 673 - Marketing Communications 3 *Credit(s)*
- MBAMKT 674 - International Marketing 3 *Credit(s)*
- MBAMKT 691 - Social Media Marketing 3 *Credit(s)*

Elective (3 Credits)

Complete one from below.

- MBAMKT 685 - Brain of the Consumer 3 *Credit(s)*

Healthcare Informatics (Certificate)

College of Management
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (12 Credits)

- MSIS 632 - Introduction to Health Informatics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*
- MSIS 635 - Health Information Analytics 3 *Credit(s)*

Healthcare Management (Certificate)

College of Management

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses including three required courses and two electives.

Statute of limitations: Three years.

Course Requirements

Required Courses (9 Credits)

- MBA AF 627 - Health System Financial Management 3 *Credit(s)*
- MBAMGT 680 - Management of Health Organizations 3 *Credit(s)*
- MBAMGT 681 - The Health System and Public Policy 3 *Credit(s)*

Electives (6 Credits)

Complete two from below.

Independent study courses must be approved by the graduate program director.

No more than three credits of independent study may be applied toward the program.

- GGHS 716 - Global Health and Development: Concepts, Policies, and Practice *3 Credit(s)*
- MBAMGT 655 - Healthcare Innovation *3 Credit(s)*
- MBAMGT 684L - Social Enterprise *3 Credit(s)*
- MBAMGT 687L - Nonprofit Management *3 Credit(s)*
- MBAMGT 696 - Independent Study *1-6 Credit(s)*
- MBAMGT 698 - Practicum *1-3 Credit(s)*
- MSIS 632 - Introduction to Health Informatics *3 Credit(s)*

Investment Management (Certificate)

College of Management

About the Program

Admission Requirements

Program Requirements

Complete 15 credits from five courses including two required courses and three electives.

Prerequisite: MBA AF 620 must be completed or waived prior to enrollment in the program.

Statute of limitations: Three years

Course Requirements

Required Courses (6 Credits)

- MBA AF 623 - Financial Modeling *3 Credit(s)*
- MBA AF 636 - Applied Econometric Analysis of Business Data *3 Credit(s)*

Electives (9 Credits)

Complete three from below.

- MBA AF 622 - Global Portfolio Investment Management *3 Credit(s)*
- MBA AF 625 - Options: Theory and Applications *3 Credit(s)*
- MBA AF 628 - Portfolio Analysis and Investment Management *3 Credit(s)*
- MBA AF 632 - Asset Management Practicum *3 Credit(s)*
- MBA AF 634 - Financial Engineering and Risk Management *3 Credit(s)*

Business Administration

BUSADM 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study in business administration

041089:1

BUSADM 700 - Business in Context: Markets, Technologies, Societies

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is the introductory core course for the PhD program in Business Administration and its goal is to establish a common experience with a foundational array of theories, perspectives, and topical issues for all the PhD tracks. The course provides a broad review, across business disciplines, of major contemporary management and organizational trends at the interface with technology, economics, policy, and social issues.

038571:1

BUSADM 710 - Accounting for Finance I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course teaches financial accounting theory and techniques that are useful to finance research, especially corporate finance area. Doing research on corporate finance requires intensive use of accounting data disclosed in financial statements. A better understanding of how the accounting numbers are measured and presented will enhance the research design and power of the tests.

038975:1

BUSADM 711 - Accounting for Finance II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course will focus on capital market studies, i.e., that portion of the empirical accounting research literature that focuses on the role that accounting information plays in the formation of capital market prices. The course will cover "classic" papers in the major research areas within the field and methodological issues in financial accounting.

038976:1

BUSADM 721 - Quantitative Financial Analysis II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The emphasis in this course is to capture the dynamics of the economic system at an aggregate level. It covers mathematical tools and econometrics techniques required to analyze and forecast the dynamics of important economy-wide measurements such as long-run growth, inflation, unemployment, balance of trade and exchange rates. The underlying emphasis is also to understand how these macro level variables affect business decision-making and relate to financial markets.

Enrollment Requirements:

Pre-Req: BUSADM 720

038978:1

BUSADM 722 - Cross-Section Analysis of Financial Data

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is a PhD level introduction to econometrics. The objective of the course is to provide a rigorous treatment of basic econometric techniques and the body of theory underlying their applications.

038979:1

BUSADM 723 - Time Series Analysis of Financial Data

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The emphasis of this course will be to introduce students to time series data in financial accounting and finance. The course introduces the students to a variety of econometric techniques and the latest developments in the area of financial econometrics and quantitative finance. Topics include maximum likelihood, generalized method of moments, extremum estimators, selected topics in time series analysis, limited dependent variable model, nonparametric kernel estimators, predictability of asset returns, univariate and multivariate volatility modeling, estimation of dynamic equilibrium models, estimation and inference in continuous-time models, and Value at Risk models.

038980:1

BUSADM 730 - Seminar in Investment & Asset Valuation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is an advanced course in asset pricing. In this course we will study the theoretical foundations of modern financial economics. The course will cover the central themes of modern finance including individual investment decisions under uncertainty, capital market equilibrium an asset valuation, arbitrage pricing theory, option pricing. The emphasis on class presentation will enhance the ability to summarize the

essential ingredients of a paper in a concise way, and to put them in perspective. Participation in presentation seminars should encourage critical thinking in terms of to asking the right questions about the research piece, assumptions made by the authors and to isolate key strengths and weaknesses of a research paper.

039568:1

BUSADM 731 - Seminar in Financial Economics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is intended for individuals planning to pursue careers in "applied" finance. The objective of this course is for students to gain a working understanding of the major elements in the theory of capital markets and how they might be applied to common problems in professional money management. It also provides a broad array of topics in which these tools are used for research in both academia and money management.

Course Note

This course is required for PhD in Business Administration Finance track students.

039569:1

BUSADM 732 - Seminar in Corporate Finance

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is an advanced course in corporate finance. The objective of this course is to gain a working understanding firm's contractual nature. The course begins with the classic Modigliani/Miller arguments, focus on the implications of violations of MM assumptions and then study the traditional corporate finance issues, including financial distress, corporate payout policy, and the capital acquisition process. In this course we will also review some topics that have become prominent in the literature in recent years: interactions between product and capital markets, corporate governance/control, special issues in governance/control raised by international differences, and finally, internal capital markets and the logic of diversification.

039570:1

BUSADM 733 - Advanced Topics in Corporate Finance

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is an advanced course in corporate finance, expanding on topics covered in the PhD core corporate finance course. In this course we will review some topics that have become prominent in the literature in recent years: interactions between product and capital markets, corporate government/control, special issues in governance/control raised by international differences, and finally, internal capital markets and the logic of diversification.

040137:1

BUSADM 734 - Topics in Investment Asset Pricing

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

this is an advanced course in asset valuation, building on knowledge from the core PhD investments courses. the course will cover the central themes of modern finance including individual investment decisions under uncertainty, capital market equilibrium and asset valuation. The emphasis on class presentations will enhance the ability to summarize the essential ingredients of a paper in a concise way, and to put them in perspective. Participating in presentation seminars should encourage critical thinking in terms of asking the right questions about the research piece, assumptions made by the authors and to isolate key strengths and weaknesses of a research paper.

040138:1

BUSADM 736 - Accounting for Finance III

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Building upon BUSADM 710 and 711, this course is designed to provide students with the applied and advanced understanding of empirical research in accounting. The course will focus on various capital market studies, i.e., the empirical research on the role that accounting information plays in the formation of capital asset prices. The course will cover "classic" papers in the major research areas within the field and methodological issues in financial accounting.

Enrollment Requirements:

Pre-req: BUSADM 710 and BUSADM 711

040140:1

BUSADM 740 - Information Systems Theory I: Behavioral and Group Perspectives

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is the first part of two-course series of Ph.D seminars on classic literature of information systems. It is designed to provide doctoral students a broad introduction to various research issues and challenges in topics of information systems (IS) and information technology (IT) management. As the first one of this series, this course is focused on theories at the behavioral and group levels. Typical topics covered in the course include, but are not limited to, technology adoption and diffusion, IT-enabled communication, decision support, virtual teams, online community, cultural and power issues in IT activities, and other emerging topics in the research field.

039669:1

BUSADM 741 - Information Systems Theory II: Organizational and Economic Perspectives

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is the second part of two-course series of Ph.D seminars on classic literature of information systems. It is designed to provide doctoral student specialized in information systems and business analytics a broad introduction to various research issues and challenges in topics of information systems (IS) and information technology (IT) management. As the second one of this series, this course is focused on theories at the organizational and economic levels. Topics covered include strategic IT planning, business value of IT, IT strategies, IT governance and controls, IT sourcing models, electronic marketplaces, economics of digital products, data science and business analytic, and other emerging topics in the research field.

039670:1

BUSADM 742 - Regression Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will introduce the fundamental concepts and applications of linear regressions, such as simple linear regression, multiple regression, model fit, transformations, variable selection and logistic regression etc., and also various issues that we might face during those applications. This course will be the foundation for applied quantitative research.

039831:1

BUSADM 743 - Decision and Risk Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Decision and risk analysis combine elements of probability, economics, logic, psychology and domain knowledge to characterize and analyze complex decision problems. Researchers in this scholarly discipline develop theoretical mathematical results, develop computational decision support tools grounded in formal theory, methods for populating models, as well as a large number of applied models for different real world problems or problem classes. Students will gain familiarity with the basic theory and methods from classic and recent texts, and will examine some real world applications from recent journal publications. There will be particular focus on connections between the approaches covered and developments in information systems and in analytics. The course will involve portions of problem sets, student led discussions. Students emerging from the class will be prepared to incorporate decision analysis into research involving applications or IS/Analytics, or to further investigate decision analysis in order to research in the methods of the field itself. Students will also keep a journal of ideas one of which will be the basis for a project or research paper that has the potential for expansion into publishable results.

039671:1

BUSADM 744 - Quantitative Research Methods in Information Systems

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on understanding, evaluating, and designing quantitative methods and methodologies for information systems research. Through this course, students will review and exercise the basic skills required for quantitative research at the post-graduate level, including literature review, research design, data collection and analysis, and report writing. To gain hands-on experience, students will work on an original research project during the semester and will be expected to submit a research outcome to an IS journal or conference. This course will be especially helpful to students who wish to use the quantitative research methods (e.g., survey, experimental and/or quasi-experimental methods) in their dissertations and subsequent research endeavors.

039672:1

BUSADM 745 - Multivariate Statistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The goal of this course is to develop skills necessary in analyzing problems in which multiple variables are simultaneously present, without knowing beforehand which once are playing important roles and hence are of interest, and which ones are not. Our main goal is to identify the signal or key features of the data. The course will cover the major techniques in this field. The focus will be on practical issues such as selecting the appropriate approach and how to prepare the data.

039832:1

BUSADM 750 - Foundations of Organization Theory

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course considers classic readings in social theory that inform the main traditions in organization theory. It addresses central questions about how groups, organizations, and fields of organizations are created, patterned, and reproduced. Its objectives are to understand the historical and philosophical context of contemporary organization theory, to trace the genealogy of concepts in organization studies, and to understand the main concepts and ideas in the major publication outlets.

038573:1

BUSADM 751 - Contemporary Organization Theory

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course for the Organizations and Social Change track provides students with a comprehensive foundation to understand different theories of organization across a variety of academic disciplines (i.e., Management, Economics, Political Economy, Sociology, Feminist Studies, etc.) focusing on more contemporary and critical schools of thought. Students will study the philosophical assumptions of different theories and gain an in-depth understanding of the relevance of ontology and epistemology for theorizing on and about organizations. The course is designed to socialize first and second year doctoral students with respect to the guiding scholarly norms of the business administration field in terms of understanding how to "read", critique, and utilize various theories of organization.

040141:1

BUSADM 754 - Introduction to Organizations & Social Change

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Organizations are at the heart of markets and societies. Profit-seeking corporations transform economic resources into outputs via organizations; governmental agencies delivered services and regulate other organizations; and numerous non-governmental organizations, from unions to churches to advocacy groups, constitute the realm of civil society. Organizations shape how a society functions. They are the vehicles through which societal-level interests and agendas are channeled. They represent a form a structural power; some groups systematically benefit relative to others as a result of how organizations operate. Organizations are frequently the target of public policy, as they are sites of both societal aspirations (productivity, innovation, opportunities for advancement) and societal challenges (inequality, discrimination, pollution, deception). Organizations can also be arenas of resistance and change, advancing new ideas and addressing old problems. An understanding of organizations - their sources of power, their role in governance, and their structures and processes - is therefore highly relevant for future researchers who wish to conduct studies of use for policy analysts, activists, and managers in the private, public, and non-profit sectors.

038572:1

BUSADM 770 - Introduction to Research Methods for the Social Sciences

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will train students in selecting appropriate methods for investigation a research question. We will explore a range of approaches to data, including positivist, interpretive, and critical. Students will learn to read research papers through the eyes of reviewers and note where improvements can be made to tighten the flow from theory to research to conclusions.

038575:1

BUSADM 771 - Contemporary Research Practice on Management, Organizations, and Social Change

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is required for all doctoral students in the Ph.D. in Business Administration, Organizations and Social Change (OSC) track. This course complements research methods courses to further develop the abilities of students to evaluate and design social science research on management, organizations and social change for publication in academic journals and other outlets. The core assumption of this class is that research is a craft with rules, norms, and best practices that are not always obvious. The primary goal is to demystify research practice and give students the tools to better connect research methods to contemporary theoretical debates within management and organizational theory, both of which are key to the development of original research projects.

041009:1

BUSADM 775 - Professional Development Workshop - Doctoral Teaching

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed for advanced doctoral students (e.g., end of second year), across the three tracks of the PhD in Business Administration (Organizations and Social Change, Finance, and Management Information Systems). The course is taken at this juncture to prepare you to teach sections of undergraduate courses at the College of Management, and more broadly, to develop a well-grounded approach to the skills and goals of teaching. In addition, this course prepares you to make presentations to a wide variety of audiences, including professional colleagues, business practitioners, policy makers, and other key stakeholders with an interest in their research findings. At this point in your career, you will increasingly be presented at research conferences, and ultimately, preparing your oral dissertation defense and your "job talk."

038576:1

BUSADM 777 - Dissertation Seminar - Finance track

3 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 6 / total completions: 2

Description:

The primary purpose of this course is to apply one's cumulative understanding and skills learned from two years of course work. This seminar is structured around a series of assignments and milestones during which the students will be encouraged to work collaboratively among themselves and occasionally with other faculty members in their area of interest. The goal is to provide a structured approach to produce a research work plan and milestones for their third year by the end of the semester. This course does not aim to provide additional substantive material or methodological toolkit, the way typical graduate course do. From the perspective of one's program of study, however, this course poses a real-world test helping to make a realistic transition from coursework to dissertation.

040665:1

BUSADM 780 - Advanced Data Mining and Predictive Modeling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

One of premiere challenges businesses face today is how to take advantage of the vast amounts of data they can easily collect. Data mining is used to find patterns and relationships in data, and is integral to business analytics and fact-based decision-making. This course covers current data mining and predictive modeling techniques including algorithms for classification, association, and clustering; the course also covers text mining techniques such as Latent Semantic Analysis and Latent Dirichlet allocation. Current software tools will be introduced to apply data mining techniques with approaches used for building effective models, such as sampling strategies, data transformation, feature selection and ensemble methods, will be incorporated. The techniques and approaches covered in this course will be examined in the context of current research and methodological use in the field of Information Systems.

039833:1

BUSADM 782 - Optimization for Data Science

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course teaches optimization theory and techniques that are powerful and important tools for conduction research in Data Science area. Optimization techniques can be used for mining and analytics of complex systems in Data Science field, which can greatly impact the decision making process in this area. This course covers linear and discrete optimization techniques including linear programming, integer programming, and network optimization; and emphasizes on how they can be applied to research problems. It focuses on effective formulation, techniques, basic mathematical and algorithmic concepts, and software solution of large-scale problems arising in Data Science applications.

039834:1

BUSADM 785 - Big Data: Management, Analytics, and Applications

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers a new and increasingly popular method of conduction research using large scale data analysis. The advent of the Internet, Social Media and subsequently machine generated data has enabled social scientists to have access to extremely large datasets about the behavior of millions (or billions) of people or objects. However, collecting, storing, and analyzing this data isn't straightforward and requires specific skills. The goal of this course is to help students gain the skills required for this type of research while exposing them to tools and big data research streams. The course will help students understand both the challenges and the opportunities and assist them to appreciate research related to the Big Data.

039835:1

BUSADM 797 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

037933:1

BUSADM 891 - Dissertation Proposal Course

3-6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is an elective for Ph.D. students. The goal of this course is to help students transition from coursework to dissertation, and includes a structured series of discussions, assignments, and presentation. Students will apply their cumulative understanding and skills from Ph.D. courses. This course will not provide additional substantive, theoretical, or methodological training, but instead organize everything being learned and learned to date to prepare and defend their dissertation proposal.

Enrollment Requirements:

Department consent

Department consent required for enrollment

041005:1

BUSADM 895 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project. The proposal should be signed by both the student and the faculty sponsor.

Department consent required for enrollment

038472:1

BUSADM 896 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project. The proposal should be signed by both the student and the faculty sponsor.

Department consent required for enrollment

038471:1

BUSADM 897 - Special Topics

1-6 Credit(s) | *Lecture* | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special topics in Business Administration

038714:1

BUSADM 899 - Dissertation Research

1-12 Credit(s) | *Research* | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 40 / total completions: 12

Description:

This is a placeholder course for students to enroll while conducting doctoral research and writing their dissertation under the supervision of a dissertation committee. It allows students to register for required dissertation credits towards a Ph.D. in Business Administration.

040838:1

Accounting and Finance

Website <https://www.umb.edu/business/academic-departments/>

Office McCormack Hall, 5th Floor, Room 610
617.287.7702

Department Chair Arindam Bandopadhyaya, PhD
Arindam.Bandopadhyaya@umb.edu
617.287.7702
McCormack Hall, 5th Floor, Room 624

Master's

Accounting (MS)

Accounting and Finance Department | College of Management

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from ten courses including seven required courses, two electives, and one capstone course.

Prerequisite courses:

- MBA AF 601 - Economics for Managers
- MBA AF 610 - Accounting for Managers
- MBA AF 620 - Financial Management
- MBAMS 600 - Mathematical Analysis for Managers

Capstone: Completion of a research paper as part of MBA AF 691.

Statute of limitations: Five years.

Course Requirements

Required Courses (24 Credits)

One course from below may be substituted with an approved three-credit graduate course.

- MBA AF 611 - Intermediate Accounting *3 Credit(s)*
- MBA AF 612 - Cost Accounting *3 Credit(s)*
- MBA AF 613 - Federal Tax Planning *3 Credit(s)*
- MBA AF 614 - Financial and Managerial Auditing *3 Credit(s)*
- MBA AF 618 - Accounting Information Systems *3 Credit(s)*
- MBA AF 640 - Accounting Data Analytics *3 Credit(s)*
- MBAMGT 650 - Organizational Analysis and Skills *3 Credit(s)*
- MBAMGT 664 - The Legal Environment of Business *3 Credit(s)*

Electives (3 Credits)

Complete two from below.

- MBA AF 615 - International Accounting *3 Credit(s)*
- MBA AF 616 - Financial Statement Analysis/Advanced Accounting *3 Credit(s)*
- MBA AF 623 - Financial Modeling *3 Credit(s)*
- MBA AF 631 - Sustainable Finance and Impact Investing *3 Credit(s)*
- MBA AF 636 - Applied Econometric Analysis of Business Data *3 Credit(s)*
- MBA AF 637 - Financial Reporting Fraud Examination *3 Credit(s)*
- MBA AF 690 - Master's Thesis Option Research Colloquium *3 Credit(s)*
- MBA AF 699 - Master's Thesis *3 Credit(s)*

Capstone Course (3 Credits)

- MBA AF 691 - Financial Accounting Theory & Analysis *3 Credit(s)*

MBA Accounting/Finance

MBA AF 601 - Economics for Managers

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Introduces the student to economic principles of particular interest to the firm manager. The course is divided roughly into two parts that deal with macroeconomic and microeconomic issues. In the macro section such key aggregates as gross domestic product, unemployment rate, inflation rate, and balance of payments, which are of importance to the firm manager, are discussed. Discussions focus on a critical examination of how these aggregates are measured and determined in various competing theoretical models. The theory discussed here then serves as an analytical tool in understanding and evaluating economic policies related to such current economic issues as unemployment, inflation, and trade imbalances. In the micro section, emphasis is given to a) the theory of markets, how prices and quantities are determined in markets and factors that affect these prices and quantities; and b) how firms compete in different market environments. Besides concentrating on the theory, special attention is given to how the concepts covered are applied to real-world microeconomic problems.

Enrollment Requirements:

Pre-req = MBAMS 600 and Graduate degree student in Management

021919:1

MBA AF 603 - Massachusetts In the Global Economy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course has four goals. It seeks to provide students with 1) an understanding of the evolving business structure of Massachusetts and its place in US and world goods and service industries; 2) an introduction to country and regional analysis, especially macro-economic analysis and social and organizational analysis, as they pertain to understanding customer-markets, competitors, and comparative investment locations; 3) an introduction to major global economic, technological, and political trends, including changing demographics and regulation, technological "creative destruction," emerging markets, and transitions to capitalism; and 4) an introduction and overview of industry analysis, focusing on key Massachusetts industries, including financial services and banking, health care products and services, and computer hardware and software. The course involves intensive student research projects and team presentations.

Enrollment Requirements:

Pre-req = Graduate degree students in Management

021922:1

MBA AF 610 - Accounting for Managers

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Instructs students in the fundamentals of financial and managerial accounting. The financial accounting component presents techniques used to measure business transactions, preparation of financial statements, recording and valuation of assets, owners' equity, revenue, cost, and expenses. The managerial accounting component deals with techniques for management decision-making, planning, and control.

Enrollment Requirements:

Pre-req = MBA AF 601 and Graduate degree student in Management

009236:1

MBA AF 611 - Intermediate Accounting

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides the core of financial accounting careers. Students who take the class will gain knowledge or skills that are useful to professional accountants. Accounting is often described as the language of business. Understanding books of financial statements in the language of Accounting requires quite a bit of practices. This course also introduces topics on accounting data analytics within the scope of intermediate financial accounting, such as big data, data analytics to accountants and auditors, data visualization, etc.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

021928:1

MBA AF 612 - Cost Accounting

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course covers the principles, techniques and challenges of cost analysis and strategic cost management. You will learn concepts and techniques that accountants and managers use to make planning and control decisions. This course revisits a few topics from Accounting for Managers (MBA AF 610), and builds upon this foundation to consider a number of traditional and contemporary topics such as job costing, allocation of support department costing, process costing and spoilage issues, cost allocation of joint products and byproducts, cost volume-profit analysis, activity-based costing and management, and performance measurement. The course includes a semester-long project designed to help students get some hands-on experience with data collection and analysis.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

009238:1

MBA AF 613 - Federal Tax Planning

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the tax consequences of transactions. We will focus on both the tax and nontax motives of involved parties. We will discuss the concepts of gross income, deductions, exclusions, tax credits, and the income tax effects of transactions with an emphasis on individuals' decision-making and planning. We also will discuss Tax Practice and focus on Tax Research. Students will learn not only how to deal with and analyze large data sets but also how to identify the patterns and interpret the results.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

009252:1

MBA AF 614 - Financial and Managerial Auditing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course involves the study of the theory and practice of professional auditing. The auditing environment has become more complex and dynamic today and the need for reliable assurance over financial reporting has intensified. This course is concerned with the technical and conceptual skills involved in an audit or examination of financial statements. Students will learn about concepts and applications related to financial statement auditors' professional responsibilities, audit evidence, internal control, audit risk, fraud consideration, audit planning, audit program, audit sampling, and audit report. Furthermore, the advancement in technologies has increased the amount of data available for analysis. The audit profession is rapidly exploring how audit data analytics might allow them to increase audit quality and efficiency. We will discuss how audit data analytics are being used in all phases of the audit. More specifically, we will discuss AICPA's Guide to Audit Data Analytics for each of major audit procedures. We will also use a comprehensive audit data analytics case.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

021935:1

MBA AF 615 - International Accounting

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers graduate-level financial accounting and analytics in the international context. We will discuss the institutional, cultural and environmental influences on accounting standards with an emphasis on financial reporting and analytics. Many of the topics in the international accounting and analytics course have domestic counterparts. However, new factors play a role in the international arena, such as the diversity of laws, practices, customs, cultures and competitive circumstances, and the risk associated with fluctuating exchange rates, differential rate of inflation, and property rights. This course is designed to enhance your understanding of international accounting issues from the prospective of companies with internationalized operations and/or finance. Throughout the course, we will discuss the similarities and

differences between US GAAP and International Financial Reporting Standards (IFRS). We will also apply various data analytics techniques to analyze international accounting issues.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

021938:1

MBA AF 616 - Financial Statement Analysis/Advanced Accounting

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the effective analysis of financial statements while integrating the concepts and principles learned in previous accounting courses. It teaches students how to make informed business decisions by reading, analyzing, and interpreting accounting information disclosed in financial reports. Contemporary and engaging business cases are used to highlight the analytical skills used in financial statement analysis with emphasis on the assessment of a company's profitability and risk. We also cover cost of capital estimation and firm valuation by discussing various valuation models. In addition to the data analytics assignments in the textbook, we incorporate data visualization and analytics into our course by utilizing Wharton Research Data Services (WRDS) Classroom tools to help students interact with financial data and analyze/interpret data visualizations. Students are expected to understand the relevant toolsets of data analytics as well as their application in financial statement analysis and firm valuation.

033018:1

MBA AF 618 - Accounting Information Systems

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

All aspects of accounting have been fundamentally changed by information technology and the Internet. Accountants have a critical role in providing relevant information for planning, decision making, and control. Due to the impact technology has on providing this information; accountants must have a thorough understanding of Accounting Information Systems (AIS) and also be proficient in the use of technology for providing information. In order to ensure the bright future of the accounting profession, we must use technology to its full advantage. In this course students will gain a basic understanding of AIS in the areas of 1) Information Systems, 2) AIS Applications, 3) Database Concepts, 4) Internal Control, 5) Data Analytics and 6) Auditing of AIS. In this course we will supplement lectures with active learning and group work in order to make class fun and interesting while we learn! Students will complete various software assignments to gain exposure to modern technologies. This is not a computer or technology course – it is a business and information course in which you will later apply theoretical concepts learned using computers.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

021941:1

MBA AF 620 - Financial Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is intended to provide the student with a sound understanding and appreciation of the principles of corporate finance. The course covers the theory and practice of financial decision making by managers and describes how financial theory can be used to address practical problems and to illuminate institutional aspects of the financial world. Topics include the time value of money, capital budgeting, financial statement analysis, asset valuation, portfolio theory, capital structure, dividend policy, long-term financing, and issues of corporate control. The course enables students to develop the skills and intellectual framework for addressing a variety of financial problems.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

021943:1

MBA AF 621 - Adv Corporate Financ

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021944:1

MBA AF 622 - Global Portfolio Investment Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The aim of this course is to explore portfolio investment management, i.e., the management of wealth in the form of readily marketable securities, in a global context. The focus is on extensions of investment theory and practice to a multi-country field of portfolio choice. Of special concern are variables and constraints that modify concepts and practices useful in the domestic US market. These include the problems of investing in a world of many currencies, differential economic growth, divergent institutional and legal environments, differing tuitional and legal environments, differing national accounting systems, and national valuation norms and practices. The course is of special interest to students preparing for possible careers in brokerage houses; in pension and mutual fund management; and as financial planners.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021946:1

MBA AF 623 - Financial Modeling

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces the principles and techniques for building financial models, especially in an uncertainty framework. Topics covered include decision support systems, risk analysis, portfolio theory, and capital budgeting under uncertainty. The course integrates financial, accounting, and statistical concepts and techniques to construct financial models and to perform analyses using popular software applications, as well as emphasizing the application of financial modeling techniques in identifying and implementing business solutions. The course is of special interest to students seeking more hands-on experience in constructing financial models and more in-depth knowledge in financial software.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021947:1

MBA AF 624 - Managing Mutual Funds

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course discusses issues related to the financial management of mutual funds. It covers such unique aspects of mutual funds as their role in the financial markets; the impact on mutual funds of technology and regulatory systems; different types of mutual funds; security valuation; portfolio models; international diversification related to funds; and asset valuation and custodial services. The course is conducted through a combination of lectures and case analyses.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021948:1

MBA AF 625 - Options: Theory and Applications**Formerly Derivative Securities**

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Options are very popular and very easy to trade for small retail investors using online trading platforms (E-trade, Robinhood etc.). Options additionally have a strong presence in the finance-oriented social media space. Also, the topic is deep enough to yield a semester worth of material. The name change does not represent a shift in focus or content for the existing course but rather allows for a more marketable name which should enhance student interest in the overall program offerings.

Department consent required for enrollment

021949:1

MBA AF 626 - International Financial Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Describes the body of knowledge, attitudes, and skills required of financial decision-makers operation in a global setting. The phenomenal rise in importance of multinational business finance and concomitant issues is explored in light of recent theoretical and empirical research. Specific topics include foreign exchange, risk management, financing decisions in the long and short run, currency translation, accounting, and taxation.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021951:1

MBA AF 627 - Health System Financial Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course addresses the financial management theory, techniques, and issues applicable to public and private health organizations. Specific topics include budgeting, capital formation, cost finding, reimbursement alternatives, financial analysis, and performance evaluation. The course also evaluates contemporary policy issues affecting the health care administrator.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021954:1

MBA AF 628 - Portfolio Analysis and Investment Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides the student with an understanding of capital market securities, operations, valuation, and investment techniques. Specifically, the course covers definitions of various investment vehicles, operation of the NYSE and NASDAQ markets, portfolio theory (CAPM and APT), capital allocation decisions--including discussions of mutual fund selection.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021958:1

MBA AF 629 - Managing Financial Institutions

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the financial management of financial institutions and covers the management of liquidity, loan portfolio, and capital, as well as overall asset-liability management in depository-type

institutions. The course also discusses the strategic implications for such institutions of changing financial and regulatory environment. The course is oriented toward managerial decision-making in the changing environment facing these institutions. The course is conducted through the analysis of cases and through discussions of the kinds of issues that affect decisions.

Enrollment Requirements:

Pre-req = MBA AF 620 and Graduate degree student in Management

021960:1

MBA AF 631 - Sustainable Finance and Impact Investing

Formerly Environmental Accounting and Finance

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will introduce ESG (Environmental, Social and Governance) investing, exposing students to ESG data and indicators, ESG impact on financial performance, and sustainable investment strategies. Environmental concerns and climate change are emerging as important business drivers and gaining the attention of accountants, financial managers, and investors. As investors and society require companies to become more socially and environmentally sustainable, the measurement, management, and external reporting of information about environmental risks and performance is of growing importance. Topics covered in the course include corporate environmental disclosure and reporting, environmental management accounting, carbon markets, green project analysis, corporate environmental risk assessment and valuation, socially responsible investing, and green banking.

Enrollment Requirements:

Pre-req: MBA AF 620 or permission of instructor

038156:1

MBA AF 632 - Asset Management Practicum

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

The course is designed to give the students a hands-on experience at performing investment research, investing money and managing a portfolio prior to entering the work force. Students are expected to generate investment ideas, research investment opportunities and make buy/sell/hold recommendations based on their analysis. The course will also provide an opportunity for students to work closely with money managers from Boston's financial services industry via the Student Manage Fund's advisory board.

Enrollment Requirements:

Pre-req: MBA AF 628

038157:1

MBA AF 634 - Financial Engineering and Risk Management

Formerly Risk Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The goal of this course is to provide students the fundamentals of financial engineering and corporate financial risk management. The course focuses on financial engineering using futures, forwards and swaps in developing business and risk management strategy. Specifically how do companies use financial engineering to manage risk caused by factors over which they have little control such as commodity prices, interest and exchange rates? The course covers both theoretical and practical aspects of financial engineering and risk management. Case studies are used to highlight the value of identifying, monitoring and managing financial risks.

036082:1

MBA AF 635 - Mergers & Acquisitions

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides a foundation on the challenging and dynamic world of mergers and acquisitions. The goal of the course is to give students a solid understanding of the concepts and issues that are central to the process of mergers and acquisitions; with the intent of discovering the source(s) of value creation within mergers and acquisitions.

036486:1

MBA AF 636 - Applied Econometric Analysis of Business Data**Formerly Quantitative Analysis of Business Data**

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The objective of the course is to familiarize students with the analytical foundations of econometric analysis of business data and with data management techniques using statistical/data analysis software. Particular emphasis will be placed on hands-on experience with data analysis and on the economic interpretation of empirical findings. The course will focus on learning a number of econometric techniques employed in finance, economics and management. The course will use data and applications that are drawn from the finance and economics literature as well as consulting practice. This course will also provide students with analytical tools for the development of a Master's thesis.

037864:1

MBA AF 637 - Financial Reporting Fraud Examination

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Financial reporting fraud and earnings manipulation by managements of publicly traded companies are a

continuing source of anxiety and concern to investors, creditors, regulators, and others who depend upon financial statements. As a special focus in the broader emerging field of fraud examination, students in this course will gain a thorough understanding of the knowledge of the nature, prevention, and detection of financial reporting fraud, also called financial statement fraud or accounting fraud. This course examines various aspects of financial statement fraud and the role that the "financial reporting supply chain" plays in creating high quality financial statements. This course also introduces data analytical techniques to assess potential financial statement fraud and earnings management.

Enrollment Requirements:

Pre-req: MBA AF 611 or MBA AF 616

037414:1

MBA AF 640 - Accounting Data Analytics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Data has proliferated in business and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Specific topics include but are not limited to data preparation, cleaning and data mining using SAS, data visualization using Tableau, data warehousing for managerial accounting tasks and performing audit forensics with the IDEA application. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math or programming.

Enrollment Requirements:

Prerequisite: MBA AF 610

042041:1

MBA AF 690 - Master's Thesis Option Research Colloquium

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is the first part of the Master's Thesis Option (MTO). It covers research and research methods, and is intended to position students to successfully complete a year-long research project of publishable quality. Lectures and discussion will focus on the skills required to develop a research question, how to formulate an appropriate research strategy, and ways to identify necessary analytical tools and locate data sources.

037572:1

MBA AF 691 - Financial Accounting Theory & Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines the role of accounting information in the capital markets. Financial statements are widely used by bankers, analysts, and investors to evaluate a firm's past performance and judge future prospects. This course explores a variety of financial reporting contexts, industries and business strategies to provide students with an understanding of accounting information across various corporate environments. This course will help students gain an understanding of theoretical models and sophisticated quantitative models in financial reporting and to integrate the concepts into real big data. Students will learn the required data analytics skills to understand, analyze, and produce solutions to challenges in accounting.

032287:1

MBA AF 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project in the MBA Office. The proposal should be signed by both the student and the faculty sponsor.

Instructor consent required for enrollment

000467:1

MBA AF 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course addresses a specific topic in a particular discipline. Courses under this title are offered as one-time supplements to a given department's curriculum.

021966:1

MBA AF 699 - Master's Thesis

3 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Description:

Upon invitation by the faculty, MBA candidates may complete a Master's thesis. The thesis will be a substantial paper, which demonstrates extensive original research/scholarship in the field. The thesis will be prepared under the direction of an individual faculty advisor and defended before a committee of three faculty members. A thesis proposal must be approved in the semester prior to registration for the course by the proposed faculty advisor and by the Graduate Program Director. During the research and writing process, progress in research and drafts of the thesis will be critiqued in regular conferences with the faculty advisor.

037865:1

Management

Website <https://www.umb.edu/business/academic-departments/>

Office McCormack Hall, 5th Floor, Room 610
617.287.7702

Department Chair Edward J. Carberry, PhD
Edward.Carberry@umb.edu
617.287.7014
McCormack Hall, 5th Floor, Room 403

MBA Management

MBAMGT 650 - Organizational Analysis and Skills

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on the organization of the future, identifying its characteristics and exploring the strategic design and political and cultural implications for working in and managing such an organization. It examines the impact of the new organization on the roles and careers of individual managers, the functioning of groups, the processes that exist within organizations, the relationships of organizations with their environments, and the learning and change practices needed to enhance global performance. First-semester MBA students are introduced to a variety of skills that they will be called upon to use throughout their MBA experience (case analysis, analytical writing, self-awareness, team-building, oral communication).

Enrollment Requirements:

Pre-req = Graduate degree student in Management

022002:1

MBAMGT 652 - Labor-Management Relations and the Collective Bargaining Process

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course familiarizes students with the practice of labor-management relations in the United States. The nature of labor-management conflict, the development of the US labor movement, and a comparison to

other Western labor movements provide the theoretical and historical framework needed to assess the effectiveness of current practice and trends in the development of new practices and institutions. The major areas of study are the tactics and strategies of management and union representatives and the legal and economic constraints on their behavior in the organization of unions, contract negotiation, and contract administration and interpretation.

Enrollment Requirements:

Pre-req = MBAMGT 650 and Graduate degree student in Management

022011:1

MBAMGT 655 - Healthcare Innovation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

040004:1

MBAMGT 660 - Business and Its Environment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course looks at the relationship of business to the external environment and considers business in relation to legal, social, political, and economic systems, focusing in particular on the impact of governmental regulation on business. The course also addresses the functioning of the US business enterprise in the context of the international business environment. Finally, through an examination of the role of ethics in management decision-making, the course explores how business organizations can operate effectively and responsibly in the context of the external environment.

Enrollment Requirements:

Pre-req = Graduate degree student in Management

022016:1

MBAMGT 664 - The Legal Environment of Business

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course seeks to help students broaden their understanding of our legal and regulatory system and how it affects them as business managers. Businesses have become increasingly subject to laws and regulations. Legal and regulatory provisions pervade such aspects of business as the sale of securities; marketing practices; product liability; and business relationships with employees, customers, and other interested parties. This course assists students in developing their ability to meet the legal and regulatory demands and responsibilities of contemporary business.

Enrollment Requirements:

Pre-req = MBAMGT 650 and 660 and Graduate degree student in Management

022020:1

MBAMGT 665 - Cross-cultural and comparative management

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

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

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

022569:1

MBAMGT 666 - Diversity in the Global Workplace

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

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

Enrollment Requirements:

MBAMGT 650

Semester(s) typically offered: Spring

037869:1

MBAMGT 669 - Entrepreneurship Internship/Practicum

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The Entrepreneurship Practicum course is a live experience for students who want to participate in the entrepreneurial start-up business process. The course is designed for those enrolled in the Entrepreneurship Specialization, and it will also accept selected student on a case by case basis with the requisite experience in and commitment to entrepreneurial and high-tech ventures. In addition to lectures, presentations and in-depth interactions between students and the Entrepreneur in residence each student will participate in an internship or be an employee with a start-up company connected to the Venture Development Center or through the University's venture capital backed start-up network, or through the students own efforts. Companies must be notified by the student that they are taking this course based on their internship or employment before enrollment in this program.

Enrollment Requirements:

Pre-requisite: MBAMGT 667/MBAMGT 669

Instructor consent required for enrollment

036470:1

MBAMGT 671L - Introduction to Environmental Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the critical factors for building competitive and environmental strategies for business in the areas of environmental management and sustainability. It examines the drivers behind the 'green wave', the factors and tools for developing successful environmental initiatives and how to integrate environmental thinking into the business strategy. Key topics covered in the course will include clean energy, green design, product life-cycle assessment, green chemistry, eco-branding, circular business, practices, and sustainability reporting.

Course Note

MBAMGT 671L and UPCD 671L are the same course.

This course is cross-listed as UPCD 671L

022644:1

MBAMGT 674L - Climate and Energy: Law, Policy and Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines legal, public policy and management issues related to Climate Change as well as those related to the siting, development and distribution of renewable energy. It begins with an on international overview of the socio-economic forces shown to influence climate change, the legal and economic mechanisms that have emerged to address such change and the evolving global energy portfolio (particularly efforts to develop renewable energy).

Course Note

ENVSCI 674L and MBAMGT 674L and UPCD 674L are the same course.

This course is cross-listed as ENVSCI 674L and UPCD 674L

036478:2

MBAMGT 675 - Managing in the Global Economy

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides students with the opportunity to acquire an in-depth conceptual and operational understanding of a group of countries, with the purpose of acquiring the technical skills necessary to enter, network, structure, manage, and eventually exit effectively from a foreign environment.

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

022032:1

MBAMGT 680 - Management of Health Organizations

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course explores the roles of the health systems manager as planner, organizer, leader, and integrator of health programs. Particular attention is given to how these roles differ from industry's roles, as well as to the special demands made of the manager in a health systems organization.

022043:1

MBAMGT 681 - The Health System and Public Policy

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Examines the interface of government, health, and the private sector. This course explores the various roles government plays as promoter, regulator, and buyer of health services.

022046:1

MBAMGT 683 - Leadership Management in 21st Century

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will explore leadership as it is practiced in corporate and public-sector environments. The course will emphasize the role of leaders in guiding organizations through turbulent business climates, in

motivating subordinates and teams, and in crafting strategic visions for their organizations. Change management, globalization, and human resource management factor strongly into discussions and readings.

032549:1

MBAMGT 684L - Social Enterprise

Formerly Social Enterprise & Poverty Alleviation

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Social enterprise represents an organization crossbreed, blending elements of for-profit and nonprofit models. Like a business, social enterprises earn income derived from buying and selling, and like a nonprofit, they aim to address a particular social or environmental issue. In this course, students will develop an understanding of the context and domain of social enterprise, learn about the opportunities and challenges of building a social enterprise, learn about how social entrepreneurs create innovative business models in response to social issues like hunger, poverty, inner city education, and global warming, and build a foundation to help prepare personally and professionally for meaningful employment by reflecting on the issues addressed by social enterprises.

Course Note

MBAMGT 684L and UPCD 684L are the same course.

This course is cross-listed as UPCD 684L

036487:1

MBAMGT 685 - Global Industry and Competitive Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Examines techniques of industry and competitive analysis and ways of applying these techniques to gain a better understanding of industry trends and company strategies in sectors of significant importance to the regional economy.

Enrollment Requirements:

Pre-req = MBAMGT 650 and Graduate degree student in Management

022050:1

MBAMGT 687L - Nonprofit Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Nonprofit organizations aim to improve society while facing similar management challenges to any organization as they provide valued goods and services. This large and growing sector includes colleges

and universities, hospitals and social service entities, human rights.

Course Note

MBAMGT 687L and UPCD 687L are the same course.

This course is cross-listed as UPCD 687L

037495:1

MBAMGT 688L - Business and Climate Change

Formerly Global Warming and International Business Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Climate change may be the most important challenge facing society over coming decades, causing sea levels rise, more extreme storms, flooding and drought. The widespread causes and impacts of climate change will have broad economic, social and business impacts. Twenty-first century managers and professionals in every field will need to understand these impacts and the implications of policies to address climate change for their organizations.

Course Note

CONRES 688L and MBAMGT 688L are the same course.

This course is cross-listed as CONRES 688L

035087:1

MBAMGT 689 - Strategic Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Considers the diverse situations typically confronted by upper-level management and strategies for managing these situations, using knowledge acquired through study of the MBA Core. These strategies are based on an analysis of the internal conditions of the firm and the constraints and opportunities afforded by the external environment. Students learn to develop strategy implementation plans that provide detailed descriptions of appropriate executive action.

Instructor consent required for enrollment

022053:1

MBAMGT 690 - Master's Thesis Option Research Colloquium

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is the first part of the Master's Thesis Option (MTO). It covers research and research methods, and is

intended to position students to successfully complete a year-long research project of publishable quality. Lectures and discussion will focus on the skills required to develop a research question, how to formulate an appropriate research strategy, and ways to identify necessary analytical tools and locate data sources.

037574:1

MBAMGT 691 - Emerging Markets in the Global Economy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The significance of the emerging economies in the global arena is on the rise. For students, it is imperative to understand what roles these economies play and how it shapes the nature of international business. The first part of the course will cover concepts that serve as a foundation to understand the dynamics of emerging markets. The second part will focus on practical issues related to entering and competing in emerging markets. Specifically, this course will help students study the institutions and the macro environment of emerging markets, examine the opportunities and the challenges of operating therein, evaluate local and global competition, and analyze the different strategies of firms.

039166:1

MBAMGT 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project in the MBA Office. The proposal should be signed by both the student and the faculty sponsor.

Instructor consent required for enrollment

000464:1

MBAMGT 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course addresses a specific topic in a particular discipline. Courses under this title are offered as one-time supplements to a given department's curriculum.

022060:1

MBAMGT 698 - Practicum

1-3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

Because education can happen almost anywhere, not only in a classroom, the Practicum is a systematic attempt to introduce management students in a new learning environment. Through this course students can enhance the knowledge acquired in the classroom, try out skills and abilities, gain new perspectives on career goals and academic directions, gain 'real world' work experience and further their personal and professional development. The Practicum may relate to any of the functional areas of Management: Accounting and Finance, Marketing, Operations Management, Management Science, Human Resources or International Management; and may be arranged according to your specialization or may be based more on general management opportunities.

032515:1

Management Science and Information Systems

Website <https://www.umb.edu/business/academic-departments/>

Office McCormack Hall, 5th Floor, Room 610
617.287.7702

Department Chair Peng Xu
Peng.Xu@umb.edu
617.287.7882
McCormack Hall, 5th Floor, Room 234

Master's

Information Technology (MS)

Management Science and Information Systems Department | College of Management

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from ten courses including five required courses, four electives, and a capstone course.

Capstone: Completion of a written paper.

Pre-/corequisite courses: Four (4) pre-requisite courses must be satisfied or waived through prior relevant coursework, based on a review of transcripts.

Course waivers: Students that complete equivalent coursework may be eligible to waive some of these courses.

A minimum of 30 credits (10 courses) total are required to meet university degree completion criteria. Waiving multiple courses may require completion of additional elective courses to meet the 30 credit minimum requirement.

Statute of limitations: Eight years.

Pre-/Corequisite Courses

These courses may be waived in accordance with the course waiver policy below.

- MBAMS 630 - Statistical Analysis for Managers 3 *Credit(s)*
- MBAMS 635 - Operations Mgt 3 *Credit(s)*
- MBAMS 640 - Computer & Info Syst 3 *Credit(s)*
- MBAMGT 650 - Organizational Analysis and Skills 3 *Credit(s)*

Course Requirements

Required Courses (15 Credits)

Courses with an ^{'*} may be waived in accordance with the course waiver policy. Students must replace each waived course with an additional elective from below.

- * MSIS 614 - Business Data Communications & Computer Networks 3 *Credit(s)*
- * MSIS 615 - Business Programming 3 *Credit(s)*
- * MSIS 618 - Database Management 3 *Credit(s)*
- MSIS 619 - Systems Analysis and Design 3 *Credit(s)*
- MSIS 670 - Enterprise Business Intelligence 3 *Credit(s)*

Electives (12 Credits)

Complete four courses from below.

To pursue a specific career path, students will select four elective courses from that area.

Business Analytics Area

- MSIS 635 - Health Information Analytics 3 *Credit(s)*
- MSIS 656 - Information Storage Management 3 *Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence 3 *Credit(s)*
- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*

Healthcare IT Area

- MSIS 632 - Introduction to Health Informatics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*
- MSIS 635 - Health Information Analytics 3 *Credit(s)*

- MSIS 672 - Enterprise Data Mining and Predictive Analytics 3 *Credit(s)*

Cybersecurity Area

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance 3 *Credit(s)*
- MSIS 623 - Network and Mobile Forensics 3 *Credit(s)*
- MSIS 634 - Health Information Privacy & Security 3 *Credit(s)*

IT Management Area

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance 3 *Credit(s)*
- MSIS 617 - Management of the Supply Chain 3 *Credit(s)*
- MSIS 631 - Operational Risk Management 3 *Credit(s)*
- MSIS 671 - Enterprise Data Warehousing for Business Intelligence 3 *Credit(s)*

Capstone (3 Credits)

- MSIS 630 - Project & Change Management 3 *Credit(s)*

Course Waiver Policy

Students with equivalent prior coursework may waive classes according to the policy below. A minimum of 10 courses is required to complete any master level degree.

Course waiver criteria: A grade of B or better in each specified equivalent course(s). Students requesting reconsideration of course waiver decisions will be asked to provide syllabi and/or course descriptions for the courses in question.

Business Core Course	Equivalent Course(s) Completed
MBAMS 630	Business Statistics AND Managerial Decision Making
MBAMS 635	Operation Management course OR Enterprise Resource Planning (ERP) Professional certification (e.g., SAP, Microsoft Dynamics, Oracle Siebel, Lean Six Sigma Certification etc.) OR Enterprise Resource Planning (ERP) courses
MBAMS 640	Intro Information Systems course AND an upper-level information systems course (programming courses not included)
MBAMGT 650	Undergraduate business degree with at least one course in organizational behavior, human resource management, or people management, with a grade of B or better OR 2+ years managerial experience OR IT management certifications such as Project Management Professional Certification (PMPC), Program Management Certification (PgMP), Lean Six Sigma Certification, Certified ScrumMaster (CSM), Certified Scrum Product Owner (CSPO), Scaled Agile Framework (SAFe)

Required Core Course	Equivalent Course(s) Completed
MSIS 614	One IT Network course AND Network Certification (e.g., CISCO CCNA Routing and Switching, CISCO CCNP Routing and Switching, or CompTIA Network +)
MSIS 615	Two Programming courses
MSIS 618	One Database course AND one Database related course (e.g., programming, database programming, data warehouse, data integration)

The following courses are degree requirements and cannot be waived: MSIS 619, 630, and 670.

Graduate Certificate

Cybersecurity (Certificate)

Department of Management Science and Information Systems | College of Management

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete twelve credits from four courses including two required courses and two electives.

Students can waive MSIS 614 if they have taken equivalent courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (6 Credits)

- MSIS 613 - Information Security, Privacy, and Regulatory Compliance *3 Credit(s)*
- MSIS 614 - Business Data Communications & Computer Networks *3 Credit(s)*

Electives (6 Credits)

Complete two from below.

- MSIS 625 - Cybersecurity Risk Management and Auditing *3 Credit(s)*
- MSIS 628 - Cloud Computing and Security *3 Credit(s)*
- MSIS 629 - Cybersecurity and Forensics *3 Credit(s)*

Management Science and Information Systems

MSIS 613 - Information Security, Privacy, and Regulatory Compliance

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a broad overview of the threats to the security of information systems, the responsibilities and basic tools for information security, and the levels of training and expertise needed in organizations to reach and maintain a state of acceptable security. Topics include an introduction to confidentiality, integrity, and availability; authentication models and protection models; intrusion detection and response; operational security issues physical security issues; and personnel security. Additional topics include policy formation and enforcement; access controls and information flow; legal and social issues; identification and authentication in local and distributed system; classification and trust modeling; and risk assessment.

033518:1

MSIS 614 - Business Data Communications & Computer Networks

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course develops a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational and management personnel in telecommunications. Students are expected to understand the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks and apply data communications concepts to situations encountered in industry; learn general concepts and techniques of local area networks (LAN), wireless local area networks (WLAN), and wide area networks (WAN); and understand the technology of the Internet and the regulatory environment. Other topics introduced include network operating systems, e-commerce and associated web sites and practices, as well as middleware for wireless systems, multimedia, and conferencing.

Enrollment Requirements:

Pre-req = MBAMS 640 or MSIS 640 or MS 640 BUSADM students only

022118:1

MSIS 615 - Business Programming

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide students with essential programming skills in current business and analytical world. It exposes students to selected modern programming topics such as object-oriented programming (OOP), functional programming (FP), database integration, web APIs, and mobile/location based system programming. Students will learn how to program to solve analytical business problems.

Enrollment Requirements:

Pre-requisite: BUSADM graduate degree students only

022122:1

MSIS 617 - Management of the Supply Chain

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines how to create opportunities for revolutionizing manufacturing and logistics, with increased efficiencies in designing, operating, and managing supply chains. This course will present state-of-the-art models and practical tools for supply chain management and multi-plant coordination. Sessions focus on effective logistics strategies for companies operating in several countries and on the integration of supply chain components and their associated information workflows into a coordinated system to increase service levels and to reduce costs. The effective use of the Internet and developments in information systems and communication technologies are presented with real-world case studies that illustrate and analyze important concepts, such as strategic partnering and outsourcing.

033019:1

MSIS 618 - Database Management

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course introduces the fundamental concepts necessary for the design, use, and implementation of database systems. The course stresses the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing relational database systems. Upon completion of the course, the students will be able to use Entity-Relationship Diagrams as a tool to assist in logical database design, be able to design logical databases in third normal form, be able to identify current issues in the uses of database management systems, be able to identify issues in physical database implementation, and gain familiarity with industrial-strength database management systems.

022955:1

MSIS 619 - Systems Analysis and Design

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The basic premise of the course is the analysis and logical design of information systems development to support business process. Object-oriented software development is now mature. The technology and the acceptance of the object-oriented development have moved far faster in the marketplace than in the classroom. The theory has been tempered and enriches by experience and by experiments. From modeling to analysis and from design to programming, object-oriented methods and tools have proven to be winners. This course provides a firm grounding in the theory of object orientation and a balance between theory and practice; It covers Unified Modeling Language (UML), the de facto standard for object-oriented business systems analysis and design and offers hands-on experience by using Computer Aided Software Engineering (CASE) tools for real-world problem-solving.

Enrollment Requirements:

Pre-req = MBAMS 640 or MSIS 640 or MS 640 BUSADM students only

022107:1

MSIS 623 - Network and Mobile Forensics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course deals with the collection, preservation, and analysis of network generated digital evidence such that this evidence can be successfully presented in a court of law (both civil and criminal). The course provides a comprehensive understanding of network forensic analysis principles as well as an introduction to mobile (i.e. Cell-phone/PDA) forensics. Within the context of forensics security network infrastructures, topologies, and protocols are introduced. Students will understand, learn, and experience the relationship between network forensic analysis and network security technologies.

037871:1

MSIS 625 - Cybersecurity Risk Management and Auditing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to introduce cybersecurity risk management and auditing concepts and practices. This course will cover the cybersecurity governance policies and practices, the risk management framework for cybersecurity threats to organizations, and the management of cybersecurity audit functions and procedures. The key objective of this course is to provide students with an understanding of the best practices in the cybersecurity risk management and control within contemporary organizations.

041704:1

MSIS 628 - Cloud Computing and Security

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Cloud computing involves delivery of computing services over the Internet. The ability to access and scale computing resources based on business need is an advantage to organizations of various sizes. As businesses move toward cloud computing, it is also necessary to understand the security aspects of cloud computing. This course provides an overview of cloud computing and security. Topics covered include understanding types of cloud services and uses of cloud computing. After gaining an understanding of cloud computing, the potential threats to cloud resources (apps, data etc.) and protection mechanisms are highlighted. The application of policies, technologies and controls to protect cloud resources are addressed. These topics will be covered using hands-on exercises from leading cloud providers.

041705:1

MSIS 629 - Cybersecurity and Forensics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides students with how to conduct forensic investigation of digital devices. Students have hands-on-experience on cyber forensics with a virtual machine. The course introduces EnCase forensic software, which is widely received in cyber security industry and a court of law. Students will be prepared to manage organizational cyber security incidents. This course includes forensics tools, methods, and procedures used for investigation of computers, techniques of data recovery and evidence collection, protection of evidence, and cybercrime investigation techniques. It also includes analysis of forensic data and specialized diagnostic software used to retrieve data.

041706:1

MSIS 630 - Project & Change Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an understanding on how to manage projects in the context of change. The course discusses concepts and techniques in project management such as planning, scheduling and implementation. It also provides students with an understanding of change management as relevant to project management in a dynamic organizational environment. The course also develops an understanding of the software tools employed for project management. It applies the concepts and software to hypothetical and real world cases.

022125:1

MSIS 631 - Operational Risk Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course discusses the role of "operational risk management" in different aspect of business. The course starts with a session of definitions and preliminary discussions to show the big picture of the risk management discipline. The course then shows how different risks that an organization faces can be categorized according to their natures, probabilities and impacts. This is followed by describing how the probability of these risks can be reduced and how the impacts can be mitigated. The course finally focuses on how an organization can recover faster and more efficiently from a realized risk. Throughout this course, the emphasis is to show not only the importance of managing the inevitable risks as source of opportunity for organizations. This course is different form "financial risk management" since it does not discuss financial instruments to hedge against risks. Rather it tries to show how "operational decisions" can influence the probability and impacts of different types of risks. In addition, this class disc uses how to plan for recovery process.

036749:1

MSIS 632 - Introduction to Health Informatics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course provides core definitions and concepts of systems in general and healthcare in particular. Examples of HIT systems from a variety of settings as well as functional aspects of interoperability within and between systems are examined. The concepts of usability, consistency, and reliability in regards to HIT systems and how each contributes to, or detracts from, effectiveness will be presented. An overview of the concepts of privacy, security, and confidentiality of protected health information (PHI) in relation to HIT systems will be presented. Patient-centered care will be defined and explained. The course is concluded with a focus upon future directions for HIT. New areas of research and development in HIT will be examined. Students will gain a foundational understanding of these areas and will debate appropriateness and feasibility of new HIT development areas.

038626:1

MSIS 634 - Health Information Privacy & Security

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course addresses security, privacy and compliance issues as they impact health information systems. The course explores and evaluates the moral and ethical concepts of information security. Students will explore security issues including the importance of establishing a health care organization wide information security program, the ability to identify significant threats, learn about security standards, best practices, emerging issues and lessons learned from case studies. The overall goal of the course is the evaluation and implementation of security in the healthcare environment.

038630:1

MSIS 635 - Health Information Analytics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers concepts and tools that aid decision making in healthcare by applying data-driven, computer-based tools to healthcare problems. This course aims to introduce the emerging information technologies for management support through data analysis and business intelligence systems. The course helps students learn the importance of proper formatting of data in order to obtain high quality results; study the need for management support and business intelligence requirements beyond typical transactional information systems; identify appropriate tools and techniques required for implementation of business intelligence systems applied to the health care industry.

038631:1

MSIS 642 - Multivariate Statistics and Regression Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The goal of this course is to develop statistical data analysis skills in business analytics applications. The content of this course covers multivariate statistics which analyzes problems in which multiple variables are simultaneously present and various regression applications for business, such as simple linear regression, multiple regression, and logistic regression etc., and also how to solve various issues that we might face during those applications. This course will be the foundation for applied quantitative research for business analysts and business researchers. Our main goal is to identify the signal or key features of the data. The course will cover the major techniques in this field. The focus will be on practical issues such as selecting the appropriate approach and how to prepare the data.

039933:1

MSIS 643 - Decision and risk analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Decision and risk analysis combine elements of probability, economics, logic, psychology and domain knowledge to characterize and analyze complex decision problems. Practitioners in this discipline apply mathematical and computational decision support tools grounded and, methods for populating models. A large number of applied models are available for different real-world problems or problem classes. Students will gain familiarity with the basic theory and methods from classic and recent texts, and will examine some real world applications from recent journal publications. There will be particular focus on connections between the approaches covered and developments in information systems and in analytics. The course will involve portions of problem sets and projects.

Instructor consent required for enrollment

039934:1

MSIS 656 - Information Storage Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, benefits of Intelligent Storage Systems, and Storage Virtualization. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and networked storage virtualization are also discussed.

Enrollment Requirements:

pre-req: College of Management graduate degree student

037493:1

MSIS 670 - Enterprise Business Intelligence

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to accomplish the following goals: (1) explain what business intelligence can offer to organizations; (2) demonstrate how business intelligence is used in the real world; and (3) provide an action plan for identifying and acting on the BI opportunities that exist in our organization. The first part of the course covers "business Intelligence Foundations." This part defines business intelligence and describes its role in the effective management of an organization. It covers the business, technical, and human components of BI and sets the stage for case studies in part two. Part two, "Business Intelligence Case Studies" presents five real world BI successes to illustrate the application of BI. Part three, "A business Intelligence Roadmap" describes a framework and processes for identifying, evaluation, and acting on specific BI opportunities.

Enrollment Requirements:

pre-reqs: MBAMS 640 AND College of Management graduate

037496:1

MSIS 671 - Enterprise Data Warehousing for Business Intelligence

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a comprehensive overview of data warehousing together with an in-depth treatment of planning, design, deployment, and ongoing maintenance issues. Students will gain a clear understanding of techniques for data extraction from source systems, data cleansing, data transformations, data warehouse architecture and infrastructure, and information delivery. Topics include data marts, real-time information delivery, data visualization, requirements gathering methods, multi-tier architectures, OLAP applications, Web clickstream analysis, data warehouse appliances, and data mining techniques. Includes hands-on exercises in commercial data warehousing modeling and implementation tools and perform case analysis.

Enrollment Requirements:

pre-reqs: MBAMS 640 AND College of Management graduate

037497:1

MSIS 672 - Enterprise Data Mining and Predictive Analytics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an introduction to data mining by exposing the theory behind the analytical concepts. It discusses data mining techniques and their use in strategic business decision making. This is a hands-on course that provides an understanding of the key methods of data visualization, exploration, association, classification, prediction, time series forecasting, clustering, induction techniques, neural networks, and others. During the semester-long course, students work in teams on solving a business problem of their choice, using data mining tools and applying them to data (e.g., SPSS modeler). Data Mining provides a

solution to organizations requests for emerging operational patterns that may add value to their business. The course includes the development of concepts used for building frameworks needed in analyzing useful patterns in databases through the application of practical methods.

Enrollment Requirements:

pre-reqs: MBAMS 640 AND College of Management graduate

037498:1

MSIS 680 - Advanced Data Mining

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

As organizations have become more and more readily able to collect massive quantities of data, they are increasingly recognizing data as one of their most valuable assets. Many organizations consider their ability to acquire data, utilize data mining, and build predictive models as key core competencies, and many are realizing benefits from fact-based decision-making. For those ends, data mining is used to find patterns and relationships that lie within data, and to build predictive models for fact-based decision-making. This course covers data mining algorithms in depth, including techniques for classification, association, and clustering. It also covers techniques for mining text data, such as Latent Semantic Analysis and Latent Dirichlet Allocation. This course focuses real world applications to develop the understanding of appropriate approaches for gathering data and use data mining algorithms to build effective predictive models.

Enrollment Requirements:

Pre-req: MSIS 642 and MSIS 672

039935:1

MSIS 682 - Linear Programming

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course teaches linear optimization techniques that are powerful and important tools in analytics area. Linear optimization can be used for mining and analytics of complex systems in business world, which can greatly impact the decision making process in this area. This course primarily focuses on linear programming techniques and emphasis on their applications in solving real-world practical problems. It focuses on effective formulation techniques, basic mathematical and algorithmic concepts, and software solution of large-scale problems arising in business analytics applications.

039936:1

MSIS 685 - Introduction to Big Data Analytics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Course covers a new and increasingly popular method of managing data using large scale data analysis.

The advent of the internet, Social Media and subsequently machine generated data has enabled social scientists to have access to massive datasets about the behavior of millions (or billions) of people or objects. However, collecting, storing, and analyzing this data isn't straightforward and requires specific skills. The goal of this course is to help students gain the skills required for this type of research while exposing them to tools and big data research streams. The course will help students understand both the challenges and the opportunities and assist them to appreciate Big Data applications.

Enrollment Requirements:

Pre-req: MSIS 618 and MSIS 642

039938:1

MSIS 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

034994:1

MBA Management Science

MBAMS 600 - Mathematical Analysis for Managers

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides the mathematical skills and applications necessary to pursue graduate study in the College of Management. Topics include a review of basic algebra; graphing; linear, polynomial, exponential, and logarithmic functions; functions of several variables; systems of linear equations; probability; differentiation and integration.

022948:1

MBAMS 630 - Statistical Analysis for Managers

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Acquaints students with statistical techniques used in management decision-making and develops their ability to characterize management problems that can be solved by such techniques. Topics include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, simple and multiple regression and correlation, chi square testing, analysis of variance, and decision theory. Students make use of computers and appropriate software to apply what they are learning.

022949:1

MBAMS 635 - Operations Mgt

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course familiarizes students with the analysis, planning, and control of operations and operating resources in both production and service organizations. Topics covered include product design and process selection, capacity planning, location and layout decisions, and inventory control. Analytical techniques used in system design and operations planning and control problems are also discussed. Students make use of computers and appropriate software to apply what they are learning.

Enrollment Requirements:

Pre-req = MBAMS 630 or MSIS 630 or MS 630 BUSADM students only

022101:1

MBAMS 638 - Management Decision Models

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Using the framework of 1) data, 2) models, and 3) decisions, this course familiarizes the student with the systematic use of data and models in decision-making. The student acquires an appreciation of management science approaches to solving problems in business or government, public or private and profit or not-for-profit sectors. Examples of problems from various sectors and from various functional areas are discussed. Students gather data about these problems, develop models, and explore solutions, using computer-based analysis and managerial judgment. In addition, "what if" analyses are used to determine the sensitivity of model solutions to uncertainties in data inputs. The course is computer-based, using many of the advanced features on Excel and/or other software packages.

022103:1

MBAMS 640 - Computer & Info Syst

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the roles of information technologies (IT) and information systems (IS) in supporting an organization's operations, strategy, and change efforts. The course offers a comprehensive review of modern IT architectures and trends covering management of computer technologies, telecommunications, data organization, and IS applications. Major emphasis is given to the critical roles of IT and IS in innovating business models and processes, i.e., digital innovations, under different organizational settings. The course makes extensive use of case-based scenarios to describe and understand key issues in the planning, development, and implementation of IT-dependent strategic initiatives for business.

021974:1

MBAMS 652 - Lean and Six Sigma Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A revolution in management methods is moving through the global economy at breakneck speed, High performance, Six Sigma, Lean and IS management methods among them. The new methods aim to create competitive advantage which every enterprise needs in order to create sustained growth of its net income. In this course students study how to use the new leading edge methods for creating the required competitive advantages. The course focuses on how a company can create and deliver high value and quality to end-users, how it can design products and services so these will start their lives as growth products when launched, how the companies can manage its value chains so they become capable of operating with a productivity advantage at competitively low costs, how the two - the value and the productivity advantages - drive sustained growth of the "bottom line" - a company's net income. The student will study how, in this very competitive world, these new high performance methods will achieve stellar "bottom line" business results in an accelerated time frame under dynamically changing circumstances

035803:1

MBAMS 690 - Master's Thesis Option Research Colloquium

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is the first part of the Master's Thesis Option (MTO). It covers research and research methods, and is intended to position students to successfully complete a year-long research project of publishable quality. Lectures and discussion will focus on the skills required to develop a research question, how to formulate an appropriate research strategy, and ways to identify necessary analytical tools and locate data sources.

037576:1

MBAMS 696 - Independent Study

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project in the MBA Office. The proposal should be signed by both the student and the faculty sponsor.

Department consent required for enrollment

000461:1

Marketing

Website <https://www.umb.edu/business/academic-departments/>

Office McCormack Hall, 5th Floor, Room 610
617.287.7702

Department Chair Raymond R. Liu, PhD
Raymond.Liu@umb.edu
617.257.7739
McCormack Hall, 5th Floor, Room 222

MBA Analysis & Communications

MBAACM 682 - Oral Communication for Managers

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course helps students improve their oral communication skills. Its purpose is to improve 1) students' organizational effectiveness as managers, and 2) students' personal effectiveness as speakers. Course topics include the communication process, communicating in organizations, the substance of oral communication (argument and persuasion), and the form of communication (organization and delivery).

Enrollment Requirements:

Pre-req = Graduate degree student in Management

021979:1

MBAACM 683 - Business Communication for Managers

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Business Communication for Managers is an interactive classroom that promotes effective written and oral communication, critical thinking, and problem solving skills. Through group discussion, writing projects, case studies, and individual and group presentations, students will improve their organizational effectiveness as managers and personal effectiveness as managerial writers, speakers, and listeners.

041187:1

MBAACM 684 - Written communication for Managers

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course stresses fundamental theories and strategies needed for effective writing in diverse management situations. The course perspective is that of the manager in a multi-national organization; the course focus is on the impact of written messages on receivers both internal and external to the organization; the course context is communication in the global marketplace, bearing in mind that although English is used extensively in doing business in the world communication is always influenced by culture. Written communication topics include fundamentals such as audience awareness, organizational strategies, content development, and language control; persuasion; intercultural communication; and message channel choices. The course will be writing intensive.

037194:1

MBAACM 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Department consent required for enrollment

040250:1

MBA Marketing

MBAMKT 668 - Entrepreneurship Sales & Marketing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Entrepreneurship Sales & Marketing is a course that will prepare you for an entry level sales and marketing position in a startup initiative as well as prepare you to launch your own sales and marketing initiative in your own startup. Live role play scenarios with experienced sales and marketing entrepreneurs will prepare you for the multiple areas of responsibilities and interactions within a startup organization as well as outward facing prospect and customer responsibilities and interactions that are required in a startup. And you will be exposed to the overall process and tools that drive a sales/marketing organization in a startup. Students will also be provided preparation assistance and given priority consideration to the internships offered through UMass Boston's Student Entrepreneurship Program (StEP)

Instructor consent required for enrollment

039432:1

MBAMKT 670 - Marketing Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on the strategic decisions necessary to match organizational resources with market opportunities. Students learn to analyze market opportunities, to develop marketing plans and marketing mix strategies, and to manage implementation and control of the marketing plan.

Enrollment Requirements:

Pre-req = MBA AF 610 and Graduate degree student in Management

022698:1

MBAMKT 671 - Marketing Research

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is intended to improve your ability to actually use research as a formalized means of obtaining information to be used in making decisions in the context of increasingly globalized, diverse, and information-oriented marketplace, business world, and nonprofit organizations. During the information collection, analysis, and report process, you will learn a set of fundamental marketing research skills of problems formulation, research design, measurement scale development, questionnaire design, data collection, basic and multivariate data analysis, report writing, and presentation.

031455:1

MBAMKT 672 - Services Marketing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines what differentiates services marketing from the marketing of products. Special attention is given to the unusually intricate coordination of planning and interaction that the marketing of services requires among the traditional management functions of marketing, operations, human resources, and finance.

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

021985:1

MBAMKT 673 - Marketing Communications

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course helps students develop an integrated communications strategy, blending individual external elements such as advertising, personal selling, sales promotion (including direct marketing and trade shows), and publicity with internal communications. The course is managerial in nature and provides the student with the necessary ability to analyze, plan, implement, and control marketing communications programs.

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

021987:1

MBAMKT 674 - International Marketing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

021989:1

MBAMKT 676 - Marketing Analytics for Big Data

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Organizations large and small are inundated with data about markets and consumers. But the wealth of information does not always translate into better decisions. Knowing how to interpret data is the challenge - and marketers in particular are increasingly expected to use analytics to inform and justify their decisions. Considering the significant impact the big data and analytics, this course will be focused on understanding and making sense of market data collected at various levels. Students will learn data analysis methods, learn how to use R - one of the fastest growing software programs in business analytics, and have hands-on experience of data analysis by applying those methods to real cases.

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

022076:1

MBAMKT 677 - Database & Internet Marketing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

022079:1

MBAMKT 680 - Entrepreneurship in China/US

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Through both lectures and company visits in China and the US, this course offers students an in-depth look at how business is conducted in both countries. The unique global comparative approach provides students with both theoretical foundations and first-hand experience to learn the differences and similarities of different managerial systems and entrepreneurial practices in different cultural settings. The course emphasizes the relationships between management functions such as marketing, human resources, accounting, finance, and information technology and the social, economical, political, and technological

environments in different cultures.

Enrollment Requirements:

Pre-requisite = MBAMGT 650 Co-requisite = MBAMKT 670

033870:1

MBAMKT 682 - Digital Marketing Strategy and Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces contemporary digital marketing strategies and practices. Digital Marketing is a key component of the organization's total marketing effort. Effective digital marketing strategies optimize identification, selection, acquisition, growth, and retention of desired customers to maximize long-term benefits for an organization and its stakeholders. This course concentrated on 1) creating and disseminating marketing content on digital channels, including email blast, webpage design, search engine optimization, live streaming, and mobile messaging; and 2) streamlining an organization's digital marketing process, including lead generation, salesforce automation, and customer experience management. Students who are interested in or responsible for the development of any major aspect of marketing will find this course beneficial. Students will incorporate strategical frameworks with practical tools, including customer information management, leading digital marketing applications, systems, and solutions.

041002:1

MBAMKT 684 - Brand Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

More and more firms and organizations of all types have come to the realization that one of the most valuable assets they have is the brand names associated with their products or services. To successfully compete in today's global economy, they must learn the concepts, techniques, and guidelines to build and manage strong brands. To address this issue, this course will help students understand brand management process. More specifically, students will learn how to 1) establish strong and competitive positions, 2) create brand resonance with customers, 3) integrate brand marketing programs, 4) align internal and external marketing activities, 5) understand the ROI of marketing investments, 6) leverage brand equity across categories and markets, 7) achieve market balance in managing brand equity over time, 8) design and implement brand strategies, and 9) envision the future of branding, etc. As a key learning outcome, a Brand Audit project will be conducted by students in groups.

036799:1

MBAMKT 685 - Brain of the Consumer

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Advances in medical technology during the last 15 years have made it possible to study with a far greater

accuracy the neural bases of feeling, thinking, decision-making and behaving. The progress in neuroscience has implications for the analysis of buyers' decisions and conduct. The objective of the course is to introduce students to the most recent observations explaining how consumers act in response to personal and situational factors as manifested through neurobiological reactions. Understanding whether and why people act in not-co-rational ways as theoretically assumed is very important for developing a realistic perspective on various marketing phenomena. After reviewing existing psycho-sociological concepts as they have been typically presented in marketing textbooks, and adopting the approach of grounded theory, we will discuss findings from neuroscience that help explain individual and family consumption decisions.

Enrollment Requirements:

Pre-req = MBAMKT 670 and Graduate degree student in Management

037002:1

MBAMKT 691 - Social Media Marketing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Social media provide marketers with several important capabilities not present in most other media including interactivity and measurability. Social media platforms like Facebook, Foursquare, or Twitter have a fundamental impact on the way business and consumers behave, communicate and interact with each other. It is critical for business to understand these new media in order to benefit from them significantly. In this course, we will deal with the possibilities that Social media can offer companies and how they can be used to retain and interact with consumers. In this context, we rely partly on established theoretical models and best practice business cases. Special attention will be given to mobile services as well as the special characteristics of social media.

037870:1

MBAMKT 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study credit is granted only for academic work not normally offered in advanced courses. A student must find a faculty sponsor for his or her independent study project and then file a proposal for the project in the MBA Office. The proposal should be signed by both the student and the faculty sponsor.

Department consent required for enrollment

000463:1

MBAMKT 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course addresses a specific topic in a particular discipline. Courses under this title are offered as one-

time supplements to a given department's curriculum.

022000:1

College of Nursing and Health Sciences

Manning College of Nursing and Health Sciences

Website <https://www.umb.edu/nursing-health-sciences/>

Dean Rosana DeMarco, PhD, RN, FAAN

Dean's Office Quinn Administration Building, 1st Floor, Room 17
617.287.7500

Departments

- Exercise and Health Sciences
- Gerontology
- Nursing

Centers

- Center for Clinical Education and Research

Exercise and Health Sciences

Website <https://www.umb.edu/nursing-health-sciences/about/exercise-health-sciences/>

Office Quinn Administration Building, 1st Floor
617.287.7500

Department Chair Tongjian You, PhD, FACSM, FTOS

Tongjian.You@umb.edu

617.287.5934

Quinn Administration Building, 1st Floor, Room 52

Master's

Exercise and Health Sciences (MS)

Department of Exercise and Health Sciences | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 30 to 33 credits from ten to eleven courses including four core courses and six to seven courses in one of the options below.

Thesis option - three option courses, two concentration courses, and one elective.

Non-thesis option - three option courses, two concentration courses, and two electives.

Concentration: Select a concentration in applied exercise physiology or physical activity and health promotion.

Capstone: Completion of a thesis or a practicum project.

Statute of limitations: Five years.

Course Requirements

Core Courses (12 Credits)

- EHS 630 - Advanced Health Fitness and Nutrition Assessment *3 Credit(s)*
- EHS 655 - Advanced Physical Activity and Health *3 Credit(s)*
- EHS 685 - Applied Exercise Physiology *3 Credit(s)*
- NURSNG 760 - Introduction to Biostatistics: Biostatistics I *3 Credit(s)*

Thesis or Non-Thesis Option

Thesis Option

Non-Thesis Option

Concentration

Applied Exercise Physiology Concentration

Physical Activity and Health Promotion Concentration

Doctorate

Exercise and Health Sciences (PhD)

Department of Exercise and Health Sciences | Manning College of Nursing and Health Sciences

About the Program

Entry to PhD with a BS Route

Entry to PhD with a MS Route

Exercise and Health Science

EHS 610 - Exercise and Aging

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course addresses current theories of biological aging, the physiological alterations associated with age and chronic disease, and benefits of physical activity and chronic exercise in the aging process. Students will learn how to screen and assess health status and fitness levels and develop exercise recommendations for older adults, understand the basic pathophysiology of common age-related diseases/conditions, and develop appropriate exercise tests and programs for older adults with these diseases/conditions.

Course Note

Course requirements will differ for undergraduate and graduate students and will be outlined in the course syllabus.

038088:1

EHS 620 - Pediatric Exercise

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on exercise and physical activity in children and adolescents. Topics include physiological and psychosocial differences in pediatrics with regards to effects of maturation, growth and puberty on the fitness components (body composition, cardiorespiratory endurance, muscle strength, muscle endurance and flexibility), normal exercise responses, and exercise training adaptations. A special emphasis will also be on clinical pediatric health issues (ie. asthma, diabetes, cancer, congenital heart disease, obesity) and on public health policies and national recommendations for children and adolescents including (but not limited to) physical activity, physical education, nutritional intake, school wellness policies, and community wellness programs.

038089:1

EHS 625L - Quantitative Research Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide graduate students with a background in quantitative research design to promote an understanding of the scientific literature and to assist in future research pursuits. In this course, students will become familiar with the scientific research process, ethical issues related to research basic concepts of statistics and measurements, various types of quantitative research, and interpretation and reporting of research results. Student will prepare and present a research proposal as part of the course.

Course Note

EHS 625L and NURSNG 625L are the same course.

This course is cross-listed as NURSNG 625L

038090:1

EHS 630 - Advanced Health Fitness and Nutrition Assessment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course is designed to provide hands-on experience for health and fitness professionals. The laboratory experience will be used to generate new knowledge and provide practical experience for assessment of human health, physical fitness, and nutrition. The course serves an important role in training graduate students for professions in areas such as cardiopulmonary rehabilitation, clinical expertise physiology, sports medicine, and community and worksite fitness/health promotion.

038091:1

EHS 635 - Project and Program Management in Health Promotion

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Successful managers of projects and programs mobilize a group toward a shared vision. To do so while managing resources and stakeholders requires a systematic approach, skill, and planning. This course will use theory, supportive research, and experiential learning opportunities to enable students to lead and manage a broad range of health promotion efforts in diverse settings including public health agencies, community organizations, or fitness centers.

038092:1

EHS 650 - Obesity and Weight Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course describes characteristics of the global obesity epidemic and its health and economic

consequences. Students learn the scientific basis of energy balance, energy metabolism, the regulation of body weight, and are introduced to neuroendocrine appetite regulation and the genetics of obesity. The importance of regular physical activity, health nutrition and health behavior change to prevent/reduce obesity in children and adults is emphasized. Students study important psychosocial factors related to obesity and explore emerging strategies for obesity treatment, including pharmacological and surgical approaches.

Course Note

Students may not receive credit for both EHS 350 & EHS 650.

038087:1

EHS 655 - Advanced Physical Activity and Health

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The primary purpose of this course is for students to develop an understanding of the relationships among physical activity, exercise, and health across the lifespan, be able to identify key behavioral and social determinants of physical activity behaviors, and identify evidence-base approaches to promoting physical activity at the individual, community and population levels. The course focuses on gaining experience reading peer reviewed scientific literature, and understanding how research is used to guide physical activity programs and policies. This course provides an overview of the epidemiological evidence on associations between physical activity and a variety of health outcomes with an emphasis on chronic cardio-metabolic disease and cancer, key determinants of physical activity behaviors in different populations, and effective approaches for increasing participation in physical activity. Special attention is given to developing critical thinking skills and understanding the application of epidemiological methods to the science of physical activity and health outcome. The class is also structures to provide opportunities for in-depth analysis and discussion as to how various research methods are used to study physical activity.

038093:1

EHS 656 - Advanced Nutrition and Health

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The primary purpose of this course is for students to develop an understanding of the relationships between nutrition and health across the lifespan. The course focuses on gaining experience reading peer reviewed, scientific literature, and understanding how science is used to guide nutrition program planning. This course provides an overview of the evidence of the epidemiological association of nutrition with a variety of health outcomes with an emphasis on chronic cardio-metabolic disease and cancer.

Enrollment Requirements:

Pre-Req: EHS 655

038094:1

EHS 670 - Designing Exercise and Health Promotion Interventions

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on advancing knowledge and skills in the development of interventions for exercise and health promotion using the socio-ecologic framework as the foundation. Students learn an intervention mapping approach to assist in the conceptualization, planning, implementation, and dissemination of health promotion programs to groups, organizations, and populations. Students will design a potentially workable intervention for a specific health problem, health behavior, and target population to develop practical skills for health promotion and research careers.

038102:1

EHS 680 - Clinical Exercise Physiology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on the role of exercise in managing several common chronic disease conditions. Risk reduction and the treatment of chronic conditions using exercise will be addressed. The chronic conditions studies in this course are endocrine and metabolic diseases (such as diabetes, metabolic syndrome and obesity) pulmonary diseases (such as asthma and chronic obstructive pulmonary disease), and cardiovascular diseases (such as heart failure, cardiovascular disease, and peripheral artery disease). Graded exercise testing and prescription in clinical populations will be included.

Enrollment Requirements:

Pre-Req: EHS 630

038104:1

EHS 682 - Exercise Metabolism

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an in-depth view of energy metabolism, particularly as affected by acute and chronic exercise. It covers the physiology of several related processes, including the main energy-producing systems, skeletal muscle and adipose tissue physiology, hormonal regulation of substrate utilization, and immune function related to metabolism. The course includes readings from textbooks or review articles, and readings and presentations by the students of original research articles on pertinent topics.

038105:1

EHS 685 - Applied Exercise Physiology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is an advanced course designed to integrate basic physiology and relevant exercise science knowledge

to provide students an in-depth understanding of acute and chronic effects of exercise on various physiological systems (e.g., skeletal muscle, cardiovascular and respiratory systems) in humans. Within this framework, bioenergetic and physiological control mechanisms will be presented relative to exercise performance. The course builds on principles and concepts learned in undergraduate courses in the area of exercise physiology such as EHS 385 (Exercise Physiology I).

038108:1

EHS 690 - Proposal Development

*3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

Students will produce a thesis or project proposal with the guidance of faculty and their thesis or project committees.

038109:1

EHS 696 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member.

038269:1

EHS 697 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

038446:1

EHS 698 - Practicum

*3 Credit(s) | Practicum | Graded
Not repeatable for credit*

Description:

This course is a mentored practicum project for the presentation of a master's project portfolio.

Enrollment Requirements:

Pre-Req: EHS 690

038111:1

EHS 699 - Thesis

*3-6 Credit(s) | Research | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 6 / total completions: 2*

Description:

Mentored research for the presentation of master's thesis.

Enrollment Requirements:

Pre-Req: EHS 690

038117:1

EHS 820 - Professional and Ethical Issues in EHS

*2 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Topics introduce incoming students to relevant areas in this field, such as faculty research, skills for success in doctoral programs, the responsible conduct of research, human subjects' approvals, vulnerable populations, and the tenets of responsible authorship.

038116:1

EHS 825L - Advanced Quantitative Research Methods I

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The goal of this required, core course is to provide expertise in empirical research methods. Students will make an in-depth examination of methods used in exercise and health science research. Students will critically analyze scientific, peer-reviewed research, provide critical analysis in written and oral form, and take a leadership role in facilitation group discussions such as semi-structured journal clubs. Skills in methodology will be developed starting from generation hypotheses based on theories and literature reviews to data collection and management. Students will become proficient at developing proposals for valid empirical studies including descriptive and experimental designs to test hypotheses. Ethical issues related to research and concepts of statistics and measurements will be covered to complement required research courses such as EHS 820 Professional and Ethical Issues in EHS and NURSNG 760 Biostatistics courses. Students will prepare and present a research proposal as part of the course.

Course Note

EHS 825L and NURSNG 825L are the same course

This course is cross-listed as NURSNG 825L

039572:1

EHS 887 - Advanced Topics in Exercise and Health Sciences

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores and evaluates current concepts in the understanding of function of physical activity and exercise on physiology and health promotion. Particular emphasis is placed on the understanding current scientific literature, research methods, and clinical implementation of advanced exercise science topics. Students will be exposed to research in the field of exercise and health sciences. The course includes readings from textbooks or review articles, and readings and presentations by the students of original research articles on pertinent topics. The emphasis is on communicating knowledge across different areas of exercise and health sciences.

041658:1

EHS 897 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

039084:1

EHS 898 - Directed Research in Exercise and Health Sciences

1-6 Credit(s) | Research | Graded
Repeatable for credit - total credits: 6 / total completions: 6

Description:

The directed study offers the student the opportunity to continue their studies in an in-depth manner in a subject/topic of their choice. The student will work with their primary advisor to devise methods to further explore and evaluate current concepts in their area of study while working on skills and competencies that are required in the field of exercise science. Particular emphasis is placed on the understanding current scientific literature, research methods, and clinical implementation of advanced exercise and health science topics.

041659:1

EHS 899 - Dissertation

1-6 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 24 / total completions: 4

Description:

Mentored research for the presentation of a doctoral dissertation.

Department consent required for enrollment

038118:1

Health

HLTH 644 - Global Perspectives on Health; Exploring the Intersection of Equity, Economics and Culture

Formerly NURSNG 644

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course brings together undergraduate, graduate and doctoral students to compare and contrast local population health priorities and challenges from a global health perspective. The course emphasizes the population health sphere of influence and utilizes the United Nations Millennium Development Goals and US Department of Health and Human Services Healthy People 2020 as a framework to explore global health. The focus is on synthesizing knowledge from a variety of interdisciplinary empirical and theoretical literature to better understand the social, political, economic, cultural and environmental issues that affect the health of all of us. Students deepen their knowledge and appreciation of global health, health disparities, human rights and cultural humility.

037196:1

Gerontology

Website <https://www.umb.edu/nursing-health-sciences/about/gerontology/>

Office Wheatley Hall, 3rd Floor, Room 123
617.287.7324
Gerontology@umb.edu

Department Chair Edward Alan Miller, PhD, MPA
edward.miller@umb.edu
617.287.7313
Wheatley Hall, 3rd Floor, Room 104

Master's

Gerontology (MS)

Department of Gerontology | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

Gerontology (MS) - Research/Policy Track
Gerontology (MS) - Management of Aging Services Track

Doctorate

Gerontology (PhD)

Department of Gerontology | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 69 credits from 21 courses including five foundation courses, six research courses, three policy courses, one professional development seminar, five electives, and nine credits of dissertation research.

Doctoral candidacy: Completion of a paper examination.

Dissertation: Compose and defend a dissertation based on original research.

Empirical research paper: By the end of the fourth semester of study, students are expected to complete an empirical research paper, comparable to an article that would be published in a professional academic journal. The paper is based on the preparatory course work in research methods and statistical analysis undertaken during the first and second years of study. Completion and acceptance of the paper by two faculty reviewers by the end of the fourth term is a prerequisite to taking the qualifying paper examination.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete 30 credits and the empirical research paper.

Transfer coursework: Students who enter the program already holding an appropriate master's degree may petition the Graduate Program Director for waiver of up to 12 credit hours of required or elective course work. Prior graduate courses will be considered for meeting elective requirements on the basis of their pertinence to the student's course of studies in gerontology. All courses considered for waiver or transfer must have been completed with a grade of at least B. Consideration will be given only to courses completed within 7 years of enrollment. Acceptance of prior course work is subject to the approval of the graduate program director and the dean of graduate studies.

Statute of limitations: Eight years.

Course Requirements

Foundation Courses (15 Credits)

- GERON GR 611 - Health and Physical Changes in Aging 3 *Credit(s)*
- GERON GR 621 - Social Aspects Aging 3 *Credit(s)*
- GERON GR 628 - Psychology of Aging 3 *Credit(s)*
- GERON GR 724 - Race & Culture 3 *Credit(s)*

Research Courses (18 Credits)

- GERON GR 601 - Research Methods and Experimental Design 3 *Credit(s)*

- GERON GR 603L - Statistical Methods in the analysis of Social Problems I 3 *Credit(s)*
- GERON GR 604L - Statistical Methods in the Analysis of Social Problems II 3 *Credit(s)*
- GERON GR 726 - Current National Data Bases in Gerontological Policy Research 3 *Credit(s)*
- GERON GR 727 - Research Practicum in Gerontology 3 *Credit(s)*

- GERON GR 609L - Qualitative Methods and Field Research 3 *Credit(s)*
or
- GERON GR 701 - Advanced Statistical Methods in Gerontology 3 *Credit(s)*
or

Policy Courses (9 Credits)

- GERON GR 623 - Issues in Aging Policy 3 *Credit(s)*
- GERON GR 760 - Policy Analysis Techniques 3 *Credit(s)*
- GERON GR 761 - Advanced Policy Analysis in Aging 3 *Credit(s)*

Professional Development Seminar (3 Credits)

- GERON GR 688 - Multidisciplinary Seminar in Aging 1 *Credit(s)* - complete three times

Electives (15 Credits)

Complete at least five additional GERON GR courses.

Dissertation Research (9 Credits)

- GERON GR 899 - Dissertation Research 1-9 *Credit(s)*

Graduate Certificate

Gerontology (Certificate)

Department of Gerontology | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five electives.

Statute of limitations: Three years.

Course Requirements

Electives (15 Credits)

Complete five from below.

- GERON GR 610 - Understanding Data: Research Methods for Managers 3 Credit(s)
- GERON GR 612 - Healthy Aging Perspectives 3 Credit(s)
- GERON GR 622 - Aging in Society 3 Credit(s)
- GERON GR 624 - Aging Policy and Programming 3 Credit(s)
- GERON GR 629 - Psychological Impact of Aging 3 Credit(s)
- GERON GR 630 - Residential Long Term Care Management 3 Credit(s)
- GERON GR 635 - Leadership and Ethics in Aging Services 3 Credit(s)
- GERON GR 640 - Introduction to Senior Transportation 3 Credit(s)
- GERON GR 645 - Marketing of Aging Services 3 Credit(s)
- GERON GR 650 - Service Delivery Issues in Aging 3 Credit(s)
- GERON GR 660 - Organization and Financing of Aging Services 3 Credit(s)
- GERON GR 670 - Human Resources & Personnel Management in Aging Services 3 Credit(s)

Gerontology

GERON GR 601 - Research Methods and Experimental Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides the conceptual and practical foundations for policy research on aging. It covers the methodological skills necessary for empirical dissertation research.

018051:1

GERON GR 603L - Statistical Methods in the analysis of Social Problems I

Formerly GERON GR 603

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required core course introduces foundational concepts in statistics for social science research including: descriptive statistics, probability distributions, hypothesis testing, bivariate inferential techniques, and multiple linear regression. The course focuses on understanding the components of a dataset, selecting appropriate descriptive and inferential techniques, evaluation assumptions of these techniques, generating statistical analyses, interpreting results, and presenting findings. The course familiarizes students with statistical software commonly used in social science research.

This course is cross-listed as PPOL-G 604L

018052:1

GERON GR 604L - Statistical Methods in the Analysis of Social Problems II

Formerly GERON GR 604

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This required core course explores widely used regression methods in statistics and social science research including: ordinary least squares, probit, and logit regression models. Additional topics may include time series analysis, weighted least squares and non-linear transformations. The course focuses on how to select an appropriate model, specify its mathematical form, and use the model to test hypotheses and estimate outcomes. The course explores a variety of issues related to estimating regression models including mission variables, multi-collinearity, heteroskedasticity, and diagnostic procedures to identify and address these issues.

This course is cross-listed as PPOL-G 605L

018053:1

GERON GR 609L - Qualitative Methods and Field Research

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around them by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by engaging in a field work project.

Course Note

GERON GR 609L and PPOL-G 609L and SOCIOL 609L are the same course.

This course is cross-listed as SOCIOL 609L and PPOL-G 609L

000165:2

GERON GR 610 - Understanding Data: Research Methods for Managers

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course aims to allow graduate students to use data and understand and apply evidence to their management of aging services. It introduces them to basic research methods; trains them to understand and use social science research literature; and provides an overview of monitoring and reporting program performance. Students will learn about the scientific method and the basics of research, including sampling, measurement, basic statistics, and research design options. The course also trains them to be critical consumers of scientific research, teaching them to locate, evaluate, and summarize published research.

038773:1

GERON GR 611 - Health and Physical Changes in Aging

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Those who provide and manage services for the elderly, or are involved in public policy and research concerning the elderly, need knowledge about the physical process of aging. This course describes the physiological changes that accompany the aging process and relates these to social and economic factors that influence health status. Discussion topics include issues of prevention, health promotion and health maintenance, and selected disorders that affect health and independent living.

018056:1

GERON GR 612 - Healthy Aging Perspectives

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the physical process of aging and the effects on physical health, mental health, social and economic factors and relationships from an applied gerontology perspective. These topics are applied to disease prevention, health promotion, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will be addressed and incorporated into management and administration of aging services.

039986:1

GERON GR 621 - Social Aspects Aging

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course presents a social perspective on the aging process. It considers social factors that influence aging and the nature of the integration of the aged into society, as well as the way in which population aging affects the society as a whole. The course also looks at social theories of aging, paying special attention to changing social roles, social stratification and aging, and the development of institutions for the aged. Gender, race, ethnicity, and class are discussed as social categories that influence aging and that play a role in the determination of social policy for the aged. Readings on the status, role, and culture of the aged are drawn from the literature of sociology, economics, and anthropology.

018059:1

GERON GR 622 - Aging in Society

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an in-depth look at the sociological aspects of aging from an applied perspective useful to administrators and managers. The course focuses on how social arrangements impact aging individuals and their families and how aging individuals impact society. We will also discuss emerging trends in the long-term care systems, such as technological advances, consumer directed care, aging in place, and

alternatives to nursing home placement.

039987:1

GERON GR 623 - Issues in Aging Policy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces students to the development, implementation, and analysis of social policy in the United States on major issues affecting older people. Income security, health care financing, and long-term care receive major attention. Discussions also focus on the programs mandated by the Older Americans Act; and participants examine the major normative, demographic, economic, and political forces that underlie aging policy.

018060:1

GERON GR 624 - Aging Policy and Programming

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course provides a general framework for understanding and analyzing social policy, employing an applied perspective relevant to administrators and managers in organizations such as nursing homes, assisted living facilities, home health care, and state and local government agencies. In addition, the course offers an overview of aging policy at the federal and state levels, with attention to financial security, access to health care, long-term care, and the Older Americans Act. Students gain experience in both policy analysis and policy advocacy.

039988:1

GERON GR 628 - Psychology of Aging

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

018062:1

GERON GR 629 - Psychological Impact of Aging

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on psychological processes in the second half of life. Administrators and managers will benefit from a foundation in the psychological issues that accompany the aging process. The course addresses both normal aging and psychopathology. The course analyzes normal age-related psychological changes, common psychopathologies, dementia, and the psychodynamics of caregiving for older adults. The policy implications of psychological changes in later life are presented with attention to the delivery of effective and efficient interventions.

039990:1

GERON GR 630 - Residential Long Term Care Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This class will provide a comprehensive overview of the responsibilities of residential care administration for older people. The National Association of Boards of Registration in Nursing Home Administration supports state licensing programs for residential care managers including nursing home administrators. This class will provide a broad understanding of aging issues, and specific elements of administration in residential service settings, while addressing the requirements for licensure.

036870:1

GERON GR 635 - Leadership and Ethics in Aging Services

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Increasing numbers of baby boomers will enter the services offered by the aging network. This growing population will require the leaders in the network to manage with limited resources. Decisions about programs and services will need to be made with innovation, forethought and deliberation, decisions that need to be based on law and ethics. How should limited resources be offered to this growing elder population? Will they be allocated, and how? Is allocation ethical? And, as society moves forward, how will other changes impact elders? This course prepares students for the decisions they will need to make as they become leaders in the field of aging.

038783:1

GERON GR 636 - Technology and Aging

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to familiarize students with the concepts of the development, management and use of technology in aging services as applied in primarily community-based home settings and senior residential environments (versus institutional settings). This course seeks to develop the critical thinking and

strategic planning skills that are needed in today's rapidly changing elder and health care environments as technology is and will play an increasingly large role in how we provide, manage and evaluate aging services.

041559:1

GERON GR 638 - An Overview of Environmental Gerontology: The Micro-to-Macro Continuum

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides a comprehensive overview of design interventions for older adults. Important related theories and frameworks, details of home modifications, components of age-friendly communities (urban, suburban, and rural - both public and private), and important policies that inform this work are covered. Students have the opportunity to conduct environmental micro-and macro-level audits and to interview allied professionals. Readings provide details that students can immediately apply to their current aging services work.

039430:1

GERON GR 640 - Introduction to Senior Transportation

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

As the baby boomers come of age, transportation will become a major challenge. This course is designed for emerging and seasoned professionals in the field of aging services and transportation services who are interested in learning more about senior transportation challenges. It also discusses strategies for addressing those challenges and how we can plan to meet the mobility needs of an aging population. While the course will emphasize the concept and practice of Supplemental Transportation Programs for seniors (STPs), it also will discuss the wants and needs of older adult passengers.

038641:1

GERON GR 645 - Marketing of Aging Services

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines marketing principles as applied to aging services organizations. Students will learn about marketing concepts, objectives, and brand names. The course will also explore the current structure of aging organizations in Massachusetts and relate these to current marketing principles and strategies. Students will learn to apply marketing concepts to effectively manage and operate an aging services organization. This course provides students with the opportunity to see how marketing principles and practice come together within the context of various types of aging services organizations in Massachusetts.

033028:1

GERON GR 650 - Service Delivery Issues in Aging

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

032534:1

GERON GR 651 - Issues in End of Life Care and Bereavement

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a comprehensive overview of the end-of-life-phase and related challenges, as well as of how individuals experience transitions from illness into dying, and eventually into bereavement. Throughout the course, we will not only consider the perspectives of the person who is experiencing the end-of-life phase up to his or her death, but also the perspectives of family members and other members of the social network as well as involved healthcare staff. The experience of informal and formal caregivers is examined for the time period spanning from the end-of-life phase into bereavement. For the end-of-life phase, a central focus of the class is to identify what are important criteria for decision making regarding goals of care (e.g. comfort care vs. aggressive medical interventions), and to consider how public policies influence care practices. The review of the bereavement literature will pay particular attention to exploring the influence of traditional bereavement models on the thinking of both lay persons and practitioners, and to gaining a clear understanding of the current state of knowledge on grief and bereavement.

041395:1

GERON GR 660 - Organization and Financing of Aging Services

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

032252:1

GERON GR 670 - Human Resources & Personnel Management in Aging Services

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to familiarize students with the concepts of human resources management as they are applied in primarily public, non-profit settings. In particular, the course will focus on human resources and personnel management as applied to the aging services field. The examples used in the course will come from organizations such as nursing homes, assisted living facilities, home health agencies, senior centers and councils on aging. Issues to be addressed will include hiring and supervision, performance appraisal, mentoring, career planning, equal employment opportunity, diversity and collective bargaining. Students will examine job design and pay systems, methods of personnel selection and training, issues of productivity and work hours, team building, effects of government regulations on working conditions and personnel administration.

033113:1

GERON GR 675 - Organizational Change and Aging Services

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Organizations play a critical role in both professional and personal realms. This course examines the structure of organizations including internal and external forces, and approaches to changing the way that organizations operate. Students will explore the current structure of aging organizations at the federal, state and local level including government, advocacy and service organizations. Students will also review emerging trends in the long term care system which may impact the mission, vision and structure of organizations.

033114:1

GERON GR 688 - Multidisciplinary Seminar in Aging

*1 Credit(s) | Seminar | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

Description:

A multidisciplinary colloquium series highlights current research and theory in gerontology. Presentations by students, faculty, and other scholars. Must be taken three times for credit by students enrolled in the PhD program.

018065:1

GERON GR 691 - Capstone Project Seminar

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course guides each master's student through the production to completion of a research project and report. Topics include a critique of unresolved issues in analyses of age, cohort, and period effects; an exposition of theoretical developments in social gerontological theory and their application to the issue of social policy and aging; explication of a research project, including interview training; research problem development, implementation of appropriate research methods for specific problems, and how to prepare a written document that describes the design of the project, the results of the analysis, and conclusions.

Enrollment Requirements:

Pre-req = GERON 601 and 603 Graduate student in Gerontology

Department consent required for enrollment

032239:1

GERON GR 692 - Capstone Project Seminar in Management of Aging Services

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This capstone offers each student the opportunity to develop a special project in his or her specific area of interest. This includes researching the topic, identifying an issue, developing strategy and a work plan, and establishing a timeline and implementation schedule. The course is intended to assist students in implementing their knowledge and skills developed during their course of study. Projects undertaken should evidence an understanding and mastery of areas such as policy development an analysis, program management, administration, and finance. The course is also intended to show student mastery of self-direction and task management. Students are expected to take this class at or near the end of their course of study in the Management of Aging Services Master's Program.

036746:1

GERON GR 697 - Special Topics in Aging Policy

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 6

Description:

This course provides an opportunity for presentation of current topics in aging policy that do not fall under the purview of any other course.

018067:1

GERON GR 701 - Advanced Statistical Methods in Gerontology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course instructs students in advanced statistical topics and provides training in the use of corresponding computer methods. The course builds upon the statistical foundations established in GERON 601, 603, 604, and 605, providing technical skills for use in the complex and specialized statistical research found in the social sciences. In addition to class time, this course requires independent work at the computer.

Enrollment Requirements:

Pre-req = GERON 604

018073:1

GERON GR 724 - Race & Culture

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Race & Culture

018077:1

GERON GR 726 - Current National Data Bases in Gerontological Policy Research

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course introduces students to the use of large national databases for gerontological social policy research. It provides a brief survey of the scope and content of various public-use national databases used in gerontological research, as well as an in-depth examination of one of these major databases. Students are introduced to the fundamentals of statistical programming; to the use of such standard statistical packages as Statistical Analysis System (SAS); and to methods and strategies for basic analytic data file construction. These programming skills are applied to actual gerontological databases through examples presented by the instructor, as well as through a series of take-home student assignments completed by the students. In addition to class time, this course requires independent work at a computer.

018078:1

GERON GR 727 - Research Practicum in Gerontology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides students with a guided experience in writing an empirical research paper of publishable quality. Participants address a research question through secondary statistical analysis of a large survey data set supplied by the instructor. They critically examine published papers to learn how to write empirical papers for refereed gerontology journals. The statistical analysis involves application of multiple regression techniques. Students receive guidance from the instructor in all aspects of writing the paper: introduction, literature review, methodology, findings, and discussion. They also learn how to construct complex statistical tables. The course requires independent work conducting analysis of statistical data at a computer.

Enrollment Requirements:

Pre-req = GERON 604 and 726

000558:1

GERON GR 760 - Policy Analysis Techniques

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = GERON 623

000557:1

GERON GR 761 - Advanced Policy Analysis in Aging

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is concerned with the formation, justification, and implementation of aging policy in the United States. Designed for students with a background in the history, economics, and political economy of aging policy, the course provides an opportunity to apply this knowledge to the shaping of current public policy. The course explores agenda setting, the dynamics of the political process, and the variety of ways in which political power can be used. Students write a paper designed to inform decision makers on a current policy issue in aging.

Enrollment Requirements:

Pre-req = GERON 623 and 760

018082:1

GERON GR 796 - Independent Study in Aging Policy

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course provides students the opportunity for independent research under the direction of a faculty member.

Department consent required for enrollment

000556:1

GERON GR 798 - Internship in Gerontology

*1-3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

Students participate in policy research or policy analysis of aging-related issues in various settings, including but not limited to government agencies, research institutes at other universities, and nonprofit organizations. Each internship is supervised by a faculty member. Students receive credit on the basis of a paper that reflects the substantive work accomplished through the internship and/or the general knowledge gained through the internship about policy research or policy analysis.

Department consent required for enrollment

018089:1

GERON GR 899 - Dissertation Research

*1-9 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 9 / total completions: 9*

Description:

This course focuses on research conducted under faculty supervision, leading to the presentation of a doctoral dissertation.

018091:1

Nursing

Website <https://www.umb.edu/nursing-health-sciences/about/nursing/>

Office Quinn Administration Building, 1st Floor
617.287.7500

Department Chair Jacqueline Fawcett, RN, PhD, ScD (hon); FAAN, ANEF
Jacqueline.Fawcett@umb.edu
617.287.7539
Quinn Administration Building, 1st Floor, Room 14

Master's

Nursing (MS)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 48 credits from 13 to 15 courses including eight core courses and five to seven track courses.

Tracks: Students must choose a track in adult/gerontological acute care clinical nurse specialist, adult/gerontological nurse practitioner, or family nurse practitioner.

Capstone: Students must complete a comprehensive paper, an evidenced based project, or a poster or paper presentation. The capstone must be mutually agreed upon with the advisor.

Minimum grade: No courses with a grade below B may be applied toward the program.

Grading basis: No courses taken satisfactory/unsatisfactory or pass/fail may be applied toward the program.

Statute of limitations: Five years.

Course Requirements

Core Courses (27 Credits)

- NURSNG 601 - Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community 3 *Credit(s)*
- NURSNG 614 - Advanced Pathophysiology 3 *Credit(s)*
- NURSNG 615 - Advanced Health Assessment Practicum 3 *Credit(s)*
- NURSNG 616 - Evidence Based Practice I: Appraising the Strength and Significance of Evidence 3 *Credit(s)*
- NURSNG 618 - Introduction to Health Policy, Finance and Ethics 3 *Credit(s)*
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse 3 *Credit(s)*
- NURSNG 640 - Advanced Health Promotion and Disease Prevention Across the Lifespan 6 *Credit(s)*
- NURSNG 715 - Health Informatics 3 *Credit(s)*

Track Courses (21 Credits)

Complete five to seven courses from one of the tracks below.

Adult/Gerontology Acute Care Clinical Nurse Specialist Track

Adult/Gerontology Nurse Practitioner Track

Family Nurse Practitioner Track

Doctorate

Nursing (PhD)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Nursing (PhD) - BS to PhD Health Policy and Population Health Track

Nursing (PhD) - MS to PhD Health Policy and Population Health Track

Advanced Practice Certification

Students enrolled in the nursing PhD program who wish to pursue additional coursework to apply for Advanced Practice certification (NP or CNS) after completion of the PhD will be allowed to take up to two NP courses for their elective requirements within the PhD curriculum at the discretion of their faculty advisor. Students are encouraged to discuss this option with their faculty advisor as early as possible during their PhD coursework.

Nursing (PhD) - BS to PhD Health Policy and Population Health Track

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program

Admission Requirements

Program Requirements

Complete 48 credits from 14 courses including seven required courses, three research methods courses, three methods electives, and nine credits of dissertation research.

Doctoral candidacy: Students must pass written and oral comprehensive exams which is a prerequisite for doctoral candidacy. The written exam consists of two papers; one conceptual and one methodological.

Dissertation: Candidates must complete and defend a dissertation written in traditional five-chapter format.

Statute of limitations: Eight years.

En Route MS: A non-clinical, generic master's degree in nursing can be awarded *en route* to the PhD after completing 30 credits.

The 30 credits comprise 21 credits from the BSN-PhD curriculum plus 9 credits required as part of the

American Association of Colleges of Nursing's Essentials - Advanced Health Assessment (ex NU 615),
Advanced Pharmacology (ex NU 634), and Advanced Pathophysiology (ex NU 614)

Course Requirements

Required Courses (21 Credits)

- NURSNG 607 - Evidenced Based Teaching Practices *3 Credit(s)*
- NURSNG 700 - Philosophy of Nursing Science: Ways of Knowing *3 Credit(s)*
- NURSNG 702 - Doctoral Seminar *3 Credit(s)*
- NURSNG 741 - Health Policy I *3 Credit(s)*
- NURSNG 745 - Population Health I *3 Credit(s)*
- NURSNG 750 - Contemporary Disciplinary Knowledge *3 Credit(s)*
- NURSNG 770 - Biostatistics II: Advanced Statistical Methods in Healthcare Research *3 Credit(s)*

Research Methods Courses (9 Credits)

- PPOL-G 609L - Qualitative Methods and Field Research *3 Credit(s)*
- EHS 825L - Advanced Quantitative Research Methods I *3 Credit(s)*
or
- NURSNG 825L - Advanced Quantitative Research Methods I *3 Credit(s)*
or
- NURSNG 780 - Epidemiologic Methods *3 Credit(s)*
- NURSNG 790 - Integrating concepts & methods for research development *3 Credit(s)*

Methods Electives (9 Credits)

Complete three electives from below or other with permission of advisor.

- NURSNG 608 - The Nurse Educator in the Academic Setting *3 Credit(s)*
- NURSNG 609 - The Nurse Educator in the Practice Setting *3 Credit(s)*
- NURSNG 618 - Introduction to Health Policy, Finance and Ethics *3 Credit(s)*
- NURSNG 637 - Mental and Psychosocial Health of the Urban Family *3 Credit(s)*

Dissertation Research (9 Credits)

- NURSNG 899 - Dissertation Research *3-9 Credit(s)*

Nursing Practice (DNP)

Department of Nursing | Manning College of Nursing and Health Sciences

Nursing Practice (DNP) - BS to DNP

Nursing Practice (DNP) - MS to DNP

Post Master's Certificate

Adult/Gerontological Nurse Practitioner (Post-Master's Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete one of the following:

- 21 credits from five required courses
or
- 12 credits from three courses including one required course, one primary care course, and one practicum course.

Prerequisites:

- NURSNG 614 - Advanced Pathophysiology
- NURSNG 615 - Advanced Health Assessment Practicum
- NURSNG 631 - The Role of the Advanced Practice Nurse
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

These courses, taken within 7 years (5 years for Advanced Pharmacology), will be recognized if the student has earned a B or better, if the course is judged to be equivalent in content and credit, and if the course is at the graduate and APN level. Depending on their previous courses, some students may need to complete some or all of these prerequisite courses before advancing to the specialty area.

Clinical experience: All students in the 21-credit option must complete 600 hours of documented supervised clinical experience. Students in the 12-credit option must complete 300 hours of clinical experience. Students need to arrange their own clinical experiences. All practicum experiences are subject to the approval of the program directors. The agency must be under contract agreement with the UMass/Boston College of Nursing and Health Sciences and that working agreement will be facilitated by the Placement Office prior to the start of the clinical course. Students are advised that preceptors must be either master's-prepared NPs, physician assistants (PAs) or physicians with evidence of current licensure.

Grading basis: No courses taken satisfactory/unsatisfactory may be applied toward the program.

Statute of limitations: Four years.

Course Requirements

21-Credit Option

12-Credit Option

Family Nurse Practitioner (Post-Master's Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete one of the following:

- 21 credits from five required courses
or
- 12 credits from three courses including one required course, one primary care course, and one practicum course.

Prerequisites:

- NURSNG 614 - Advanced Pathophysiology
- NURSNG 615 - Advanced Health Assessment Practicum
- NURSNG 631 - The Role of the Advanced Practice Nurse
- NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

These courses, taken within 7 years (5 years for Advanced Pharmacology), will be recognized if the student has earned a B or better, if the course is judged to be equivalent in content and credit, and if the course is at the graduate and APN level. Depending on their previous courses, some students may need to complete some or all of these prerequisite courses before advancing to the specialty area.

Clinical experience: All students in the 21-credit option must complete 600 hours of documented supervised clinical experience. Students in the 12-credit option must complete 300 hours of clinical experience. Students need to arrange their own clinical experiences. All practicum experiences are subject to the approval of the program directors. The agency must be under contract agreement with the UMass/Boston College of Nursing and Health Sciences and that working agreement will be facilitated by the Placement Office prior to the start of the clinical course. Students are advised that preceptors must be either master's-prepared NPs, physician assistants (PAs), certified nurse midwives (CNMs) or physicians (MDs or Docs) with evidence of current licensure and board specialty.

Grading basis: No courses taken satisfactory/unsatisfactory may be applied toward the program.

Statute of limitations: Four years.

Course Requirements

Complete three to five courses from one of the options below.

21-Credit Option

12-Credit Option

Nurse Educator (Certificate)

Department of Nursing | Manning College of Nursing and Health Sciences

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including one required course, one nursing elective, and two additional electives.

Practicum: Practicum is highly recommended, but optional. NURSNG 608 NURSNG 609 NURSNG 612 offer an optional clinical practicum component in the academic or clinical practice setting.

Statute of Limitations: Three years

Course Requirements

Required Course (3 Credits)

- NURSNG 607 - Evidenced Based Teaching Practices 3 *Credit(s)*

Nursing Elective (3 Credits)

Complete one from below.

- NURSNG 608 - The Nurse Educator in the Academic Setting 3 *Credit(s)*
- NURSNG 609 - The Nurse Educator in the Practice Setting 3 *Credit(s)*
- NURSNG 612 - Transition from Nurse Clinician to Nurse Educator 3 *Credit(s)*

Additional Electives (6 Credits)

Complete two additional courses from the nursing electives above or courses offered in the College of Education and Human Development.

Nursing

NURSNG 601 - Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This required core course presents a foundational context for the global, inclusive environment in which advanced practice nurses participate in the care of diverse populations. The course focuses on the integration of knowledge from nursing and the biopsychosocial fields for the continual improvement of advanced practice nursing care across diverse populations and settings. Populations are defined in the context of diversity of age, gender, race/ethnicity, culture, language, sexual orientation, abilities, religion and socioeconomic status as well as those that may be underserved, vulnerable populations or experience health disparities. The course builds on learners' understanding of nursing knowledge gained in their undergraduate studies and provides the opportunity to analyze a broad spectrum of conceptual and theoretical frameworks from multiple disciplines. Learners select a nursing conceptual-theoretical framework to explore in-depth and to apply to advanced nursing practice with a selected population and health

condition of interest.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

023999:1

NURSNG 607 - Evidenced Based Teaching Practices

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to assist current and aspiring nurse educators acquired foundational knowledge for effective teaching and learning practices. This course explores current conceptual frameworks, theories, and evidence-based pedagogical practices within the nursing education discipline. Practical application of key concepts for culturally inclusive teaching in varied learning environments is particularly emphasized.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

036750:1

NURSNG 608 - The Nurse Educator in the Academic Setting

Formerly NURSNG 668 - Clinical Practicum: Nurse Educators in the Academic Practice Settings

*3 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit*

Description:

The course focuses on expected advanced teaching skills for nurse educators to help students acquire the knowledge, skills and values required for professional nursing practice. Sessions focus on the role of the academic nurse educator, classroom teaching skills, curriculum development and methods for evaluating learning. A clinical practicum experience, precepted by an expert academic nurse educator, is offered as an optional learning experience.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

032531:1

NURSNG 609 - The Nurse Educator in the Practice Setting

Formerly NURSNG 667 - Clinical Practicum: Nurse Educators in the Clinical Practice Setting

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students acquire advanced teaching skills required to meet the health-related learning needs of patients, families, groups, in clinical practice, and community settings. Students also learn about educating practicing nurses, nursing staff, and interprofessional healthcare team members to meet population needs and healthcare outcomes more effectively. Sessions focus on the pedagogy supporting the work of nurse

educators in nursing professional development and as interprofessional healthcare team members. Students develop educational interventions and programs using a variety of teaching and learning strategies. A clinical practicum experience, precepted by a nurse educator in a practice setting, is offered as an optional learning experience.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

032530:1

NURSNG 612 - Transition from Nurse Clinician to Nurse Educator

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to assist the learner as a current or aspiring nurse educator acquire the knowledge, skills and attitudes for effective clinical teaching and learning practices. This course explores the transition from clinician to educator and the multiple roles of the nurse educator in the clinical setting. The course examines creative and innovative strategies to support and guide the student's development. The use of simulation, critical thinking, and reflective practice skills and varying types of clinical instruction are explored.

036751:1

NURSNG 614 - Advanced Pathophysiology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course presents the pathophysiological knowledge required of the advanced practice nurse to practice in the management of pathophysiological disorders in primary and tertiary care settings. It includes genetic and cellular mechanisms of diseases, the immune responses and selected disorders throughout life span. It explores current research findings and theory relevant to the pathophysiology of common illnesses. Students analyze laboratory data in light of actual and potential pathophysiological processes. Special emphasis is given to the case study presentations to aid student application of pathophysiologic process to advanced nursing practice in diverse populations.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

024010:1

NURSNG 615 - Advanced Health Assessment Practicum

3 Credit(s) | Lecture and Laboratory | Graded

Not repeatable for credit

Description:

This course focuses on the development of advanced practice nursing knowledge and skills in health assessment with an emphasis on diverse populations. Concepts, theories and research germane to the scientific underpinnings for practice in the context of the bio-psycho-social and environmental domains of

human development are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated or clinical practice experiences specific to the student's area of advanced practice nursing. This course builds on the students' ability to utilize scientific foundations learned in previous courses and lays the foundation for subsequent clinical courses.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

024011:1

NURSNG 616 - Evidence Based Practice I: Appraising the Strength and Significance of Evidence

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the critical appraisal of health-related research to prepare learners to identify best practices and translate evidence to clinical practice, population health or health policy and analysis. Emphasis will be placed on evaluation multiple sources of existing evidence as the first step in identifying knowledge, practice or policy gaps and in translating evidence to improve outcomes, quality, safety, cost and access to care for individuals and populations. Ethical issues in the conduct of research and translation of evidence will be explored.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

024012:1

NURSNG 618 - Introduction to Health Policy, Finance and Ethics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on how issues and trends in health policy, economics and ethics are linked to the U.S. health care delivery system and other international health care systems. The role of the advanced practice nurse in developing a professional ethical framework, understanding the economic implications of health care and in shaping and formulating health policy will be stressed with a focus on application of course concepts for the advanced practice nurse. Relevant evidenced based research in health policy, economics and ethics will be analyzed.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

024013:1

NURSNG 625L - Quantitative Research Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to provide graduate students with a background in quantitative research design to promote an understanding of the scientific literature and to assist in future research pursuits. In this course, students will become familiar with the scientific research process, ethical issues related to research basic concepts of statistics and measurements, various types of quantitative research, and interpretation and reporting of research results. Student will prepare and present a research proposal as part of the course.

Course Note

EHS 625L and NURSNG 625L are the same course.

This course is cross-listed as EHS 625L

038090:2

NURSNG 631 - The Role of the Advanced Practice Nurse

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The historical development, scope, and functional roles of the advanced practice nurse are analyzed. Students examine the dynamic relationships among professional organizations, health care trends, and health care policy as they influence the need for advanced practice nursing. Emphasis is placed on acquiring the knowledge and skills to assume leadership roles in the health care system. Related health professions theories, research, and opportunities for implementing changes are emphasized. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences and course assignments.

024016:1

NURSNG 634 - Advanced Pharmacology for the Advanced Practice Nurse

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course emphasizes the pharmacological knowledge required by the advanced practice nurse to safely care for and counsel patients with physical and mental illnesses across the lifespan. Students synthesize knowledge of clinical pharmacokinetics and pharmacodynamics in the management of common disease processes occurring in pre-and post-natal women, infants, children, adolescents, adults, and elders. Students will analyze and discuss current research findings related to pharmacotherapeutic therapies for patients in the community and tertiary care settings. Guided by faculty prepared in pharmacology and experienced in applying the science of clinical pharmacology in the practice setting, students will apply their knowledge of pharmacotherapeutics to the care of patients throughout patient transitions of care.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

024022:1

NURSNG 637 - Mental and Psychosocial Health of the Urban Family

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Multicultural individuals and families at risk for mental and psychosocial problems are considered within the context of urban living. Nursing theory and research is applied to developing processes of care for individuals across the lifespan with mental health and psychosocial problems. Students learn evidence-based care including cognitive-behavioral, psychopharmacological, and non-traditional approaches to psychosocial and related physical problems. Research related to environmental, psychosocial, genetic, economic, family systems, developmental risk factors, drug efficacy and nonpharmacological approaches for individuals with mental and psychosocial illness is investigated. The impact of contemporary health care policy and legislative proposals on quality, cost, and access to care is investigated.

Enrollment Requirements:

Pre-requisite: Graduate student in College of Nursing or permission and NURSNG 614 and NURSNG 615 and NURSNG 634

024027:1

NURSNG 639 - Primary Care of Adults

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides the knowledge related to the assessment and management of patients with acute and chronic health care problems encountered by nurse practitioners in family practice and adult/gerontological primary care settings. Students analyze the direct and indirect components of the nurse practitioner role related to primary health care. Application of evidence based guidelines and research are used to support diagnostic, therapeutic, and pharmacological regimens. Continued emphasis is placed on the application of culturally sensitive nursing care to a diverse population, where diversity includes age, gender, race, ethnicity, culture, religion, sexual orientation, abilities, and socioeconomic status.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing, NURSNG 640

024029:1

NURSNG 640 - Advanced Health Promotion and Disease Prevention Across the Lifespan

6 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

Students analyze the clinical application of theories and research from nursing, health promotion, and disease prevention. Family, human development, patient education and community theories that inform patient/family centered care are examined. Data grounded in epidemiological, sources, health histories, family assessments, physical examinations, diagnostic tests, and community assets are examined as the basis for case findings and identification of risk factors. Students begin to institute primordial, primary and

secondary interventions tailored to diverse populations, demonstrate interdisciplinary communication skills, examine collaborative community partnerships, and analyze the dimensions of the advanced nursing professional leadership role in diverse communities.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing, NURSNG 614 and NURSNG 615 and NURSNG 634

040357:1

NURSNG 645 - Neuropathology and Diagnosis of Mental Disorders Across the Lifespan

*3 Credit(s) | Lecture and Discussion | Graded
Not repeatable for credit*

Description:

Students are provided a fundamental and functional understanding of the neurobiology, epidemiology, psychology, sociology and clinical manifestations that make up the diagnostic criteria for the most common and complex mental disorders in the US population across the lifespan. Students learn to 1) use a holistic perspective to collect data using standardized psychiatric evaluation instruments and other reliable and valid assessment tools, 2) differentiate between normal/abnormal age-related physiological and psychological symptoms and changes, 3) evaluate risk for adverse outcomes such as suicide or an adverse social or drug effect, and 4) formulate a differential diagnosis integrating a holistic perspective that views a person within their sphere of relationships, the environment, and social systems. There is an emphasis throughout this course on developing critical thinking skills, awareness of the impact of systems, and synthesizing a holistic psychiatric evaluation. Cultural differences and inclusion/exclusion dynamics are seriously considered in the psychiatric diagnostic formulation. Students learn to critically evaluate research findings in the area of neuropathology, social determinants of physical and mental health. This course is a core course for the Psychiatric Mental Health Nurse Practitioner Track

Enrollment Requirements:

Prerequisites: NURSNG 614 and NURSNG 615

041915:1

NURSNG 646 - Advanced Psychopharmacology Across the Lifespan

*3 Credit(s) | Lecture and Discussion | Graded
Not repeatable for credit*

Description:

This course focuses on the development of the Psychiatric Mental Health Nurse Practitioner (PMHNP) student's psychopharmacology knowledge, critical thinking, and clinical judgment in the use of psychopharmacologic agents in the treatment of mental disorders. Using a case study method to encourage the application of neurobiological concepts, psychopharmaceutical concepts, the course fosters PMHNP students' skills that are required for safe practice and to evaluate and manage psychopharmacology treatment. The course emphasizes evidence-based practice, research-based clinical decision-making and a holistic approach to integrating the science and biology of the mind and body with social and behavioral interventions. The course provides students with the knowledge to focus on specific populations such as children, adolescents, adults and aging adults. This is a required course for completion of the PMHNP program.

Enrollment Requirements:

Prerequisites: NURSNG 614 and NURSNG 615 and NURSNG 634 and NURSNG 645

041916:1

NURSNG 647 - Clinical Management I: Psychiatric Assessment/Diagnosis for PMHNP

*6 Credit(s) | Lecture, Clinical, Discussion | Graded
Not repeatable for credit*

Description:

This is the first clinical course that prepares psychiatric nurse practitioner students for advanced practice in Psychiatric-Mental Health Nursing. The course focuses on the methods for gathering pertinent data in order to conduct a psychiatric evaluation, arrive at a differential diagnosis and make appropriate treatment recommendations with clients across the life span demonstrating psychiatric symptoms. The assessment, diagnostic, therapeutic, evaluative, consultative, and teaching functions of the nurse practitioner role are examined within a professional, ethical, and legal framework. Seminar discussions include an exploration of special topics applied to hypothetical and real patient cases to explore issues of mental health and wellness across the life span, differential diagnosis of common psychiatric complaints and culturally competent comprehensive care. Diversity, health care disparities, and ethical issues will be discussed as they relate to the case discussions and clinical topics.

Enrollment Requirements:

Prerequisites: NURSNG 614 and NURSNG 615 and NURSNG 634
Corequisites: NURSNG 645 and NURSNG 646

041917:1

NURSNG 648 - Clinical Management II: Diagnostic Management & Treatment Strategies

*6 Credit(s) | Lecture, Discussion, Clinical | Graded
Not repeatable for credit*

Description:

This is the second clinical course that emphasizes the theoretical bases for psychiatric diagnosis and treatment interventions across the lifespan. Advanced interview methods and diagnostic skills are a course thread. Cognitive treatment and evidence based therapy techniques are applied. The PMHNP learns to manage common psychiatric disorders using clinical practice guidelines and research. Students provide a full spectrum of mental health services to the increasingly complex patients with a combination of higher risk, acute illness, and chronic & comorbid health conditions where atypical disease presentation and challenges to disease treatment exist. Seminars focus on the application of Diagnostic theory and research to the domains of practice of the psychiatric mental health nurse practitioner role, including the management of patient with minor to serious mental illness, the teaching-coaching function of the nurse practitioner, and ensuring the quality of health care services. Interdisciplinary collaborative practice skills are developed.

Enrollment Requirements:

Prerequisite: NURSNG 647

041918:1

NURSNG 649 - Clinical Management III: Treatment

6 Credit(s) | *Lecture, Discussion, and Clinical* | Graded
Not repeatable for credit

Description:

This is the third clinical course that focuses on the psychiatric mental health nurse practitioner (PMHNP) students' skills and competencies with patients with higher complexity. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of mental health promotion / illness management with a focus on the psychiatric care across the lifespan and continuum of care across settings. Students provide depth analysis of theory and research as a basis for their clinical decisions; exploration of the mental health recovery paradigm, and finally, the assessment, planning and intervention in complex care of individuals with co-morbid substance use and medical conditions. Interdisciplinary collaborative practice skills are developed. Seminar discussions include an exploration of special topics in disease management to improve quality, access and cost of mental health care for diverse populations (or communities) with an emphasis on underserved populations, where diversity includes age, gender, race/ethnicity, culture, religion, language, sexual orientation, abilities, and socioeconomic status. Virtual care and Telehealth delivery of mental health services is a topical area of emphasis for this semester.

Enrollment Requirements:

Prerequisite: NURSNG 648

041919:1

NURSNG 664 - Clinical Nurse Specialist (CNS) Clinical Practicum: Focus on the Patient

3 Credit(s) | *Lecture* | Graded
Not repeatable for credit

Description:

In this course, students apply the knowledge and advanced practice skills in patient care learned in Nursing 690. Under the guidance of a clinical nurse specialist preceptor, students implement the advanced competencies of direct care, patient/family teaching and coaching, and ethical decision-making as they assess and treat problems experienced by adult and gerontological patients. Clinical practice in this course provides an opportunity for students to integrate advanced nursing knowledge with knowledge of disease pathophysiology, technical competence, and medical management.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

032528:1

NURSNG 665 - Clinical Nurse Specialist (CNS) Clinical Practicum: Focus on the CNS Role

3 Credit(s) | *Lecture and Laboratory* | Graded
Not repeatable for credit

Description:

This course emphasizes the CNS influence on nursing personnel and the organization. Under the guidance

of a CNS preceptor, students practice in an adult/gerontological health, acute or critical care setting in their chosen specialty. This course continues to address patient care, but the focus shifts to nursing personnel and organization/network spheres of influence, giving students the opportunity to implement the CNS role fully. Students acquire skill and confidence in consultation, collaboration, and leadership skills. The course includes the Master's degree capstone project.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

032529:1

NURSNG 670 - Primary Care of the Adult Practicum

*6 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit*

Description:

Students refine their advanced practice skills with further attention to applying theory and evidenced-based practices in the role of the family or adult/gerontological nurse practitioner (NP). Important NP skills, including assessment, diagnostic, therapeutic, evaluative, consultative, teaching, and leadership, are examined within professional, legal-ethical, cultural, policy, improvement, and systems frameworks. Students continue to gain precepted, primary care, clinical experiences in health promotion and episodic and chronic illness management for adult populations, including primary care in women's health needs. This course meets the University Capstone requirement.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing and co-requisite/pre-requisite: NURSNG 639

024059:1

NURSNG 671 - Primary Care of the Older Adult

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the health care issues and needs of elders across the care continuum of acute, chronic, community, and long-term care settings. Aspects of physical, emotional, cultural, and social aging across the lifespan are explored utilizing various theoretical perspectives and models. The assessment, teaching-coaching and management roles of the advanced practice gerontological nurse in relations to acute and chronic health conditions of the older adult are emphasized.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing and co-requisite/pre-requisite: NURSNG 639

024060:1

NURSNG 672 - Primary Care of the Older Adult Practicum

6 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

Students further refine skills in critical thinking and clinical reasoning in the application of theory and research to practice. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion/illness problems with a focus on the primary care of adults and older adults across the continuum of care. Students build skills in seeing increasingly complex patients with a combination of higher risk, acute illness, and chronic health problems where atypical disease presentation and challenges to disease treatment exist. Seminars are grounded in learning the application of theory and research to the domains of practice of the adult/gerontological nurse practitioner including the management of patient health and illness, the teaching-coaching function of the nurse practitioner, and ensuring the quality of health care services. Interdisciplinary collaborative practice skills are developed. Students develop role competencies under the supervision of nurse practitioner or physician preceptors and faculty in a variety of health care settings. Seminar discussions include an exploration of special topics in disease management to improve quality, access and cost of primary health care for diverse populations (or communities) with an emphasis on underserved populations, where diversity includes age, gender, race/ethnicity, culture, religion, language, sexual orientation, abilities, and socioeconomic status.

Enrollment Requirements:

Pre-requisite: Matriculated AGNP MS Students in Graduate College of Nursing. Students are expected to complete their clinical rotation in Adult Primary Care prior to the more specialized Older Adult course. The didactic (NU671) is taken prior to or concurrent with the clinical course.

024061:1

NURSNG 681 - Primary Care of the Childbearing Family

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course builds on human growth and development to focus on acquiring knowledge related to the assessment and management of patients with acute and chronic health care problems encountered by nurse practitioner in family practice and pediatric primary care settings. Problems of pregnant women, infants, children and adolescents are analyzed within a family nurse practitioner framework for practice. Evidenced based laboratory, diagnostic, therapeutic and pharmacological plans of care are applied to problem management. Continued emphasis is placed on application of culturally sensitive nursing care to a diverse population where diversity includes age, gender, race, ethnicity, culture, religion, sexual orientation, abilities, and socioeconomic status.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing and pre-requisite/co-requisite: NURSNG 639

024063:1

NURSNG 682 - Primary Care of the Childbearing Family Practicum

Formerly Practicum in Primary Care of the Family

6 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

Students refine their advanced practice skills with further attention to applying theory and evidenced-based practices in the role of the family nurse practitioner (NP). Important NP skills, including assessment, diagnostic, therapeutic, evaluative, consultative, teaching, and leadership, are examined within professional, legal-ethical, cultural, policy, improvement, and systems frameworks. Students continue to gain precepted, clinical, primary care experiences in health promotion and episodic and chronic illness management for families and pediatric populations, from infants and children through adolescents.

Enrollment Requirements:

Pre-requisite: Matriculated student in Graduate College of Nursing and NURSNG 670 and co-requisite/pre-requisite: NURSNG 681

024064:1

NURSNG 690 - Adult/Gerontology Health Acute Care Nursing I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces the role of the Adult Gerontology Acute Care (AG/AC) Clinical Nurse Specialist, focusing on the patient sphere of influence. The course refines students' clinical judgments and their diagnosis of common patient problems in the autonomous domain, extends assessment skills, and expands knowledge of nursing interventions and expected outcomes. Students acquire and expand the knowledge and skills needed for the advanced practice direct care competency and ethical decision-making. Diversity, health care disparities, and ethical issues will be discussed as they relate to the clinical topics. Students will apply theory and research through comprehensive assessments and the design of appropriate management strategies.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

031476:1

NURSNG 691 - Adult Gerontological Health Acute Care Nursing II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course builds on A/G Health Acute Care Nursing I and continues addressing the patient sphere of influence while adding the patient/family focus to include the nursing practice and systems sphere of influence. A focus on high-incidence clinical problems, symptoms or issues in adult and gerontological health and acute and critical care continues. Diversity, health care disparities, and ethical issues will be discussed as they relate to the clinical topics. Students deepen their knowledge of adult and gerontological health and acute and critical care from interdisciplinary empirical and theoretical literature and other sources of evidence. Emphasis is placed on synthesizing knowledge from a variety of sources to make clinical judgments and to build the practice base needed for implementing other advanced practice competencies. Knowledge of assessment, diagnosis, and management in the autonomous nursing domain, and measurement of relevant, nursing-sensitive patient outcomes and quality improvement approaches to improving care for populations will be emphasized.

Enrollment Requirements:

Pre-requisite = Matriculated student in Graduate College of Nursing

032552:1

NURSNG 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Students wishing to enroll in this course should present to the faculty a well-defined problem for investigation. Plans for advanced study should be established at the beginning of the semester during which the student wishes to take the course. The study will be conducted in consultation and collaboration with the student's faculty advisor, and documented in a report at the end of the semester.

024065:1

NURSNG 697 - Special Topics in Nursing

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This advanced course offers intensive study of selected topics in the field of nursing. Course content and credit vary according to the topic and are announced prior to registration.

024069:1

NURSNG 700 - Philosophy of Nursing Science: Ways of Knowing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

In this course, students learn basic concepts of the philosophy of science and the development of knowledge. The historical development and themes for knowledge building in the science and discipline of nursing are explored. Students will analyze different ways of knowing (both philosophical and historical writings) and philosophical worldviews as they relate to the development of programs of research.

040063:1

NURSNG 701L - Science as a Way of Knowing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course investigates "science" in its multiple forms as a set of clues to the nature of knowledge. Specifically, this course advances the relationship of philosophy of science and theory to nursing science.

The course explores forces and issues in the philosophy of science and theoretical thinking which guide science and knowledge development in nursing methodologies and practice. Theory-research-practice linkages in nursing knowledge development are highlighted. Specific philosophy of science content includes the complex symbolic structures of "scientific" concepts; conceptual frameworks and explanations; the variety of methods used in scientific inquiry; the nature of scientific discovery and creativity; the role of metaphysical and aesthetic factors in the construction and validation of theories; the social matrices and determinants of scientific research; and science's dependence on both value judgments and technology.

024092:1

NURSNG 702 - Doctoral Seminar

*3 Credit(s) | Seminar | Graded
Not repeatable for credit*

Description:

The goal of the doctoral seminar is to socialize students into the roles and activities of research scholars and members in a global community of scholars. The emphasis is on professional standards for doctoral education, strategies to support professional development and nursing scholar career opportunities. The focus of this semester is on how to leverage learning and mentoring experiences that support PhD education and to facilitate career development as a scholar, nurse scientist, and steward of the discipline.

040005:1

NURSNG 703 - Health Economics

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The primary purpose of this course is to have students learn and apply the basic economic concepts and models used by both economists and health policy analysts to understand and analyze health care markets. The goal of health economics is to provide a better understanding of health care problems and issues so that appropriate health policies can be designed and implemented. The course focuses on the structure and functioning of health care markets and specifically on how prices are determined in different markets for health and health-related services, as well as on how prices, in turn, critically affect the behavior of both consumers and suppliers. It is assumed that the student has no prior background in economics.

Instructor consent required for enrollment

024095:1

NURSNG 705 - Health Disparities

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Health disparities in the United States are examined historically and within the context of global health, globalization, and neo-liberal economic and social ideology. Despite considerable progress in the overall health of the American population, disparities continue to exist, notable among ethno-racial groups and those at the lower end of the socio-economic scale. This course identifies and analyzes the complex causes

of health disparities and surveys multi-level interventions, strategies and policy approaches to elimination disparities and improving health care outcomes for all. Students will critically analyze literature and materials relative to the broad range of topical areas covered across the course. Learning outcomes will position students to be informed and deliberative when planning programs, conducting research, participating in the policy process or otherwise working to mitigate or eliminate disparities in health care.

035088:1

NURSNG 711 - Scientific basis for chronic illness preventative and risk reduction

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is offered to graduate level students to develop knowledge and skills related to the scientific basis for health chronic illness prevention and risk reduction. The course will provide students with a comprehensive overview of current knowledge and research related to the: 1) the epidemiology of chronic illness, 2) Research priorities related to chronic illness prevention and risk reduction; 3) The role of culture and developmental stage in health and illness, 4) Biological basis for disease which included genomics, inflammation and immunity; 5) Risk assessment; 6) Primary, secondary and tertiary approaches to chronic illness prevention with a focus on cancer, cardiovascular disease and aging; 7) Planning health promotion/community participatory research intervention and 8) Incorporating survey and biomarkers into longitudinal epidemiological research.

039674:1

NURSNG 715 - Health Informatics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Students learn advanced practice nursing competencies related to computer skills, informatics skill, and informatics knowledge. Application of information theory and computer technology skills is directed towards improving the organization and delivery of healthcare to multicultural populations receiving primary, secondary, and tertiary health care. Health Informatics deals with using technology tools for optimizing the collection, verification and utilization of data that relates to generating knowledge to inform best practices and leadership in both public and private health systems. Students are directed to investigate ways in which information systems can address disparities in health services.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

036233:1

NURSNG 716 - Evidence Based Practice II: Designing an Evidenced Based Quality Improvement Project

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The focus of this course is on translating research and other forms of evidence to improve practice processes and outcomes. Learners refine and extend the knowledge and competencies acquired in Evidence Based Practice I, and Improving Health Care Quality to develop a theory-guided, evidence-based practice innovation that will improve quality, safety, outcomes, cost and/or access to care, for a specific practice setting or population. The improvement/innovation developed in this course applies principles from improvement science to design, implement and analyze practice improvement outcomes and impact. The end product of this course serves as the theoretical framework and foundation for the DNP Scholarly Project.

Enrollment Requirements:

Pre-requisite = DNP student

035467:1

NURSNG 717 - DNP Seminar: Project Implementation

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Theory and evidenced based research are applied with the goal of improving health care outcomes. Emphasis is placed on translation research into practice as a means to improve the delivery of health care. In a supervised internship experience, students continue to develop the DNP Essential competencies through experiences in leadership, consultation, advocacy, interdisciplinary collaboration, and translation of research and theory into practice. Students investigate clinical problems in the context of the health care system and participate in supervised experiences that focus on solving clinical problems and the implementation of the DNP Scholarly Project.

Enrollment Requirements:

Pre-requisite: NURSNG 716

041542:1

NURSNG 718 - DNP Seminar: Project Synthesis

*2 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students progress in achieving the DNP Essential Competencies with clinical experiences and seminar leadership related to health care disparities and quality improvement. Students examine the clinical microsystem from the perspective of how data can inform the need for systems change. In conjunction with their capstone advisor and internship facilitator, learning is directed toward the evaluation phase of the approved DNP scholarly project and receiving direction in the development of the scholarly project publishable paper.

Enrollment Requirements:

Pre-requisite: NURSNG 717

035553:1

NURSNG 719 - DNP Seminar: Project Dissemination

2 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Students continue to integrate the role of the DNP into clinical practice context that includes experiences in application of evidence to practice, leadership, consultation, advocacy, and interdisciplinary collaboration. Following DNP committee and IRB approvals of the scholarly project and work done in preceding courses, students complete the clinical immersion experience, the scholarly project, and summarize their DNP clinical immersion experiences reflecting their achievement of the DNP Essentials Competencies. In seminars, students meet to examine the process and outcomes of their colleagues' DNP scholarly projects and analyze theory and evidence related to health policy and practice.

Enrollment Requirements:

Pre-requisite: NURSNG 718

035555:1

NURSNG 720 - Secondary Data Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will explore the use and limits of large national databases for the conduct of nursing and health policy research. Students will master accessing, downloading, and analyzing data from large data sets. Students will identify a testable research question and develop an analytic file to be used for analysis. Data used for this class are drawn from the Healthcare Cost and Utilization project (HCUP), 2000 Nationwide Inpatient Sample (NIS).

Course Note

For more information about HCUP data, see <http://www.ahrq.gov/data/hcup>.

Instructor consent required for enrollment

024096:1

NURSNG 722 - Improving Outcomes: Identification, Interventions, and Evaluation of Quality Improvement Activities

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course includes review of theoretical frameworks and models for improvement science. Students design and implement processes to evaluate outcomes of practice, practice patterns and systems of care within a practice setting, health care organization or community. National benchmarks and best-practice standards are used to determine variances in practice outcomes. Emphasis is placed on rigorous analytic methods to critically evaluate quality improvement outcomes and impact. Approaches to solving actual problems in clinical settings are considered, with emphasis on patients with chronic illnesses and other vulnerable populations. Students gain familiarity with quality improvement methods from management,

policy and clinical perspectives.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

034688:1

NURSNG 724 - Mixed Method Research

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course presents an overview of core research concepts and methods to build an evidence base for nursing practice. Using a lecture-discussion approach, the student will be encouraged to evaluate research evidence and determine appropriate research designs for research hypotheses. Students will be encouraged to contribute to group discussions using their professional experiences and information derived from course lectures and readings. Key features of the texts include research examples, specific practical tips on doing research, and aids to enhance and reinforce learning for the student. Emphasis is placed on using a practical approach to producing and evaluation research evidence.

036738:1

NURSNG 741 - Health Policy I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is the first course in a two-semester health policy sequence. It provides a foundation for health policy analysis, focusing on the history and development of political, economic, and social systems involved in health care and on theories useful in the analysis of past, current, and future health policies. The course examines federal, state, and local governmental structures and the ways in which they and other forces affect health policy.

Instructor consent required for enrollment

024098:1

NURSNG 742 - Health Policy II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course builds on NURSNG 741, applying models of policy analysis and theoretical perspectives to the critical examination of specific health policies. The course studies the historical, political, economic, and social context in which the policies emerged, as well as the specific actors involved. Emphasis is given to health policies affecting the aged and urban family population. Case studies are presented, and participants are introduced to a variety of methods for analyzing, formulating, and evaluating health policy. The policies examined in the course may include those confronting students in their own workplace or practice.

Instructor consent required for enrollment

024099:1

NURSNG 743 - Internship in Health Care Policy

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Students may intern with health care agencies, educational institutions, legislatures, professional associations, or health promotion and prevention organizations. Students are expected to write testimonies and research or evaluation papers analyzing the health policy issues raised during the internship. An internship seminar is part of the experience.

Course Note

A three-credit experience.

024100:1

NURSNG 745 - Population Health I

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is the first course in a two-semester Population Health sequence. It will provide a foundation for population health study. The course focuses on the conceptual understanding of population health and its importance in the health care system and in the community. Understanding population health issues such as health promotion, and disease and injury prevention that are influenced by local, national, and global health is an approach that seeks to improve the health of the whole population. The lens of population health student also allows us to understand disparities in health outcomes, and to identify effective strategies for reducing gaps in health disparities both within and between population groups. By the end of this course, students will be able to analyze and evaluate priority population health outcomes and strategies within-- population health and its determinants-- to promote health locally, nationally, and globally.

040006:1

NURSNG 746 - Population Health II

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is an advanced course focused on randomized controlled trials and other intervention studies, which have become one of the basic research tools in evaluation the benefits and risk of new therapeutic or prevention strategies. The course will provide an in-depth examination of research design and implementation of theory-based intervention studies. The first module will help students understand how to approach population health research questions and how to design studies to answer these questions. The second module will help students understand how to establish causal statements about the efficacy and generalizability of interventions for population health. The third module is designed to review concepts and principles of outcome measurement with emphasis on reliability and validity and procedures for developing

and evaluating measures. The fourth module will focus on methodological, ethical, and practical issues in the implementation of a research design for an intervention study to advance the science of nursing and healthcare.

040007:1

NURSNG 750 - Contemporary Disciplinary Knowledge

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is a multidisciplinary exploration of the structure and growth of knowledge. It examines the linkages of empirical, aesthetic, ethical, personal, and sociopolitical patterns of knowing with the conceptual models or paradigms of diverse disciplines. The course constructs a conceptual-theoretical-empirical structure for research into the generating and testing of theory.

Instructor consent required for enrollment

024102:1

NURSNG 753L - Epidemiological Thinking and Population Health

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

Introduction to the concepts, methods, and problems involved in analyzing the biological and social influences on behaviors and diseases and in translation such analyses into population health policy and practice. Special attention given to social inequalities, changes over the life course, and heterogeneous pathways. Case studies and course projects are shaped to accommodate students with interests in diverse fields related to health and public policy. Students are assumed to have a statistical background, but the course emphasizes epidemiological literacy with a view to collaborating thoughtfully with specialists, not technical expertise.

Course Note

CRCRTH 653L and NURSNG 753L and PPOL-G 753L are the same course.

This course is cross-listed as CRCRTH 653L and PPOL-G 753L

035089:2

NURSNG 757 - Social Behavioral Determinants of Health

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course focuses on theory, research, and current issues relevant to social and behavioral determinants of health. Viewed within a social-ecological framework, core concepts central to understanding determinants of population health and health disparities are addressed. Emphasis is placed on analysis, critique, and synthesis of interdisciplinary literature and application to nursing and public health practice, future research

and scholarly inquiry, and multi-level policies, necessary to reduce disparities in the social and behavioral determinants of the public's health.

037579:1

NURSNG 760 - Introduction to Biostatistics: Biostatistics I

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is the first course in a two-semester Biostatistics sequence. The course introduces students to the basic concepts and methods of biostatistics. The course is focused on some fundamental theories of biostatistics and basic methods of statistical inference at a conceptual level. It also covers some important topics in study design, such as different types of study design, sampling methods, sample size, and power calculation. Students will understand the concepts and methods of statistics, and apply them in critiquing literature in the field of clinical and population based research.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

035468:1

NURSNG 761 - Doctor of Nursing Practice (DNP) Internship

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 1 / total completions: 2*

Description:

Theory and evidenced based research are applied with the goal of improving health care outcomes. In supervised clinical experiences, students integrate the role of the DNP into the clinical practice context that includes leadership, consultation, advocacy, and interdisciplinary collaboration. Clinical learning is directed at discovering the history, contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services for populations at risk. Emphasis is placed on translating research into practice as a means to improve the delivery of health care.

Enrollment Requirements:

Pre-requisite = DNP student

035544:1

NURSNG 762 - Doctor of Nursing Practice (DNP) Internship II

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

Emphasis is placed on translation of research into practice as a means to improve the delivery of health care. In supervised internship experiences, students continue to develop the DNP Essential competencies through experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice. Students investigate clinical problems in context of the health care systems and participate in supervised experiences that focus on solving clinical problems.

Students successful in defending their proposal during DNP Internship II may move forward to the action phase of the capstone project.

Enrollment Requirements:

Pre-requisite = DNP student

035545:1

NURSNG 765 - Health Systems Leadership

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course will provide an introduction and overview of leadership, management, and organizational behavior in health care for the Advanced Practice Nurse (APN). Students will integrate theory with practice in the development of skills necessary to provide organizational and systems leadership in health care settings. Students will apply content from lectures and readings to cases studies as well as to actual experiences from their own workplaces. Topics include leadership and management theories/models, fiscal management, human resource management, and managing change in a complex environment.

Enrollment Requirements:

Pre-requisite = Graduate student in College of Nursing or permission

035469:1

NURSNG 766 - Health Finance and Economics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Students apply health care economic and finance theory to the analysis of factors influencing health systems' structure, function and process. Both the U.S. and global trends in health care delivery are examined from an historical and contemporary perspective of increasing social change and health care access. Students develop skills in financial management including budget preparation and tailoring budgets in response to changes in health policy at the local, state, and national level. Proficiency in finance tools, measures, analysis and reporting will be applied to real time scenarios. Students are prepared to develop collaborative health care access points in order to advocate for diverse populations with an emphasis on the underserved populations, where diversity includes age, gender, race/ethnicity, culture, religion, language, sexual orientation, abilities and socioeconomic status, while controlling costs and improving quality.

038132:1

NURSNG 770 - Biostatistics II: Advanced Statistical Methods in Healthcare Research

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is the second course in a two-semester Biostatistics sequence. This course covers several advanced methods of statistical analysis that are most often used in Healthcare research, including multiple linear regression, logistic regression, log-linear (Poisson) regression, Cox proportional hazards regression, and longitudinal data analysis. This course also discusses the methods and techniques in assessing the presenting confounding and interaction effects, and handling missing values. The primary purpose of this course is to help students gain understanding of the advanced statistical methods and use these concepts to critique literature in the field of clinical and population based research.

036477:1

NURSNG 780 - Epidemiologic Methods

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course builds on prior knowledge of the basic principles of epidemiology while introducing methods of epidemiologic analysis, and their application to the field of advanced practice nursing (APRN) at the Doctor of Nursing Practice (DNP) level. The course is intended to provide students with the skills and knowledge to critically evaluate health research based on epidemiologic standards. In addition, students will learn to perform preliminary analyses of epidemiologic, biostatistical, environmental, and other scientific data to address basic questions related to individual, aggregate, and population health. Students will analyze public use datasets and interpret published government reports describing population health status and the occurrence of diseases in populations at the local, state, and national levels.

036805:1

NURSNG 790 - Integrating concepts & methods for research development

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course prepares students in their development of the required elements for the comprehensive exams, which precede the conduct of dissertation research. Students will formulate coherent philosophical, theoretical, conceptual, and methodological understandings in their appraisal of knowledge gained from previous coursework. Considerations for new inquiry that advance nursing science and health sciences will be explored. Conducting an effective and comprehensive review of the literature or policy analysis from conceptual and methodological perspectives will also be emphasized. This course is designed to give doctoral students opportunities to engage classmates and professors in dialogue and discussion about integrating concepts and methods into the process of research development. Students should take advantage of this opportunity to build their research community by engaging fully in class discussion with fellow students and faculty.

040023:1

NURSNG 791 - Integrating Theory and Policy in Dissertation Research

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to synthesize nursing, policy, and other appropriate theoretical constructs into a proposal for innovative inquiry and research. Content from nursing, basic and applied research in health and service delivery, social policy, research methods, and cognate courses is used to build a coherent conceptual framework and methods for data collection and analysis for dissertation research.

Instructor consent required for enrollment

024103:1

NURSNG 792 - Dissertation Progression Seminar

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 3 / total completions: 3*

This course is cross-listed as The purpose of this blended delivery course is to facilitate learners' progress to complete their dissertation research. Learners will participate in in-person and on-line meetings throughout the semester to provide peer and faculty mentorship, dialogue, mutual learning, referral to resources, and time management guidance toward goal attainment. The course is open to all PhD students in the College of Nursing and Health Sciences.

042070:1

NURSNG 796 - Independent Study

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Students wishing to enroll in this course should present to the faculty a well-defined problem for investigation. Plans for advanced study should be established at the beginning of the semester during which the student wishes to take the course. The study will be conducted in consultation and collaboration with the student's faculty advisor, and documented in a report at the end of the semester.

034907:1

NURSNG 797 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

Instructor consent required for enrollment

024104:1

NURSNG 825L - Advanced Quantitative Research Methods I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The goal of this required, core course is to provide expertise in empirical research methods. Students will make an in-depth examination of methods used in exercise and health science research. Students will critically analyze scientific, peer-reviewed research, provide critical analysis in written and oral form, and take a leadership role in facilitation group discussions such as semi-structured journal clubs. Skills in methodology will be developed starting from generation hypotheses based on theories and literature reviews to data collection and management. Students will become proficient at developing proposals for valid empirical studies including descriptive and experimental designs to test hypotheses. Ethical issues related to research and concepts of statistics and measurements will be covered to complement required research courses such as EHS 820 Professional and Ethical Issues in EHS and NURSNG 760 Biostatistics courses. Students will prepare and present a research proposal as part of the course.

Course Note

EHS 825L and NURSNG 825L are the same course

This course is cross-listed as EHS 825L

039572:2

NURSNG 897 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special topics in nursing.

040760:1

NURSNG 899 - Dissertation Research

3-9 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 9 / total completions: 3

Description:

Research in the student's area of interest conducted under faculty supervision, resulting in the presentation of a doctoral dissertation.

Instructor consent required for enrollment

024113:1

College of Science and Mathematics

College of Science and Mathematics

Website <https://www.umb.edu/science-mathematics/>

Dean Robin Côté, PhD

Dean's Office Wheatley Hall, 2nd Floor, Room 10

617.287.5777

CSM@umb.edu

Departments

- Biology
- Chemistry
- Computer Science
- Engineering
- Mathematics
- Physics

Interdisciplinary Programs

- Biochemistry
- Computational Sciences
- Integrative Biosciences

Centers

- Center for Green Chemistry
- Center for Personalized Cancer Therapy

Biology

BIOL 649 - Responsible Conduct of Research

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

The overall goals of this course are to: a) sensitize students to and stimulate their interest in ethical issues that arise in biomedical and biological research; b) introduce students to best practices, guidelines and expectations, and available resources regarding the responsible conduct of science; and c) foster critical thinking skills as applied to ethical decision making in research. Topics include bias and objectivity in research, authorship and peer review, competing interests in research, research data and intellectual

property, scientific record keeping, and mentor-mentee relationships.

Course Note

This course is intended for graduate students in the biological and biomedical sciences. It is an elective for the graduate programs in the Biology Department. However, it is designed to fulfill NIH requirements for Responsible Conduct of Research (RCR) training for all NIH trainees and is required for those who are supported with NIH funding.

Enrollment Requirements:

Co-requisite: Enrollment in a graduate program in the biological sciences.

Semester(s) typically offered: Spring

042378:1

Chemistry

CHEM 608 - Data Analysis in Chemistry

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

An introduction to data analysis in the chemical sciences. The objectives are to acquire the necessary skills to build statistical models to design, conduct, and understand experiments and to gain a basic understanding of machine learning and data science in chemistry.

Enrollment Requirements:

Graduate standing or permission of instructor.

Instructor consent required for enrollment

Semester(s) typically offered: Spring

042354:1

Biochemistry

Website <https://www.umb.edu/science-mathematics/academics/biochemistry/>

Program Director Marianna Torok, PhD
Marianna.Torok@umb.edu

617.287.6199

Integrated Sciences Complex, 3rd Floor, Room 3420

Biochemistry

BIOCHM 583 - Biochemistry I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

In the first of a two-semester sequence, the chemistry of life processes is discussed in terms of structure and biological function of proteins, nucleic acids, carbohydrates, lipids, and other cellular components. Special emphasis is given to protein structure and function, enzymology, carbohydrate metabolism, transport mechanisms, energy transformations, and photosynthesis.

Course Note

It is recommended that BIOCHM 385 be taken concurrently.

033494:1

Biology

Website <https://www.umb.edu/science-mathematics/academics/biology/>

Office Wheatley Hall, 3rd Floor, Room 21

617.287.6600

Biology@umb.edu

Department Chair Rachel Skvirsky, PhD

Rachel.Skvirsky@umb.edu

617.287.6617

Integrated Sciences Complex, 4th Floor, Room 4420

Master's

Biology (MS)

Biology Department | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 30 credits from at least eight courses including one required course, one research course, and 17 to 21 credits of electives.

Capstone: Completion of a master's thesis or library research project. Passage of a general oral examination after submission of the thesis or research project.

Statute of limitations: Six years.

Course Requirements

Required Course (3 Credits)

- BIOL 650 - Scientific Communication 3 *Credit(s)*

Research Course (6 to 10 Credits)

- BIOL 698 - Projects in Biology 1-6 *Credit(s)*
or
- BIOL 699 - Thesis Research 1-10 *Credit(s)*

Electives (17 to 21 Credits)

Complete 17 to 21 credits of graduate courses chosen in consultation with the academic advisory committee.

Biotechnology and Biomedical Sciences (MS)

Biology Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete 30 credits from at least ten courses including three core courses, four required electives and three additional electives.

Capstone: Students may choose either an internship option or a thesis option. Each student prepares a written report on his or her research work and must also take an oral examination, which will not necessarily be limited to the topic of the report. The student must submit an outline of the report to his or her advising committee before taking the oral examination.

Statute of limitations: Six years.

Course Requirements

Core Courses (9 Credits)

- BIOL 650 - Scientific Communication 3 *Credit(s)*
- BIOL 694 - Research Experimentation in Biology 3 *Credit(s)* - complete two semesters

Required Electives (12 Credits)

Complete four from below.

- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*

Additional Electives (9 Credits)

Complete at least nine credits from below.

At least two must be BIOL courses.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 653 - Current Literature in Biology 1 *Credit(s)*
- BIOL 672 - Directed Readings in Biology 1-3 *Credit(s)*
- BIOL 673 - Directed Readings 1-3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 699 - Thesis Research 1-10 *Credit(s)* - take for four credits
- CHEM 658 - Medicinal Chemistry 4 *Credit(s)*
- ENVSCI 611 - Applied Statistics 3 *Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging 4 *Credit(s)*

Doctorate

Biology (PhD)

Biology Department | College of Science and Mathematics

Biology (PhD) - Environmental Biology Track

Biology (PhD) - Molecular, Cellular, and Organismal Biology Track

Biomedical Engineering and Biotechnology (PhD)

Program Requirements

Complete 63 credits from 12 courses including six core courses, four specialization courses, one project/directed study course, one doctoral seminar, and 30 credits of research.

Doctoral candidacy: Students must pass written and oral qualifying examinations before undertaking research at the doctoral level.

Dissertation: Candidates must compose and defend a dissertation based on original research.

Departmental presentation: Within two semesters after the advance to candidacy, the student will present a seminar, based on his/her work in progress, to the entire department.

Teaching: Students are required to participate in the teaching program as teaching assistants for at least two semesters.

Minimum grade: No more than one course with a grade of C may be applied toward the program.

Statute of limitations: Eight years.

Course Requirements

Core Courses (16 Credits)

Complete six courses from below.

One course must be taken in each area.

Introduction to Biomedical Engineering and Biotechnology

- BIOL 625 - Genomics and Biotechnology *3 Credit(s)*
- BIOL 697 - Special Topics in Biology *1-6 Credit(s)*

Instrumentation and Laboratory Experience

- BIOL 899 - Dissertation Research *1-99 Credit(s)*

Applied Math for Life Sciences or Advanced Numerical Methods

- BIOL 384L Game Theory, Evolution and Ecology *3 Credit(s)* (see undergraduate catalog)
- BIOL 607 - Biostatistics and Experimental Design *3 Credit(s)*
- ENVSCI 611 - Applied Statistics *3 Credit(s)*
- MATH 303 Introduction to Mathematical Biology *3 Credit(s)* (see undergraduate catalog)
- MATH 384L Game Theory, Evolution and Ecology *3 Credit(s)* (see undergraduate catalog)
- BIOL 691 - Seminar in Developmental Biology *3 Credit(s)*

Bioethics

- BIOL 650 - Scientific Communication *3 Credit(s)* (1/3 of this course or 1 credit will apply to this requirement; the remainder is applied to the doctoral seminar requirement below)

Advanced Cell and Molecular Biology

- BIOL 612 - Advanced Cell Biology *3 Credit(s)*

- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*

Specialization Courses (12 Credits)

Complete four courses chosen and approved by the dissertation committee.

Project/Directed Study (3 Credits)

The credits for this can be embedded in existing coursework, but the spirit of this requirement is that students must be involved in some multi-investigator collaborative project and the student should present this project at some national meetings or equivalent venue. Documentation of this presentation must be presented to the GPD for this requirement to be fulfilled.

- BIOL 672 - Directed Readings in Biology 1-3 *Credit(s)*
or
- BIOL 899 - Dissertation Research 1-99 *Credit(s)*

Doctoral Seminar (2 Credits)

Doctoral students will present research in progress. The seminar will emphasize not only research but also communication and writing.

- BIOL 650 - Scientific Communication 3 *Credit(s)* (2/3 of this course or 2 credits will apply to this requirement; the remainder is applied to the Bioethics requirement above).

Research (30 Credits)

Complete at least 30 credits of doctoral research from below.

- BIOL 899 - Dissertation Research 1-99 *Credit(s)*

Graduate Certificate

Biotechnology (Certificate)

Biology Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five courses.

Statute of limitations: Three years

Course Requirements

Elective Courses (15 Credits)

Complete five from below.

At least two courses must be from the list of laboratory courses.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 634 - Methods in Phylogenetics and Macroevolutionary Analysis 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 691 - Seminar in Developmental Biology 3 *Credit(s)*
- BIOL 693 - Seminar in Neurobiology 3 *Credit(s)*

Laboratory Courses

Biology

BIOL 506 - Marine and Coastal Ecological Research

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course emphasized supervised independent research into the adaptations and interactions of organisms of Nantucket's beaches, salt marshes, sand dunes, watershed, and embayments. Students will be exposed to tools, techniques and statistical analyses used in community ecology, oceanography and related fields. Individualized research projects have included in the past a wide variety of topics such as plant/animal interactions in the marsh, impact of nitrogen on marsh plants, and the impact of tidal cycles on plankton community dynamics.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

035569:1

BIOL 514 - Developmental Biology

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course studies plant function with emphasis on nutrition, translocation, metabolism, signal transduction and gene expression, photosynthesis and respiration, hormonal controls during vegetative and reproductive growth, and responses to environmental signals and stresses.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

032938:1

BIOL 518 - Neurobiology Lecture

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the nervous system, beginning at the membrane and cellular level and then moving on to the organization of sensory and motor systems. Special topics include the biological basis of various neurological and psychiatric diseases.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033084:1

BIOL 519 - Endocrinology Lecture

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course studies hormone physiology and biochemistry in the context of organismal regulation and coordination. Topics include hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis is placed on mammalian systems and on laboratory and clinical investigations of the endocrine system.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033085:1

BIOL 523 - Plant Physiology (Lecture only)

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033487:1

BIOL 527 - Molecular Biology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Intercampus exchange course

037944:1

BIOL 529 - Plant Life Lecture

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is an advanced survey of plant diversity, the major groups, their organization and reproduction, the elements of taxonomy and economic botany of vascular plants, and the major issues of conservation biology.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

032939:1

BIOL 533 - Marine Invertebrates Lecture

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an essential background for those planning to concentrate in organismic biology, evolution, ecology, or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033087:1

BIOL 534 - Microbiology

4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

This course focuses on the study of viruses, bacteria, algae, fungi, and protozoa, to include their characterization, classification, and relationship to humans and the environment. Lecture topics include microbial biochemistry, cell biology, genetics, taxonomy, pathogenic bacteriology, food and industrial microbiology, and ecology. The laboratory emphasizes aseptic techniques to isolate, culture, observe, and identify bacteria.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

032940:1

BIOL 539 - Comparative Animal Physiology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course considers physiological principles and problems in a phylogenetic perspective. An integrated view of physiological solutions from the cellular to organismal level is used to discuss adaptations to environments and constraints on life history. Major topics to be considered include temperature responses, biological clocks, allometry, respiration, circulation, energetics, locomotion, and salt and water balance.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

032941:1

BIOL 540 - Marine Mammal Biology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This upper-level course covers the biologic ecology of marine mammals (Pinnipeds, Cetaceans, Sirenians) with emphasis on applied populations population ecology and conservation issues. Topics include adaptations to marine environments, effects of human exploitation, case studies of population recovery, and multispecies interactions. Many topics make use of mathematical equations.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

032942:1

BIOL 542 - Ecology Lecture

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course studies population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033088:1

BIOL 545L - Biology in Society: Critical Thinking

3 Credit(s) | Seminar | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens. The specific thematic emphasis each semester is publicized by the Program.

Course Note

BIOL 545L and CRCRTH 645L are the same course.

This course is cross-listed as CRCRTH 645L

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Instructor consent required for enrollment

012897:2

BIOL 552 - Evolution (Lecture only)

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course focuses on evolution as the unifying concept of biology. Topics include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, and the evolution of man.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033491:1

BIOL 560 - Bioinformatics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides a fundamental overview of bioinformatics, which is the collection, organization, and analysis of biological information. Topics include data searches and sequence alignments, substitution patterns, phylogenetics, genomics, protein, and RNA structure prediction, and proteomics.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033492:1

BIOL 572 - Molecular Biology (Lecture only)

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course studies the molecular biology and biochemistry of gene expression in prokaryotes and eukaryotes. Topics include DNA structure/physical biochemistry, recombinant DNA technology, techniques in research, DNA synthesis, RNA synthesis, protein synthesis, operons, chromatin structure and gene regulation, oncogenes, hormones and growth factors and signal transductions, transposons, mutagenesis and repair, flowering, photosynthesis, development, circadian rhythms.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033493:1

BIOL 580 - Intro to Immunology Lecture

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is an introduction to the principles of immunology, including definition of antigens and antibodies, specificity of the immune response, immunoglobulin synthesis, cellular cooperation in the immune response, mechanism of inflammation, transplantation, and diseases associated with responsiveness of the immune system.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033089:1

BIOL 607 - Biostatistics and Experimental Design

Formerly An Introduction to Computational Data Analysis for Biology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will cover the basic statistical knowledge necessary for students in biology to design, execute, and analyze a basic research project. The course aims to have students focus on thinking about the biological processes that they are studying in their research and how to translate them into statistical models. The course will take a hands-on computational approach, teaching students the statistical programming language R. In addition to teaching the fundamentals of data analysis, we will emphasize several key concepts of efficient computer programming that students can use in a variety of other areas outside of data analysis.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

038771:1

BIOL 611 - Epigenetics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

How does the environment inside and outside an organism impact gene expression and cellular behavior? The answer, to some degree, is epigenetic regulation: the regulation of gene expression by chromosomal modifications, rather than by altering the genetic code directly. In this graduate-level course we will start to answer this question in more detail, and in the context of development by studying the regulation and role of specific epigenetic mechanisms in patterning and tissue specification during embryogenesis, regeneration, and disease.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

040578:1

BIOL 612 - Advanced Cell Biology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

011199:1

BIOL 615 - Immunology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Selected topics in immunology are studied in depth, using the current literature. Topics are chosen for relevance and current interest, or for their challenging, even controversial nature.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

011204:1

BIOL 617 - Biostatistics and Experimental Design Lab

*1.0 Credit(s) | Laboratory | Graded
for credit*

Description:

This lab will cover the practical application of statistical programming for data analysis in biology. As BIOL 607 itself focuses on the conceptual material surrounding experimental design, observational survey design, and the fundamentals of the analytic techniques required to analyze said experiments and surveys, this lab will focus instead on implementation of those technique. This lab is intended to be taken along with BIOL 607, to allow students to spend time developing mastery of programming and data analytic skills. It will stress computational techniques for how to deal with modern complex data sets, efficient computation, big data, and algorithmic approaches to likelihood and Bayesian statistical problems. See the lecture and lab website at <http://biol607.github.io> for more.

Enrollment Requirements:

Co-Requisite: BIOL 607

Instructor consent required for enrollment

Semester(s) typically offered: Fall

042302:1

BIOL 625 - Genomics and Biotechnology

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides an overview of genomics and covers topics such as mapping genomes, acquiring genomes and annotating genomes. Students will critically assess the genome projects from various organisms. Special emphasis will be given to technologies that contribute to and stem from the advances in genome sciences, including principles of sequencing, computational tools for gene annotation, functional genomic tolls for systems genetics, and technologies for massively parallel analyses of gene function. The applications of these techniques to various areas of biology will also be presented.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

037068:1

BIOL 634 - Methods in Phylogenetics and Macroevolutionary Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Evolutionary biology is unique in the biological sciences because it is, to a large extent, a historical discipline. In the absence of direct paleontological data one of the best resources we have for studying evolutionary history over very long timescales | phylogenetic biology. In the first part of this course, students

will survey the theory and application of modern phylogeny inferences. In the second part of this course, students will learn the important theory and practical methods of phylogenetic comparative biology - the use of inferred trees in evolutionary inferences. This course will consist of a combined weekly lecture & computer lab; regular computer exercises; and two independent projects in which the students may use their own dataset or one obtained from an online data repository.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

038772:1

BIOL 635 - Population Genetics and Diversity

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A quantitative approach to the concept of populations and the evolutionary forces affecting them. The course analyzes the interactions among forces and the resulting dynamics of population structure. Toward the end of the semester, the course shifts its primary emphasis from lecture to discussion in order to cover current topics in population genetics. Topics include the theory and application of tools necessary for assaying genetic variation in natural populations, DNA fingerprinting in forensics, the evolution of sex, and the genetics of rare and endangered species.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

011222:1

BIOL 637 - Climate Change: Mechanisms and Biological Impacts

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Responses of organisms to past and current changes in climate. Broadly follows topics addressed by the IPCC: Science of climate change, expected impacts, and possible adaptations.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033524:1

BIOL 638 - Advanced Ecology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K-selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A

weekly tutorial provides the opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

011226:1

BIOL 639 - Conservation Biology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The principles of conservation biology are drawn from such various subdisciplines of biology as ecology, genetics, evolution, and biogeography. The course begins with an analysis of the distribution of biodiversity, proceeds to examine the patterns of biodiversity loss at all levels, from genes to ecosystems, and finishes with a discussion of the causes, consequences, and solutions of the crisis. Topics include assessment and monitoring of species diversity, conservation genetics, the theory of island biogeography, habitat loss and forest fragmentation, human impacts on biodiversity, the design of nature reserves, economic valuation of biodiversity, and sustainable use of biodiversity.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

011228:1

BIOL 646 - Disease Ecology

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This graduate seminar (along with the optional lab BIOL 647) will focus on current ecological theory in disease ecology. Ecological and evolutionary topics discussed in class will partially represent student interests and may include core microbiome analysis, evolution of symbiosis, comparative germ-free and gnotobiotic studies, historical contingency and co-infection in symbiont establishment, host development and colonization resistance, immunomics, or host immunity vs environmental determinants of symbiotic communities. This seminar will be taught alongside the optional data analysis lab BIOL 647. Students can sign up for either course separately or both together.

041920:1

BIOL 647 - Data Analysis for Disease Ecology

1 Credit(s) | Laboratory | Graded

Not repeatable for credit

Description:

Next-generation sequencing data are becoming an integral part of disease ecology. For targeted amplicon sequencing to transcriptomics and metagenomics, these robust datasets can transform our understanding of host-pathogen interactions in complex environments. In particular, microbiomes are increasingly being

studied for their symbiotic relationships with hosts, influence on host-pathogen dynamics, and their role in ecosystem processes. Analysis of these data requires the use of a suite of bioinformatics pipelines and analysis tools. In this workshop style class students will gain hands-on experience with next generation datasets. The focus will be on analysis of microbiome data, but can be applied in broader contexts to other data from next-generation sequencing from targeted amplicon sequencing to shotgun transcriptomics and metagenomics. Special topics will range from calculation and analysis of alpha and beta diversity to co-occurrence analysis, and from differential abundance analysis to complex multivariate statistics for time series data. Students will be given the opportunity to work with their own data as well as instructor-provided tutorial data and gain experience with QIIME2, R as well as other command line tools. This lab will be taught alongside the optional graduate seminar BIOL 646. Students can sign up for either course separately or both together.

041921:1

BIOL 650 - Scientific Communication

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Required of all master's and doctoral students; usually taken in the second year. The course covers the storage and retrieval of scientific information (including searching of computerized data bases), the design of tables, figures, and other graphics, the writing of technical reports and papers, and the preparation of posters and publications. Writing, oral presentations and other assignments, and attendance at the weekly departmental seminar, are required.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

011234:1

BIOL 652 - Biological Diversity and Evolution

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is an inquiry into the origin and evolution of patterns of biological diversity. It begins with an overview of the biogeochemical history of the Earth, theories of origin of life, diversification of metazoans during the Phanerozoic, and the nature and causes of periodic mass extinction events. Biological diversity is considered at molecular, population, and community levels.

Course Note

This course counts toward the required core in the Environmental Sciences/Environmental Biology PhD track.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

011237:1

BIOL 653 - Current Literature in Biology

1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
 Repeatable for credit - total credits: 99 / total completions: 99

Description:

A series of one-credit seminar courses focusing on subfields of environmental biology, to help students develop the habit of keeping up with recent developments through reading scientific journals. The seminars also provide a forum for oral presentations where students can get comment and critique on their scientific progress. Students must take a minimum of five seminars, for a total of five credits. This course is part of the required core in both the Environmental Sciences/Environmental Biology and MCOB PhD tracks.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

011238:1

BIOL 654 - Sustainability Science: Environment, Economy and Equity

3 Credit(s) | Lecture | Graded
 Not repeatable for credit

Description:

Sustainability science is an emerging field combining tools from biology, ecology, evolution, economics and sociology (as well as political science, history and philosophy) to address complex problems of society's relationship with the natural world and natural resources. This course gives an overview of key issues in sustainability science, including oncoming climate change, economic globalization, population growth and movement, biodiversity loss and homogenization, fossil fuel use and alternative energy sources. It models a 'problem-based' approach to scientific research, in contrast to a more traditional 'tool-based' approach. It explicitly explores the interface between research and a policy action. Drawing on our own research and that of others, we focus particularly on the relationships among ecosystem services, economics, and equity across social groups, gender, and geography. At the end of the semester, UMB will hold an inter-departmental, public mini-symposium featuring 3-4 eminent speakers on sustainability science, along with opportunities for student interaction.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

039836:1

BIOL 664 - Bioinformatics for Molecular Biologists

3 Credit(s) | Lecture | Graded
 Not repeatable for credit

Description:

The research of molecular biologists is facilitated by the numerous bioinformatics tools available on the Internet. The topics include DNA and protein sequence databases, sequence alignment, searching databases, gene structure, protein-function prediction, molecular evolution and whole genome sequences. The laboratory emphasizes hands-on experience and problem solving, and how to avoid being misled by errors in databases and improper use of computer programs.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

011274:1

BIOL 672 - Directed Readings in Biology

1-3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides selected readings in advanced areas of biology with guidance and regular discussion.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Department consent required for enrollment

011282:1

BIOL 673 - Directed Readings

1-3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 6

Description:

This course provides selected readings in advanced areas of biology with guidance and regular discussion.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Instructor consent required for enrollment

011295:1

BIOL 674 - Cell Signaling

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will systematically investigate cell communication mechanisms, with an emphasis on developmental examples of cell signaling. General properties of signaling cascades will be discussed, followed by specific examples of conserved signaling pathways, such as Notch, Wnt, Hedgehog, TGF/BMP, JAK/STAT, nuclear receptors; and receptor tyrosine kinases (RTKs). Normal and aberrant receptor signaling will be examined using experimental evidence obtained in model genetic organisms. Implications of disrupting cell communication pathways in human disease will be discussed. The course will emphasize readings from the current literature. Upon completion of this course, students will have a solid understanding of the molecular mechanisms and control principles of cellular communication in normal and pathological conditions.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

033520:1

BIOL 676 - Advanced Molecular Biology Lecture

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A lecture-only course covering the same material as BIOL 675; no lab work is required.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

Instructor consent required for enrollment

011304:1

BIOL 677 - Advanced Eukaryotic Genetics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A broad spectrum of readings in plant, animal, and fungal genetics on such topics as segregation distortion, the control of sex determination, modes of asexual reproduction, inheritance of cytoplasmic genomes, self-incompatibility systems, transposable elements, and genetic mapping.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

011306:1

BIOL 680L - Physical Biochemistry

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course serves as an introduction to analytical methods and instrumentation available to the interdisciplinary scientist. While no course can be comprehensive in this field, this course will examine a broad base of analytical methods through introductory theory and will highlight applications and recent developments in these methods through current primary literature.

Course Note

BIOL 680L and CHEM 680L are the same course.

This course is cross-listed as CHEM 680L

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

001010:1

BIOL 681 - Network Biology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This graduate course introduces the students to an emerging field of Network Biology. The course covers general properties of biological networks, and continues with an in-depth treatment of the properties of the transcriptional, metabolic, protein-protein interaction, and signaling networks. Special emphasis is given to the technical advances in collection and analysis of high throughput data and to the associated information repositories. Reading assignments are largely based on the current literature in the field, through two texts will be recommended as additional resources. Exercises in a computer lab will give students hands-on experience with biological network analysis.

Course Note

The course is intended primarily for Ph.D. and master's students but is open to advanced undergraduates by permission of instructor.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

037069:1

BIOL 682 - GENOME STABILITY: DNA DAMAGE AND REPAIR

3.0 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will cover major causes (endogenous and exogenous) of DNA damage in cells, different types of DNA damage, and DNA damage repair pathways in prokaryotic and eukaryotic organisms. We will go over the DNA damage repair pathways that the cell uses, including cell cycle/DNA damage checkpoints, to repair damaged DNA upon exposure to exogenous DNA damage or endogenous DNA damage during natural developmental processes. We will also study how chromatin modification and epigenetics regulates DNA damage repair. CRISPR/Cas9 technology that is based on homologous and non-homologous DNA damage repair will also be covered. Cells have evolved a multitude of mechanisms to recognize and repair different kinds of DNA damage (stalled replication forks, DNA double-strand breaks, DNA mismatches, abasic sites, damaged nucleotides, etc) to preserve genome stability. DNA damage contributes to aging and in higher eukaryotes, such as humans, defective responses to DNA damage can cause genome instability and mutation overload, resulting in a number of diseases. These include cancers, neurodegenerative diseases, developmental syndromes, and many more. In this course, we will also learn how different model systems (including yeast, drosophila, zebra fish, mice and human cells) are studied in the laboratory to answer questions concerning DNA damage and genomic instability.

Enrollment Requirements:

Graduate degree student in Biology or permission

Instructor consent required for enrollment

Semester(s) typically offered: Fall

042303:1

BIOL 691 - Seminar in Developmental Biology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Current problems in developmental biology. Topics include molecular and cellular differentiation, and pattern determination.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

033439:1

BIOL 693 - Seminar in Neurobiology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Discussion of current literature in neuropharmacology and drug and behavior interactions. Combination of lectures and student presentations.

Enrollment Requirements:

Pre-requisite = Graduate degree Biology, Integrative Biosciences, Computational Science student or permission

001027:1

BIOL 694 - Research Experimentation in Biology

3 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This independent study provides students with sustained experience in a research laboratory. Each student pursues a specific research project, which may originate in a public or private sector laboratory or at the University. Each student's project should involve the student in ideas and laboratory skills and should permit the student to produce work of publishable quality.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Instructor consent required for enrollment

011316:1

BIOL 697 - Special Topics in Biology

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

A field of current interest in biology is examined in detail.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Instructor consent required for enrollment

031905:1

BIOL 698 - Projects in Biology

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 6

Description:

A substantial written report based on library research or an original project such as curriculum design, design of teaching aids and exercises, or critique of a book or theory. No more than 6 credits of this course may be applied to the master's degree.

Course Note

The credits may be applied over more than one semester. BIOL 698 and BIOL 699 are mutually exclusive.

Enrollment Requirements:

Pre-requisite = Graduate degree student in Biology or permission.

Instructor consent required for enrollment

011334:1

BIOL 699 - Thesis Research

1-10 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 99 / total completions: 10

Description:

Substantial laboratory or field research resulting in a master's thesis.

Course Note

No more than 10 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester. Students may not receive credit for both BIOL 698 and BIOL 699.

Enrollment Requirements:

Pre-requisite: Graduate student in Master of Biology.

Instructor consent required for enrollment

011336:1

BIOL 899 - Dissertation Research

1-99 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 999 / total completions: 99

Description:

These are course credits for research conducted under the supervision of members of the faculty within the Biology Department and leading to the presentation of a doctoral dissertation within one of the PhD programs housed within the Biology department.

Enrollment Requirements:

Pre-requisite: Biology PhD, Computational Sciences or Integrative Biosciences students.

Instructor consent required for enrollment

011346:1

Chemistry

Website <https://www.umb.edu/science-mathematics/academics/chemistry/>

Office University Hall, 3rd Floor, Room 3230

617.287.6130

Chemistry@umb.edu

Department Chair Michelle Foster, PhD

Michelle.Foster@umb.edu

617.287.6096

Integrated Sciences Complex, 3rd Floor, Room 3450

Master's

Chemistry (MS)

Chemistry Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete a minimum of 33 credits from nine courses including one core course, five additional graduate-level courses, four seminar courses, and one thesis course.

Students must pass a literature seminar in the first year of study.

Capstone: Complete and defend a master's thesis based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Course (4 Credits)

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
or
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Additional Graduate-Level Courses (17 to 20 Credits)

Complete at least five courses from below.

At least three must be CHEM courses.

It is recommended that students take the core courses for the PhD track that aligns with their research specialization.

Up to two courses may be from other departments with approval of the student's research advisor and the graduate program director.

Green Chemistry

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Biological Chemistry

- CHEM 658 - Medicinal Chemistry *4 Credit(s)*
- CHEM 680L - Physical Biochemistry *3 Credit(s)*
- CHEM 681 - Medical Biochemistry *4 Credit(s)*

Chemistry Education Research

- CHEM 641 - Chemistry and Biochemistry Education Research on Learning, Learning Environments, and Teaching *4 Credit(s)*
- ENVSCI 611 - Applied Statistics *3 Credit(s)*
or
- BIOL 607 - Biostatistics and Experimental Design *3 Credit(s)*
- HIGHED 752 - Research Methods in Higher Education: Qualitative Analysis *3 Credit(s)*
or
- PSYCLN 775 - Qualitative Methods in Clinical Psychology *3 Credit(s)*
or
- SOCIOL 609L - Qualitative Methods and Field Research *3 Credit(s)*
- PSYDBS 623 - Cognitive Neuroscience *3 Credit(s)*
or
- PSYDBS 762 - Knowledge Acquisition *3 Credit(s)*

Organic Chemistry

- CHEM 621 - Organic Synthesis & Mechanisms *4 Credit(s)*
- CHEM 622 - Physical Organic Chemistry *4 Credit(s)*
- CHEM 658 - Medicinal Chemistry *4 Credit(s)*
- CHEM 689 - Topics in Organic Chemistry *3 Credit(s)*

Inorganic Chemistry

- CHEM 611 - Organometallic Catalysis *4 Credit(s)*
- CHEM 612 - Physical Inorganic Chemistry *4 Credit(s)*

Physical/Analytical Chemistry

- CHEM 601 - Thermodynamics & Kinetics *4 Credit(s)*
- CHEM 602 - Quantum Mechanics & Spectroscopy *4 Credit(s)*
- CHEM 661 - Analytical Instrumentation *4 Credit(s)*

Graduate Seminar (4 Credits)

Take one from below each semester.

- CHEM 691 - Seminar I *1 Credit(s)* (Fall)
- CHEM 692 - Seminar II *1 Credit(s)* (Spring)

Thesis Course (8 Credits)

- CHEM 699 - Master's Thesis *1-10 Credit(s)*

Literature Seminar

During the second semester of enrollment, students are expected to fulfill their literature seminar requirement. The literature seminar requires students to deliver a talk presenting current research on a topic of interest.

Students work closely with their advisor and the seminar instructor to obtain approval for their topic and to prepare for the presentation.

Doctorate

Chemistry (PhD)

Chemistry Department | College of Science and Mathematics

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete a minimum of 60 credits from at least 15 courses including one core course, five track courses, six graduate seminars, and a minimum of 20 credits in dissertation courses.

Students must pass a literature seminar in the first year of study.

Track: Students must select a track from green chemistry, biological chemistry, chemistry education research, organic chemistry, inorganic chemistry, or physical/analytical chemistry.

Doctoral candidacy: Pass four written qualifying exams (at least two of which are in the track), and an oral qualifying exam.

Dissertation: Candidates must complete and defend a dissertation based on original research.

Statute of limitations: Seven years.

Course Requirements

Core Course (4 Credits)

- CHEM 631 - Chemical Toxicology *4 Credit(s)*
or
- CHEM 671 - Introduction to Green Chemistry *4 Credit(s)*

Track Courses (15 to 20 Credits)

Complete five courses required for one of the tracks below.

Green Chemistry Track

Biological Chemistry Track

Chemistry Education Research Track

Organic Chemistry Track
Inorganic Chemistry Track
Physical/Analytical Chemistry Track

Graduate Seminar (6 Credits)

Take one from below each semester.

- CHEM 691 - Seminar I 1 Credit(s) (Fall)
- CHEM 692 - Seminar II 1 Credit(s) (Spring)

Dissertation Course (20 Credits)

- CHEM 899 - Dissertation Research 1-10 Credit(s)

Literature Seminar

During the second semester of enrollment, students are expected to fulfill their literature seminar requirement. The literature seminar requires students to deliver a talk presenting current research on a topic of interest.

Students work closely with their advisor and the seminar instructor to obtain approval for their topic and to prepare for the presentation.

Chemistry

CHEM 561 - Formative Assessment in Chemistry Teaching

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course, designed for middle and high school chemistry teachers with at least three years of experience in teaching chemistry, focuses on designing, adapting, and using formative assessments that elicit students' chemical thinking. Throughout the course, teachers build and analyze assessment portfolios and annotated chemistry formative assessment tools that illustrate how different learners' chemical thinking is elicited, and assessment snapshots that capture formative assessment classroom implementation. Perspectives of responsive teaching and chemical thinking are applied to analyzing formative assessment tools and making sense of learners' responses to formative assessments from various chemistry instructional materials or designed by teachers taking the course.

040298:1

CHEM 562 - Chemistry Classroom Discourse

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course, designed for middle and high school chemistry teachers with at least three years of experience in teaching chemistry, focuses on facilitating and analyzing classroom discourse when implementing chemistry formative assessments. Throughout the course, teachers continue to build and analyze assessment portfolios and annotated formative assessment tools, as well as assessment snapshots that capture formative assessment classroom implementation. This course builds on understanding of chemistry formative assessments and focuses on analyzing classroom discourse, specifically studying teaching purposes, relationships of teacher-student and student-student discourse to chemistry content, communicative approaches, patterns of discourse, and teacher decision making and interventions.

Enrollment Requirements:

Pre-req: CHEM 561

040299:1

CHEM 601 - Thermodynamics & Kinetics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Advanced physical chemistry with an emphasis on thermodynamics, chemical kinetics, and statistical mechanics with applications to problems in chemistry.

Instructor consent required for enrollment

011871:1

CHEM 602 - Quantum Mechanics & Spectroscopy

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Advanced physical chemistry with an emphasis on modern theories of the structure of matter, including the principles of quantum mechanics, the electronic structure of atoms and molecules, chemical bonding, and atomic and molecular spectra.

Instructor consent required for enrollment

011873:1

CHEM 611 - Organometallic Catalysis

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

CHEM 611 is an advanced inorganic graduate course with a focus on transition metal organometallic chemistry. The structural and electronic properties of transition metal organometallic complexes are discussed using ligand field theory to develop an advanced understanding of transition metal-ligand bonding interactions. Characteristic transition metal mediated chemical transformations are discussed and their application in catalytic transformations of organic substrates and small molecule activation (proton

reduction, water oxidation, CO₂ reduction, N₂ reduction) discussed.

Instructor consent required for enrollment

011877:1

CHEM 612 - Physical Inorganic Chemistry

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Study of the physical chemistry aspects of modern inorganic chemistry. Ligand field is applied via symmetry derived group theory principles to understand structural and spectroscopic properties of organic chromophores and transition metal complexes. Advance theories of inorganic photochemistry and electrochemistry are covered and their application discussed with respect to renewable energy technologies, e.g. solar energy and carbon dioxide conversion.

Enrollment Requirements:

Pre-req = Graduate student in CHEM or permission of instructor

011875:1

CHEM 621 - Organic Synthesis & Mechanisms

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Discussion of the mechanisms of fundamental reactions used in organic synthesis. Critical analysis of the tactics and strategy of the use of these reactions for the construction of organic compounds.

Instructor consent required for enrollment

011878:1

CHEM 622 - Physical Organic Chemistry

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Modern theories of organic reaction mechanisms, particularly the use of physical-chemical principles to predict the effect of changing reaction variables, especially reactant structures, on reactivity. The structure, stability, and reactivity of carbanions and carbocations, as well as SN₁ and SN₂ reactions, are discussed. Molecular orbital theory and symmetry as applied to organic reactions is also a focus.

Instructor consent required for enrollment

011880:1

CHEM 631 - Chemical Toxicology

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Designing safer chemicals requires a comprehensive and systematic approach based on the contribution of multi-disciplinary and interdisciplinary investigators. This course focuses on understanding the structure-hazard relationship, and on minimizing the intrinsic toxicity of new drug candidates before synthesis even begins.

Enrollment Requirements:

Pre-requisite = Graduate student in Chemistry

035570:1

CHEM 641 - Chemistry and Biochemistry Education Research on Learning, Learning Environments, and Teaching

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is a survey of research in chemistry and biochemistry education on learning, learning environments, and instructional approaches. Students will learn from major research studies in each of the three areas, and will focus on implications for the practice of teaching chemistry and biochemistry in undergraduate courses, and also high school courses where appropriate. Topics on learning include cognitive models of reasoning in problem solving, visuo-spatial abilities and visualization in chemistry and biochemistry, conceptual change theories underlying learning progressions, and metacognition. Topics on learning environments include social discourse models applied to laboratory learning environments and online course/web-based environments. Topics on instructional approaches include studies on student impacts of popular and widespread pedagogical approaches, such as clickers, peer-tutoring, problem-based learning, and Process-Oriented Guided Inquiry Learning (POGIL). The overarching theoretical paradigm on learning, learning environments, and teaching that will be analyzed critically through all topics studied is constructivism. The course provides a basic introduction to qualitative and quantitative methods as used in papers that are studied for each topic. Each student will conduct a mini-experiment, and will collect and analyze pilot data either in an undergraduate or high school chemistry or biology class, and then compare to the results or implications of one of the research papers studied in the course.

038640:1

CHEM 651 - Spectrometric Identification of Organic Compounds

4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

A survey of spectral methods for organic structure determination. This course will introduce the major spectroscopic techniques with an emphasis on the application to structural analysis. The basic theory and methodology of each type of spectroscopy will be presented. Topics covered include IR, UV-vis, NMR, and mass spectrometry.

033020:1

CHEM 658 - Medicinal Chemistry

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This graduate and upper-level professional course presents the principles of medicinal chemistry. It is an introduction to drug development, organized along the following main lines: drug discovery process, drug structure and ADME properties, lead discovery and optimization, structure-activity relationship, computer-aided drug design, combinatorial chemistry, drugs from natural sources, pharmacokinetics, drug metabolism, drug and analog synthesis and overview of major drug targets, such as biological membranes, receptors, enzymes, nucleic acids among others. Intellectual property protection, preclinical and clinical trials and approval process are also discussed.

Enrollment Requirements:

Pre-req = CHEM 252 or equivalent

011882:1

CHEM 661 - Analytical Instrumentation

*4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit*

Description:

This course provides a survey of the different types of instrumentation that is in the chemist's tool box. The advantages and disadvantages will be stressed in effort to develop the insight necessary to choose the right tool for the problem at hand. We will use several of these tools in the laboratory portion of the course.

Course Note

Chem 661 is the graduate version of our undergraduate Analytical Instrumentation course, Chem 361.

037004:1

CHEM 666 - Electrochemistry

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides an advanced study in the field of electrochemistry. Electro-chemistry will include an overview of the theories of ionics, electrodiscs, and charge transfer. These theories will then be applied to the understanding of a variety of electroanalytical techniques and electrochemical applications such as contemporary batteries and fuel cells. Electroanalytical techniques to be discussed include static and dynamic methods for application of controlled voltage (potentiometric) and controlled current (coulometric) as well as ion detection, electro-separation, and conductometric methods. Specific topics emphasized will include electrochemical instrumentation, reference electrodes, cyclic voltammetry, microelectrochemistry, and contemporary ion selective electrode analysis.

032555:1

CHEM 671 - Introduction to Green Chemistry

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The goal of this course is to provide a global perspective on Green Chemistry. The first of three sections will identify an environmental problem such as global warming, ozone depletion, or water pollution. The second section will look at real-world implications of Green Chemistry-for example, from a manufacturing, toxicological, or economic perspective. The third section will present an array of representative topics: renewable energy, atmospheric chemistry, chemical reactions in water and soil, or benign chemical syntheses, for example. Combined, the three sections provide an understanding of chemistry designed to benefit society and provide pathways to minimize environmental impact.

Enrollment Requirements:

Pre-req = Graduate students in CHEM only

011891:1

CHEM 680L - Physical Biochemistry

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course serves as an introduction to analytical methods and instrumentation available to the interdisciplinary scientist. While no course can be comprehensive in this field, this course will examine a broad base of analytical methods through introductory theory and will highlight applications and recent developments in these methods through current primary literature.

Course Note

BIOL 680L and CHEM 680L are the same course.

This course is cross-listed as BIOL 680L

001010:2

CHEM 681 - Medical Biochemistry

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Chem 681 is an overview of the biochemical reactions of the human body in health and disease. A previous knowledge of fundamental biochemistry is necessary for understanding the course material. The connections of basic biochemical concepts to physiological and pathophysiological processes will be discussed during this lecture. Topics include among others, Protein Folding & Misfolding, Organ Specialization of Human Metabolism, Metabolic Diseases, Free Radicals and Ageing, Nutrition, Molecular Biology of Diseases, Hormones, Biochemistry of Blood, the Extracellular Matrix, Muscle and the

Cytoskeleton, and the Sensory Systems.

Enrollment Requirements:

Pre-req= graduate student

037005:1

CHEM 687 - Topics in Chemistry

1-10 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 99 / total completions: 99

Description:

Graduate-level readings in various areas of chemistry under the supervision of a faculty member.

Department consent required for enrollment

031906:1

CHEM 689 - Topics in Organic Chemistry

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Discussions of selected topics of current interest in organic chemistry. Open to graduates and advanced undergraduates.

001011:1

CHEM 691 - Seminar I

1 Credit(s) | Lecture | Satisfactory and Graded

Repeatable for credit - total credits: 99 / total completions: 99

Description:

Students take CHEM 691 or 692 during every semester they are enrolled in the program.

011894:1

CHEM 692 - Seminar II

1 Credit(s) | Lecture | Satisfactory and Graded

Repeatable for credit - total credits: 99 / total completions: 99

Description:

Students take CHEM 691 or 692 during every semester they are enrolled in the program.

011895:1

CHEM 696 - Independent Study

1-8 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 16 / total completions: 4

Description:

Study of a particular area of chemistry under the supervision of a faculty member.

Department consent required for enrollment

011897:1

CHEM 697 - Special Topics

1-8 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 16 / total completions: 4

Description:

A field of current interest in chemistry is examined in detail.

011892:1

CHEM 699 - Master's Thesis

1-10 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 20 / total completions: 5

Description:

Open to degree candidates.

Department consent required for enrollment

011899:1

CHEM 899 - Dissertation Research

1-10 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 50 / total completions: 10

Description:

Research, conducted under faculty supervision, which leads to the presentation of a doctoral dissertation.

032333:1

Computational Sciences

Website <https://www.umb.edu/academics/program-finder/computational-sciences-phd/>

Program Director Ricardo Castano-Bernard, PhD

R.CastanoBernard@umb.edu

617.287.3283

Science Center, 3rd Floor, Room 83

Doctorate

Computational Sciences (PhD)

Computational Sciences Program | College of Science and Mathematics

About the Program

Admission Requirements

Program Requirements

Complete 64 to 70 credits from at least 15 courses including 40 credits of course work from four core courses, five track courses, three electives, and four credits of research seminar; and 20 credits of dissertation research.

Track: Students must choose a track in data analytics, bioinformatics, or computational physics.

Doctoral candidacy: Pass a comprehensive examination after completion of 30 credits of course work. This examination consists of two parts; written and oral. Passing the written examination is a prerequisite to enter the oral examination.

Dissertation: Compose and defend a dissertation based on original research.

Minimum grade: No course with a grade below B may be applied toward program requirements.

Statute of limitations: Seven years.

Course Requirements

Core Courses (16 Credits)

- MATH 625 - Numerical Analysis *4 Credit(s)*
- MATH 626 - Numerical Linear Algebra *4 Credit(s)*
- MATH 647 - Probability Models *4 Credit(s)*
- MATH 648 - Computational Statistics *4 Credit(s)*

Track Courses (15 to 18 Credits)

Complete five courses. Three courses from your declared track and one course from each of the other two tracks.

Data Analytics Courses:

- CS 624 - Analysis of Algorithms *3 Credit(s)*
- CS 670 - Artificial Intelligence *3 Credit(s)*

- CS 671 - Machine Learning 3 *Credit(s)*
- CS 724 - Topics in Algorithm Theory and Design 3 *Credit(s)*

Computational Physics Courses:

- PHYSIC 610 - Topics in Medical Imaging 4 *Credit(s)*
- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics 4 *Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists 4 *Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory 4 *Credit(s)*
- BIOL 370 Molecular Biology (see Undergraduate Catalog)
- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- CS 612 - Algorithms in Bioinformatics 3 *Credit(s)*

Electives (9 to 12 Credits)

Complete three courses from below. Additional track courses from above may be applied toward this requirement with permission of the graduate program director.

- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- CHEM 601 - Thermodynamics & Kinetics 4 *Credit(s)*
- CHEM 602 - Quantum Mechanics & Spectroscopy 4 *Credit(s)*
- CS 630 - Database Management Systems 3 *Credit(s)*
- CS 636 - Database Application Development 3 *Credit(s)*
- CS 680 - Object-Oriented Design and Programming 3 *Credit(s)*
- CS 681 - Object-Oriented Software Development 3 *Credit(s)*
- CS 682 - Software Development Laboratory I 3 *Credit(s)*
- MATH 648 - Computational Statistics 4 *Credit(s)*

Research Seminars (4 Credits)

Consult with you advisor for course options.

Dissertation (20 Credits)

Complete 20 credits of dissertation research by registering for a science dissertation course to be approved by your faculty advisor.

Computer Science

Website <https://www.umb.edu/science-mathematics/academics/computer-science/>

Office McCormack Hall, 3rd Floor, Room 211
617.287.6475
csinfo@umb.edu

Department Chair Marc Pomplun, PhD
Marc.Pomplun@umb.edu
617.287.6443
McCormack Hall, 3rd Floor, Room 201-09

Master's

Computer Science (MS)

Computer Science Department | College of Science and Mathematics

About the Program
Admission Requirements

Program Requirements

Complete a minimum of 30 credits from at least ten courses including two object-oriented software development courses, two theoretical electives, and at least six applied electives.

Capstone: Complete a software engineering project as part of CS 681 and 682 or a master's thesis which requires a minimum GPA of 3.5 and approval of the graduate program director.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program. A student may not choose to take an additional course in lieu of a course in which he or she has earned a low grade.

Minimum grade: No courses with a grade below C may be applied toward the program. No more than two courses with a grade below B- may be applied toward the program.

Course level: At least 24 credits for the program must be from courses at the 600-level or higher. With the exception of CS 485, all 400-level computer science courses are considered graduate-level courses.

Statute of limitations: Seven years.

Course Requirements

Object-Oriented Software Development (6 Credits)

- CS 681 - Object-Oriented Software Development 3 *Credit(s)*
- CS 682 - Software Development Laboratory I 3 *Credit(s)*

Theoretical Electives (6 Credits)

Take two from below.

- CS 620 - Theory of Computation 3 *Credit(s)*
 - CS 622 - Theory of Formal Languages 3 *Credit(s)*
 - CS 624 - Analysis of Algorithms 3 *Credit(s)*
 - CS 720 - Logical Foundations of Computer Science 3 *Credit(s)*
 - CS 724 - Topics in Algorithm Theory and Design 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 420 Introduction to the Theory of Computation
 - MATH 470 Mathematical Logic

Applied Electives (18 Credits)

Take six from below.

Student approved for a master's thesis may take three credits of CS 699 - Research for MS Thesis.

- CS 613 - Applied Cryptography 3 *Credit(s)*
 - CS 615 - User Interface Design 3 *Credit(s)*
 - CS 630 - Database Management Systems 3 *Credit(s)*
 - CS 634 - Architecture of Database Systems 3 *Credit(s)*
 - CS 636 - Database Application Development 3 *Credit(s)*
 - CS 637 - Database-Backed Websites 3 *Credit(s)*
 - CS 646 - Computer Communications Networks 3 *Credit(s)*
 - CS 648 - Wireless Networks and Mobile Computing 3 *Credit(s)*
 - CS 651 - Compiler 3 *Credit(s)*
 - CS 670 - Artificial Intelligence 3 *Credit(s)*
 - CS 672 - Neural Networks 3 *Credit(s)*
 - CS 675 - Computer Vision 3 *Credit(s)*
 - CS 680 - Object-Oriented Design and Programming 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 410 Introduction to Software Engineering
 - CS 411 Competitive Programming
 - CS 444 Operating Systems
 - CS 446 Introduction to Internetworking
 - CS 450 Structure of Higher Level Languages
 - CS 445 Real-Time Systems
 - CS 460 Graphics

Doctorate

Computer Science (PhD)

Computer Science Department | College of Science and Mathematics

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 48 credits from seventeen courses including four object-oriented software development courses, two theoretical electives, six applied electives, two additional theory courses, two additional electives and fifteen credits of dissertation research. The first 30 credits of course work are subject to the requirements of the Computer Science (MS) program.

Doctoral candidacy: Successful completion of a written exam after completion of 30 credits and an oral exam after completion of 48 credits. Both exams may be retaken once.

Dissertation: Compose and defend a dissertation based on original research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive the MS degree en route to the PhD. To qualify, students must complete the requirements outlined in the Computer Science (MS) program.

GPA: A minimum GPA of 3.5 must be maintained throughout the program.

Residency: At least one year in the program must be completed as a full-time student.

Statute of limitations: Eight years.

Course Requirements

Object-Oriented Software Development (12 Credits)

- CS 680 - Object-Oriented Design and Programming *3 Credit(s)*
- CS 681 - Object-Oriented Software Development *3 Credit(s)*
- CS 682 - Software Development Laboratory I *3 Credit(s)*

Required Theoretical Courses (6 Credits)

- CS 720 - Logical Foundations of Computer Science *3 Credit(s)*
- CS 724 - Topics in Algorithm Theory and Design *3 Credit(s)*

Theoretical Electives (6 Credits)

Take two from below.

- CS 620 - Theory of Computation *3 Credit(s)*
- CS 622 - Theory of Formal Languages *3 Credit(s)*
- CS 624 - Analysis of Algorithms *3 Credit(s)*
Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 420 Introduction to the Theory of Computation
- MATH 470 Mathematical Logic

Applied Electives (18 Credits)

Take six from below.

- CS 615 - User Interface Design *3 Credit(s)*

- CS 630 - Database Management Systems 3 *Credit(s)*
 - CS 634 - Architecture of Database Systems 3 *Credit(s)*
 - CS 636 - Database Application Development 3 *Credit(s)*
 - CS 637 - Database-Backed Websites 3 *Credit(s)*
 - CS 646 - Computer Communications Networks 3 *Credit(s)*
 - CS 648 - Wireless Networks and Mobile Computing 3 *Credit(s)*
 - CS 651 - Compiler 3 *Credit(s)*
 - CS 670 - Artificial Intelligence 3 *Credit(s)*
 - CS 675 - Computer Vision 3 *Credit(s)*
- Undergraduate Courses (see Undergraduate Catalog for descriptions):
- CS 410 Introduction to Software Engineering
 - CS 411 Competitive Programming
 - CS 444 Operating Systems
 - CS 446 Introduction to Internetworking
 - CS 450 Structure of Higher Level Languages
 - CS 445 Real-Time Systems
 - CS 460 Graphics

Additional Electives (6 Credits)

Take two additional computer science courses.

Dissertation Research (15 Credits)

- CS 899 - PhD Dissertation Research 1-9 *Credit(s)*

Graduate Certificate

Database Technology (Certificate)

Computer Science Department | College of Science and Mathematics
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete twelve credits from four courses including three core courses and one elective.

Statute of limitations: Three years.

Course Requirements

Core Courses (9 Credits)

- CS 615 - User Interface Design 3 *Credit(s)*
- CS 630 - Database Management Systems 3 *Credit(s)*
- CS 634 - Architecture of Database Systems 3 *Credit(s)*

Elective (3 Credits)

Take one from below.

- CS 636 - Database Application Development 3 *Credit(s)*
- CS 637 - Database-Backed Websites 3 *Credit(s)*

Computer Science

CS 612 - Algorithms in Bioinformatics

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

The course will introduce students to bioinformatics - the area concerning the development and application of computational methods to address key problems in biology. It will introduce the students to a variety of methods and skills required to conduct research in this popular field. The emphasis of the course is algorithmic methods in structural bioinformatics with a focus on various computational methods to simulate, analyze, and model protein structure, dynamic, and function.

Enrollment Requirements:

pre-reqs: CS 210 AND MATH 260

037580:1

CS 613 - Applied Cryptography

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course aims to introduce fundamental and practical knowledge of cryptography and its applications. This course covers diverse topics on cryptography and network security techniques including conventional encryption, asymmetric and symmetric cryptology, digital signatures, certificates, key exchange, key management, authentication, network access control, cloud computing security, electronic mail security, advanced crypto primitives, bitcoin, blockchain, and differential privacy. This course focuses on both theoretical aspects and practical applications of cryptanalysis and network security techniques.

Enrollment Requirements:

Pre-requisite: CS 310

041539:1

CS 614 - Blockchain Technology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

This course is cross-listed as Blockchain enables a digital decentralized society where people can contribute, collaborate, and transact without having to second-guess trust and transparency. It is the technology behind the success of Bitcoin, Ethereum, and many exciting applications and platforms that emerge everyday, with impact in many sectors, including finance, education, health care, environment, transportation, technology, to name a few. This course covers a basic set of essential concepts, algorithms, and tools suitable for aspiring students who want to be technologically ready for a blockchain venture. Topics touch various issues in decentralized computing and networking. Students will learn programming skills sufficiently to develop a blockchain project from scratch.

Enrollment Requirements:

Prerequisite: CS 310 or permission of instructor

041657:1

CS 615 - User Interface Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An introduction to user interface design, which encompasses design of the user interface and the functional design of the whole system. Students read and critique papers and articles, evaluate and critique existing user interfaces, and design interfaces of their own. Working in small groups, students use either interface prototyping tools or conventional rapid prototyping systems to construct an experimental interface.

Enrollment Requirements:

Pre-requisite: CS 310 and CS 220 or permission of instructor

Instructor consent required for enrollment

013110:1

CS 620 - Theory of Computation

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Functions computable by programs. Recursive functions and Turing machines; simulation and diagonalization. Universality and unsolvable problems. Kleene's hierarchy and the recursion theorem. Gregorczyk's hierarchy and Ackermann's function. Abstract complexity. Formal languages and classes of automata. Inherently difficult combinatorial problems.

Enrollment Requirements:

Pre-requisite: CS 220

013111:1

CS 622 - Theory of Formal Languages

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course treats languages from an abstract point of view as defined by formal grammars and by families of abstract machines. The Chomsky hierarchy and associated automata are covered. Emphasis is placed on context-free languages. Careful mathematical definition and proof are stressed throughout. This course does not involve programming. This course is of special interest to students interested in linguistics and in the theory of programming language compilers.

Enrollment Requirements:

Pre-requisite: CS 220 or Permission of Instructor

Instructor consent required for enrollment

013114:1

CS 624 - Analysis of Algorithms

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Basic techniques for designing algorithms: divide and conquer, the greedy method, dynamic programming, etc. Applications to searching and sorting algorithms. Complexity of parsing. The fast Fourier transform and its applications (evaluation of polynomials and arithmetical problems). Lower bound theory. NP-hard and NP-complete problems. Probabilistic estimates of algorithms.

Enrollment Requirements:

Pre-requisite: CS 220 or permission of instructor

Instructor consent required for enrollment

013118:1

CS 630 - Database Management Systems

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Databases and database management systems. The entity/relationship model. The relational model. Relational algebra. The query language SQL. The object-relational model and SQL3. Embedded SQL in programs and dynamic SQL. Database administration: creating views and integrity constraints, handling data security. Functional dependencies. Normalization.

Enrollment Requirements:

Pre-req = CS 240 and CS310

Instructor consent required for enrollment

013120:1

CS 634 - Architecture of Database Systems

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Indexing and query optimization in database systems. Writing programs to update a database. ACID properties. Concurrency theory: serializability, 2-phase locking, deadlock detection. Transactional Recovery: REDO and UNDO logging, different checkpoint approaches, media recovery. Examples of recovery utility use in INGRES, ORACLE and DB2. Transactional performance: the TPC-A benchmark, analysis of bottlenecks, and cost-performance considerations. Distributed database systems. Two-phase commit. Database parallelism.

Enrollment Requirements:

Pre-req = CS 430 or 630

013125:1

CS 636 - Database Application Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A study of database applications, that is, software systems that solve a particular real-world problem and hold their data in a relational database. The systems under study also have a realistic user interface. Students work in small groups on a real-world project specified and implemented during the term. Topics include system specification from user needs, analysis of data flow and work flow, object design, database design, client-server techniques, and rapid prototyping systems.

Enrollment Requirements:

Pre-requisite: CS 630

013127:1

CS 637 - Database-Backed Websites

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The design and implementation of database-backed websites. Static sites, dynamic sites, and sites that act as interfaces to relational database systems, providing for web-based collaboration through scalable online communities. Students install and maintain their own web servers, extend existing tool sets, and build their own sites from scratch in a series of intensive programming projects.

Enrollment Requirements:

Pre-requisite: CS 430 or 630

013128:1

CS 638 - Applied Machine Learning

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course presents the practical side of machine learning for applications, such as pattern recognition from images or building predictive classifiers. Topics will include linear models for regression, decision trees, rule based classification, support vector machines, Bayesian networks, and clustering. The emphasis of the course will be on the hands-on application of machine learning to a variety of problems.

Course Note

This course does not assume any prior exposure to machine learning theory or practice.

039369:1

CS 642 - Cybersecurity in the Internet of Things

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course aims to introduce the concept of IoT and its impact on our daily lives, to understand the architecture and components of IoT, and to address the challenges and solutions of deploying IoT in reality. Students will learn how to make design trade-offs between communication and computation costs and between hardware and software. In addition, cybersecurity is a critical design issue of the IoT system. From this course, students will become aware of the cybersecurity issues raised by IoT and gain the knowledge of the related security techniques. Students will also gain hands-on experiences on building IoT devices and implementing security techniques through team projects.

Enrollment Requirements:

Pre-req: CS 310

040475:1

CS 646 - Computer Communications Networks

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Need for computer networks. Architectures of networks. Architectures of systems. ISO Reference Model. Standardization efforts. Specification of protocols. Example of protocols and networks.

013136:1

CS 648 - Wireless Networks and Mobile Computing

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Wireless communications, wireless networking, mobility management technologies, and protocols for wireless LANs and WANs are surveyed. Selected mobile computing models and mobile applications development environments are evaluated. A wireless networks laboratory provides a realistic mobile/wireless computing environment. Students are expected to form groups to complete a semester project involving an investigation and the development of a prototype.

Enrollment Requirements:

Pre-req = CS 446 or CS 646

032251:1

CS 651 - Compiler

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Compiler organization and construction. Programming projects involve scanning input, analyzing program structure, error checking, code translation and interpreting, code generation and optimization. These projects result in a compiler for a reasonably large subset of ALGOL, Pascal, or similar procedural language.

Enrollment Requirements:

Pre-req = CS 310 and CS 420 or CS 622

000909:1

CS 666 - Biomedical Signal and Image Processing

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces important signal and image processing methods for biomedical diagnostics and research. You will learn hands-on how to reconstruct, visualize, and analyze datasets from different modalities such as electrocardiography (ECG), electroencephalography and magnetoencephalography (EEG/MEG), ultrasound (US), X-ray, electron and light microscopy (EM/LM), computerized tomography (CT), structural and functional magnetic resonance imaging (MRI/fMRI), as well as single photon emission computed tomography and positron emission tomography (SPECT/PET). Course discussions and assignments include the fundamentals of digital signal processing, filtering and denoising, Fourier transformations, pattern recognition, and state-of-the-art registration and segmentation pipelines. After completion, you will have the skills to work at hospitals, life science institutions, and biotech companies!

Enrollment Requirements:

MATH 260 and CS 310, or Permission of instructor

Semester(s) typically offered: Spring

042145:1

CS 670 - Artificial Intelligence

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A broad technical introduction to the techniques that enable computers to behave intelligently: problem solving and game playing, knowledge representation and reasoning, planning and decision making, learning, perception and interpretation. The application of these techniques to real-world systems, with some programming in LISP.

Enrollment Requirements:

Pre-requisite: CS 220 and CS 310

Instructor consent required for enrollment

013144:1

CS 671 - Machine Learning

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Machine Learning is a foundational discipline for data mining and artificial intelligence which explores the limits and capacities of automated learning of abstract concepts. The course will focus on the probably approximately correct (PAC) learning model and will cover topics like the Vapnik-Chervonenkis dimension, the weak and strong learning paradigms, inherent unpredictability, reducibility in PAC learning, and learning finite automata.

038066:1

CS 672 - Neural Networks

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An introduction to artificial neural networks. Topics include a survey of natural neural network models, perceptrons and their limitations, multi-layer networks and back propagation, Hebbian learning, unsupervised competitive learning, relations to automata and computability theory, adaptive resonance theory, applications of connectionist models of computing to various domains, including pattern recognition and databases.

Enrollment Requirements:

Pre-req = Permission of instructor

Instructor consent required for enrollment

013145:1

CS 675 - Computer Vision

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides both theoretical knowledge and practical experience with fundamental and advanced Computer Vision algorithms. Topics range from basic image processing techniques such as image convolution and region and edge detection to more complex vision algorithms for contour detection, depth perception, dynamic vision, and object recognition. Students will implement vision algorithms in the JAVA programming language. The performance of these programs is evaluated, and the advantages and disadvantages of individual approaches are discussed. The final project is the development by students of their own computer vision program solving a given problem.

Enrollment Requirements:

Pre-requisite: CS 310 and CS 220 or permission of instructor

032231:1

CS 680 - Object-Oriented Design and Programming

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Object-oriented techniques for the design and development of software. Students will develop a series of moderate sized programs in C++ and Java and then design and implement a more substantial project in small teams.

Enrollment Requirements:

Pre-req: CS 310 or permission of instructor

000908:1

CS 681 - Object-Oriented Software Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

In this course students work in small teams to create a useful, complete, medium sized software system for real customers. There is a strong emphasis on process: the systematic use of an object-oriented development methodology based on UML models and incremental development is employed throughout each project.

Enrollment Requirements:

Pre-req = CS 680 with a grade of B or better Co-req = CS 683

000907:1

CS 682 - Software Development Laboratory I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a laboratory course in which students, working in small groups, specify, design, implement, and document a large software project.

Enrollment Requirements:

Co-req = CS 680

000906:1

CS 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

A student must find a faculty sponsor for his or her independent study and arrange study under that person, normally about a computer science topic not covered by the department's courses.

032232:1

CS 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Topics of current interest in the field, according to student and faculty areas of specialization. Course content varies according to the topic and will be announced prior to registration.

Instructor consent required for enrollment

013150:1

CS 698 - Practicum in CS

1 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 2 / total completions: 2

Description:

This course is intended to enhance student industrial work by combining it with closely related academic studies - of the domain of application of computer skills and of related computer concepts, skills and methodologies. It will enhance academic studies by providing a focus and a context for learning of new concepts and skills. It will help to prepare the student for the transition from an academic program to eventual employment in the computer industry.

Course Note

This course is not open to graduate students in the Ph.D track.

Department consent required for enrollment

013163:1

CS 699 - Research for MS Thesis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

A one-semester supervised practicum course to help students complete the required thesis, which must be a substantial piece of research on some aspect of computer science. The master's thesis may take the form of a theoretical paper or a report on a piece of software.

Enrollment Requirements:

Pre-req = a minimum of 15 Graduate credits

013164:1

CS 720 - Logical Foundations of Computer Science

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course treats the logical foundations of computer science in a mathematically rigorous way but with emphasis on the applications of logic in computer science. Topics include the syntax and semantics of predicate logic, formal systems for predicate logic, many-sorted logic, and logic programming. Additional topics may include equational logic, algebraic specification, term rewriting, program verification, nonstandard logic, and databases. Students are expected to demonstrate an understanding of theoretical material and the ability to apply it.

Enrollment Requirements:

Pre-req = MATH 470 or equivalent and permission of instructor

Instructor consent required for enrollment

013165:1

CS 724 - Topics in Algorithm Theory and Design

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An examination of current topics in algorithm analysis and design: complexity classes, abstract complexity theory, generating functions. Topics may include genetic algorithms, string matching algorithms, and circuit complexity.

Enrollment Requirements:

Pre-req = CS 624 or equivalent

013167:1

CS 899 - PhD Dissertation Research

1-9 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99 / total completions: 99

Description:

Research, conducted under faculty supervision, which leads to the presentation of a doctoral dissertation. This course carries variable credit and can be taken more than once.

Instructor consent required for enrollment

013174:1

Engineering

Website <https://www.umb.edu/science-mathematics/academics/engineering/>

Office McCormack Hall, 3rd Floor, Room 128

617.287.6036

Engineering@umb.edu

Department Chair Greg Sun, PhD

Greg.Sun@umb.edu

617.287.6432

McCormack Hall, 3rd Floor, Room 128-09

Integrative Biosciences

Website <https://www.umb.edu/academics/program-finder/integrative-biosciences-phd/>

Program Director Alexey Veraksa, PhD

Alexey.Veraksa@umb.edu

617.287.6665

Integrated Sciences Complex, 4th Floor, Room 4440

Doctorate

Integrative Biosciences (PhD)

About the Program
Admission Requirements

Program Requirements

Complete 60 credits from a minimum of nine courses including two core courses, five track courses, two to three electives, and 32 credits of dissertation.

Doctoral Candidacy: Pass a written qualifying exam in four topics as well as an oral qualifying exam which includes the defense of their dissertation proposal.

Dissertation: Compose and defend a dissertation based on original research.

Statute of limitations: Eight years.

Course Requirements

Core Courses (5 Credits)

- INTR-D 601 - Integrative Biosciences Graduate Program Seminar 2 *Credit(s)*
- BIOL 650 - Scientific Communication 3 *Credit(s)*

Track Courses (16 to 18 Credits)

Complete five courses.

Three courses must be from your declared track.

One course must be taken in each of the other two tracks.

Biochemistry Track

- BIOL 612 - Advanced Cell Biology 3 *Credit(s)*
- BIOL 676 - Advanced Molecular Biology Lecture 3 *Credit(s)*
- BIOL 680L - Physical Biochemistry 3 *Credit(s)*
or
- CHEM 680L - Physical Biochemistry 3 *Credit(s)*

- CHEM 681 - Medical Biochemistry 4 *Credit(s)*

Biophysics Track

- BIOL 680L - Physical Biochemistry 3 *Credit(s)*
or
- CHEM 680L - Physical Biochemistry 3 *Credit(s)*

- PHYSIC 610 - Topics in Medical Imaging 4 *Credit(s)*

- PHYSIC 614 - Thermodynamics and Statistical Mechanics 4 *Credit(s)*
- PHYSIC 645 - Cancer Biophysics 4 *Credit(s)*

Bioinformatics Track

- BIOL 625 - Genomics and Biotechnology 3 *Credit(s)*
- BIOL 664 - Bioinformatics for Molecular Biologists 3 *Credit(s)*
- CS 612 - Algorithms in Bioinformatics 3 *Credit(s)*
- MATH 648 - Computational Statistics 4 *Credit(s)*

Electives (6 to 8 Credits)

Complete two to three courses from any of the track courses above and from below.

- BIOL 607 - Biostatistics and Experimental Design 3 *Credit(s)*
- BIOL 615 - Immunology 3 *Credit(s)*
- BIOL 674 - Cell Signaling 3 *Credit(s)*
- BIOL 677 - Advanced Eukaryotic Genetics 3 *Credit(s)*
- BIOL 681 - Network Biology 3 *Credit(s)*
- BIOL 691 - Seminar in Developmental Biology 3 *Credit(s)*
- CHEM 658 - Medicinal Chemistry 4 *Credit(s)*
- MATH 303 Introduction to Mathematical Biology 3 *Credit(s)* - see Undergraduate Catalog
- CS 671 - Machine Learning 3 *Credit(s)*
- ENVSCI 611 - Applied Statistics 3 *Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory 4 *Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics 4 *Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) 4 *Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) 4 *Credit(s)*

Dissertation Course (32 Credits)

Complete at least 32 credits of dissertation research by registering for a science dissertation course to be approved by your faculty advisor.

Interdisciplinary Studies

INTR-D 601 - Integrative Biosciences Graduate Program Seminar

2 *Credit(s)* | *Lecture* | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 6 / total completions: 3

Description:

The goal of this course is to introduce the students to the theory and practice of interdisciplinary research in the areas of biochemistry, biophysics, and bioinformatics. The course will consist of two main components; in the first half of the course, participating IBGP faculty will describe their research projects. IBGP faculty laboratories can also be represented by postdoctoral fellows or advanced graduate students. Each faculty presentation will be followed by a class discussion of a paper from that laboratory that includes an

interdisciplinary approach and/or a collaboration between laboratories working in different disciplines. In the second half of the course, each student will present a paper on an interdisciplinary topic. Throughout the course, emphasis will be on the collaborative and interdisciplinary nature of research in the biosciences.

Course Note

This course is required for first-year PhD students admitted to the Integrative Biosciences Graduate Program (IBGP).

039573:1

Mathematics

Website <https://www.umb.edu/science-mathematics/academics/mathematics/>

Office Wheatley Hall, 3rd Floor, Room 154

617.287.6460

math@umb.edu

Department Chair Eduardo Gonzalez, PhD

eduardo.gonzalez@umb.edu

617.287.6470

Wheatley Hall, 3rd Floor, Room 154-17

Mathematics

MATH 545 - Probability & Statistics I for Secondary Teachers

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course presents the mathematical laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal distributions. Topics also include basic ideas and techniques of statistical analysis.

033049:1

MATH 570 - History of Mathematics for Secondary Teachers

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course traces the development of mathematics from ancient times up to and including 17th century developments in the calculus. Emphasis is on the development of mathematical ideas and methods of problems solving. Attention will also be paid to the relevance of history to mathematics teaching as well as investigation into the origins of non-Euclidean geometry even though this comes well after Newton and Leibniz, because of its relatively elementary character and fascinating nature.

033093:1

MATH 597 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course offering intensive study of selected topics in mathematics.

038151:1

MATH 625 - Numerical Analysis

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an introduction to numerical analysis and its applications in practical problems in applied mathematics and engineering. In most scientific modeling projects, investigators have to deal with very large systems of linear and nonlinear equations, understanding of which requires powerful computers and a firm understanding of the vast number of existing pertinent algorithms. The main goal of the course is to provide an introduction to algorithmic and mathematical foundations of high-performance scientific computations. Introductory topics of the course include root finding, fixed point methods, interpolation methods, initial value problems and optimization. Particular emphasis will be on optimization methods, including steepest descent, line search methods, newton methods, quasi-Newton methods, trust regions, theory of constraint optimization and linear programming.

Instructor consent required for enrollment

039229:1

MATH 626 - Numerical Linear Algebra

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces the essential ideas and computational techniques that modern scientists or engineers will need in order to carry out their work. In most scientific modeling projects, investigators have to deal with very large systems of linear equations, understanding of which requires powerful computers, and a firm understanding of the vast number of existing pertinent algorithms. The main goal of the course is to provide an introduction to algorithmic and mathematical foundations of high-performance matrix computations. Topics include linear algebraic systems, the singular value decomposition (SVD) of a matrix and some of its modern applications. We will discuss Principal Component Analysis (PCA) and its

applications to data analysis. We will study linear transformations and change of basis. We will discuss complex vector spaces and the Jordan canonical form of Matrices. We will discuss non-negative matrices and Perron-Frobenius Theory. We will explain multiple matrix factorizations, such as LU, QR, NMF. For each of these topics we will discuss numerical computer algorithms and their implementations. In particular we will discuss in detail eigenvalue estimation, including iterative and direct methods, such as Householder methods, tri-diagonalization, power methods, and power methods with shifts. We will explain concepts of numerical analysis that are important to consider when we talk about the implementation of algorithms, such as stability and convergence. We will discuss iterative methods as well as direct ones, their advantages and disadvantages. The methods and their applications will be illustrated using a common programming language such as python and/or R. The course will emphasize mathematical and software engineering methods that will allow students to fully participate at all levels of algorithm design and implementation.

Enrollment Requirements:

Pre-requisite: MATH 625 or permission of instructor

Instructor consent required for enrollment

039228:1

MATH 647 - Probability Models

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is a graduate course on probability models with a strong emphasis on stochastic processes. The aim is to enable students to approach real-world phenomena probabilistically and build effective models. Topics include probability spaces, random variables, conditional probability, Markov chains, Poisson processes, Brownian motion, probabilistic simulations.

Instructor consent required for enrollment

039232:1

MATH 648 - Computational Statistics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is an introduction to the fundamental ideas and techniques of statistical inference. The course demonstrates how and when to use statistical methods, explains the mathematical background behind them and illustrates them with case studies. Topics covered include the Central Limit Theorem, parameter estimation, confidence intervals, hypothesis testing, type I and II errors, power, significance level, p-value, likelihood ratio tests, t-test, paired and 2-population t-test, goodness-of-fit tests, contingency tables, exact tests, nonparametric tests, ANOVA and regression models. Statistical software such as R, Matlab, or Python, will be used to analyze real-world data.

Enrollment Requirements:

Pre-requisite: MATH 647 or permission of instructor.

Instructor consent required for enrollment

039233:1

MATH 655 - An Introduction to Statistical Machine Learning

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will provide an introduction to methods in statistical machine learning that are commonly used to extract important patterns and information from data. Topics include: supervised and unsupervised learning algorithms such as generalized linear models for regression and classification, support vector machines, random forests, k-means clustering, principal component analysis, and the basics of neural networks. Model selection, cross-validation, regularization, and statistical model assessment will also be discussed. The topics and their applications will be illustrated using the statistical programming language R in a practical, example/project oriented manner.

042071:1

MATH 696 - Independent Study

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Department consent required for enrollment

021850:1

MATH 697 - Special Topics

*1-8 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 16 / total completions: 4*

Description:

An advanced course offering intensive study of selected topics in mathematics. Course content varies each semester and will be announced prior to registration.

Instructor consent required for enrollment

040972:1

Mathematics for Teachers

MTT 597 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

An advanced course offering intensive study of selected topics in this subject area.

038152:1

Physics

Website <https://www.umb.edu/science-mathematics/academics/physics/>

Office Wheatley Hall, 4th Floor, Room 45

617.287.6050

Physics@umb.edu

Department Chair Rahul Kulkarni, PhD

Rahul.Kulkarni@umb.edu

617.287.5408

Wheatley Hall, 4th Floor, Room 46

Master's

Applied Physics (MS)

Physics Department | College of Science and Mathematics

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 34 credits from eight courses including three laboratory/applied courses, three theoretical courses, one elective, and one thesis or internship course.

Capstone: Completion of a master's thesis or internship.

Statute of limitations: Six years.

Course Requirements

Laboratory/Applied Courses (12 Credits)

Complete three from below.

- PHYSIC 600 - Electronic Instrumentation I: Analog *4 Credit(s)*
- PHYSIC 601 - Electronic Instrumentation II: Digital *4 Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory *4 Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) *4 Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics *4 Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging *4 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)* (with approval of the graduate program director)

Theory Courses (12 Credits)

Complete three from below.

- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics *4 Credit(s)*
- PHYSIC 612 - Electromagnetic Theory *4 Credit(s)*
- PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics *4 Credit(s)*
- PHYSIC 614 - Thermodynamics and Statistical Mechanics *4 Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists *4 Credit(s)*
- PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics *4 Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) *4 Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory *4 Credit(s)*
- PHYSIC 645 - Cancer Biophysics *4 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)* (with approval of the graduate program director)

Elective (4 Credits)

Complete one additional laboratory/applied or theory course from above.

Thesis or Internship Course (6 Credits)

In exceptional cases, with prior approval of the program, a student may graduate with nine courses (substituting two additional courses for the internship or thesis requirement). These courses must be chosen as a coherent subject of specialization in an applied area of special interest to the student.

- PHYSIC 694 - Master's Internship *3-6 Credit(s)*
or
- PHYSIC 699 - Master's Thesis Research *1-6 Credit(s)*

Doctorate

Applied Physics (PhD)

Program Requirements

Complete 72 credits from 18 courses including four core courses, eight electives, and 24 credits of dissertation courses.

Doctoral candidacy: Completion of the foundational and lab courses of the MS program and passage of written comprehensive examinations and an oral candidacy examination.

Dissertation: Compose and defend a dissertation based on independent experimental or theoretical research. For students who have already published at least one peer reviewed article in a high impact journal, their published work may be used in place of a dissertation at the discretion of the committee and graduate program director, though an oral defense is still required.

Statute of limitations: Eight years.

Course Requirements

Core Courses (16 Credits)

Complete the courses below if not already taken as part of the MS degree.

Courses may be waived if the student passes the corresponding examination section prior to enrolling in the course.

- PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics *4 Credit(s)*
- PHYSIC 612 - Electromagnetic Theory *4 Credit(s)*
- PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics *4 Credit(s)*
- PHYSIC 614 - Thermodynamics and Statistical Mechanics *4 Credit(s)*

Electives (32 Credits)

Complete eight from below.

Courses already completed for the MS may be applied toward this requirement.

- PHYSIC 600 - Electronic Instrumentation I: Analog *4 Credit(s)*
- PHYSIC 601 - Electronic Instrumentation II: Digital *4 Credit(s)*
- PHYSIC 602 - Laser Optics Laboratory *4 Credit(s)*
- PHYSIC 607 - Experiments in Squishy Physics *4 Credit(s)*
- PHYSIC 610 - Topics in Medical Imaging *4 Credit(s)*
- PHYSIC 616 - Mathematical Methods for Physicists *4 Credit(s)*
- PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics *4 Credit(s)*
- PHYSIC 632 - Advanced Laser Optics (with Lab) *4 Credit(s)*
- PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics) *4 Credit(s)*
- PHYSIC 638 - Quantum Measurement Theory *4 Credit(s)*

- PHYSIC 645 - Cancer Biophysics *4 Credit(s)*
- PHYSIC 662 - Computational Science *4 Credit(s)*
- PHYSIC 680 - Readings in Physics *3-6 Credit(s)*
- PHYSIC 690 - Projects in Physics *3-6 Credit(s)*
- PHYSIC 697 - Special Topics in Applied Physics *1-8 Credit(s)*

Dissertation (24 Credits)

- PHYSIC 899 - Doctoral Dissertation Research *1-15 Credit(s)*

Physics

PHYSIC 597 - Special Topics

1-8 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 16 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

025240:1

PHYSIC 600 - Electronic Instrumentation I: Analog

4 Credit(s) | Lecture and Laboratory | Graded

Not repeatable for credit

Description:

A lecture and laboratory course in analog electronics. Emphasis is placed on pragmatic and intuitive approaches to analog electronic circuit designs. A supervised independent project illustrating an aspect of basic analog electronics is required of each student.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025241:1

PHYSIC 601 - Electronic Instrumentation II: Digital

4 Credit(s) | Lecture and Laboratory | Graded

Not repeatable for credit

Description:

A lecture and laboratory course to provide understanding of digital electronics and microprocessors. Emphasis is placed on digital logic components, digital circuit design, and techniques for incorporating microprocessors and microcomputers into laboratory experiments.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025244:1

PHYSIC 602 - Laser Optics Laboratory

*4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit*

Description:

A lecture and laboratory course to provide a working understanding of modern optics, lasers, and applications. Topics include optical resonators; solid state, gas and semiconductor lasers; tunable dye lasers; non-linear optics; and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the faculty and recent developments in technology, will stress practical instrumentation as well as relevant theory.

Enrollment Requirements:

Pre-requisite = Graduate degree in Physics, Integrated Biosciences, Computational Science or permission of instructor

025249:1

PHYSIC 607 - Experiments in Squishy Physics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is a laboratory course in the physics of soft condensed matter, also known as "squishy physics". Experiments will focus on physical methods to investigate how the microstructure of soft materials and biological materials relate to their bulk mechanical response to deformation using a combination of particle tracking microrheology, imaging, bulk oscillatory shear rheometry and light scattering methods. Analysis of experimental data will require some basic programming skills and use of MATLAB. In the laboratory assignments, students will be expected to be largely self-directed and draw upon published research and will require critical reading and analysis of scientific literature. A major portion of the grade will be based on a final laboratory project which will include written and oral presentation components.

Enrollment Requirements:

Pre-requisite = Graduate degree in Physics, Integrated Biosciences, Computational Science or permission of instructor

040664:1

PHYSIC 610 - Topics in Medical Imaging

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on an in-depth study of specific topics in the various medical imaging modalities.

Enrollment Requirements:

Pre-requisite = Graduate degree in Physics, Integrated Biosciences, Computational Science or permission of instructor

025261:1

PHYSIC 611 - Theory of Classical Mechanics and Fluid Mechanics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focusses on principles of classical mechanics: generalized coordinates, lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, non linear dynamics, fluid dynamics.

Enrollment Requirements:

Pre-req = Graduate student in PHYSICS or COMPUTATIONAL SCIENCE

025266:1

PHYSIC 612 - Electromagnetic Theory

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media, electromagnetic theory of continuous media, reflection, refraction, diffraction and radiation of electromagnetic waves. Applications are selected from such topics as wave guides and resonant cavities, and magneto hydrodynamics and plasma physics.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025267:1

PHYSIC 613 - Quantum Mechanics, Atomic, and Molecular Physics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, perturbation theory. Such other topics as magnetic resonance, symmetry groups, and elementary particles are selected for study according to student and faculty interests.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025270:1

PHYSIC 614 - Thermodynamics and Statistical Mechanics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles will be made to physical, chemical, and biological systems of special or current interest.

035703:1

PHYSIC 616 - Mathematical Methods for Physicists

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

A course in intermediate mathematics with applications to analytical and quantum mechanics and electromagnetic theory. Selected topics from vector analysis, tensor algebra, linear algebra and group theory, functions of a complex variable, second-order differential equations, Fourier series and transforms, calculus of variations.

Instructor consent required for enrollment

025275:1

PHYSIC 623 - Quantum Mechanics: Scattering and Many-Body Physics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The goal of this theoretical course is to introduce techniques in two of the most widely used application areas of Quantum Mechanics, namely Scattering Theory and Many-Body Physics. A working knowledge of these methods is particularly relevant to a wide range of modern applications in the broad area of mesoscopic physics, and especially to studies involving ultra-cold atoms.

Enrollment Requirements:

PHYSIC 613 AND PHYSIC 616 OR PERMISSION OF INSTRUCTOR

038681:1

PHYSIC 632 - Advanced Laser Optics (with Lab)

*4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit*

Description:

This is a one-semester lecture and lab course offered as a follow-up to Physic 602. Topics include wave

propagation in isotropic and anisotropic media, birefringence, the physical origin of nonlinear polarization, wave propagation in nonlinear media, optical second harmonic generation, parametric oscillation and amplification, electro-optic effects in crystals, third order non-linearities, third harmonic generation, the interaction of light and phase conjugate optics, four-wave mixing, intensity dependent transmission, and selected topics as time permits.

Enrollment Requirements:

Pre-requisite = Graduate degree in Physics, Integrated Biosciences, Computational Science or permission of instructor

025283:1

PHYSIC 635 - Physics on the Back of an Envelope (Estimation in Physics)

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The goal of the course is to introduce the students to a comprehensive array of qualitative methods practiced by researchers but rarely taught. The focus will be on occurrences in a wide range of areas, including Quantum Mechanics and Differential Equations. As the course title indicates, these methods allow for the quick, and relatively painless, estimation of magnitude of effects prior to subjecting them to more rigors. The ability to do this is widely regarded as the defining characteristic of physicists.

Enrollment Requirements:

Pre-req: PHYSIC 613 and PHYSIC 616

038682:1

PHYSIC 638 - Quantum Measurement Theory

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The issue of measurement has been a topic of debate since the early days of quantum mechanics as the founders attempted to reconcile the fundamental features of the theory with seeming contradictions associated with measurement. In recent years, these questions have taken on added practical importance in the context of manipulation and control of nano-engineered structures. This course introduces the student to the language of quantum measurement theory, necessary to model measured quantum dynamical systems, ideas which are relevant to a number of applications in the emerging area of quantum information such as quantum computing.

Enrollment Requirements:

PHYSIC 613&650

038684:1

PHYSIC 645 - Cancer Biophysics

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course deals with the application of physics principles and technologies to cancer biology, diagnosis, and treatment, with an emphasis on relevant current literature. Subject matter crosses traditional disciplinary lines to integrate physical, mathematical and molecular descriptions of tumor growth, development, and metastasis as well as physics-based techniques, especially imaging modalities, for both basic investigation and in clinical cancer diagnostics and monitoring. Photomedicine, including photodynamic therapy for treatment of cancer and underlying photophysics is also discussed.

Enrollment Requirements:

Pre-requisite = Graduate degree in Physics, Integrated Biosciences, Computational Science or permission of instructor

038570:1

PHYSIC 662 - Computational Science

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an introduction to the uses of computational tools in physics and other natural sciences. While we study numerical methods and programming, the emphasis is on computation as an aid to understanding physical systems. Students are expected to have a background in undergraduate level science and mathematics, as well as a basic knowledge of programming. Students who are not matriculated in the Applied Physics graduate program may enroll with the permission of the instructor. The course material is intended to be accessible to a scientifically diverse student body, including students in mathematics, computer science, physical and other natural sciences.

041986:1

PHYSIC 680 - Readings in Physics

3-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 18 / total completions: 3

Description:

An opportunity for qualified graduate students to pursue advanced independent readings in specialized topics in applied physics, with the guidance of a faculty member.

Course Note

This course may be taken more than once for credit.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025286:1

PHYSIC 690 - Projects in Physics

3-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 18 / total completions: 3

Description:

Qualified graduate students may pursue advanced independent projects in applied physics, with the guidance of a faculty supervisor.

Course Note

This course may be taken more than once for credit.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025288:1

PHYSIC 694 - Master's Internship

3-6 Credit(s) | Lecture | Multi-Term (year long)
Not repeatable for credit

Description:

Master's Internship

025085:1

PHYSIC 697 - Special Topics in Applied Physics

1-8 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 16 / total completions: 4

Description:

The study of a particular topic of current interest in applied physics, such as photonics, nuclear reactor physics, semiconductor device physics, superconductivity, magnetic resonance.

Enrollment Requirements:

Pre-req = Graduate degree student in Physics

025086:1

PHYSIC 699 - Master's Thesis Research

1-6 Credit(s) | Lecture | Multi-Term (year long)
Repeatable for credit - total credits: 6 / total completions: 2

Instructor consent required for enrollment

025296:1

PHYSIC 899 - Doctoral Dissertation Research

1-15 Credit(s) | Research | Multi-Term (year long)
Repeatable for credit - total credits: 24 / total completions: 24

Description:

This is a repeatable research course culminating in the completion of doctoral thesis and the associated defense of the findings.

Department consent required for enrollment

040393:1

About the Program

Computational Science is concerned with the construction of mathematical models to solve problems in science, technology, engineering and mathematics. This is accomplished through the design and implementation of numerical, probabilistic and statistical models, machine learning and theoretical computer science. The methods and applications are necessarily cross disciplinary. A typical example is the use of topological data analysis - which has roots in algebraic topology in pure mathematics - to analyze protein data or large data clouds. Other examples include environmental modeling via image processing, risk management and forecasting in finance via stochastic simulations, which in turn can be used in computational biology to understand the roles of non-coding RNA in cancer.

The Computational Sciences PhD Program at UMass Boston coordinates and promotes multidisciplinary exchange of ideas among researchers and graduate students. The program involves faculty and graduate students in various departments at the College of Sciences and Mathematics. Departments currently participating in the program include: Biology, Chemistry, Computer Science, Engineering, Physics and Mathematics. The program is built on the existing strong scientific collaborations among faculty and industry partners. Graduates from the program are expected to be competitive for securing positions in academia or at companies seeking expertise in data analytics and high-end implementation of computational modeling.

You can select from the following tracks:

- Data Analytics
- Bioinformatics
- Computational Physics.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- Applicants will be required to determine the track they are interested in pursuing (Data Analytics, Bioinformatics, or Computational Physics) and demonstrate adequate preparation at the undergraduate level in the form of relevant coursework and research experience.
- Given the multi-disciplinary nature of the Computational Science program, we expect that our applicants will be undergraduates with bachelor of science degrees in computer science, mathematics, biology, chemistry, physics, or graduates with master's degrees in these areas.
- Applicants are required to take the general GRE test.
- The program requires three letters of recommendation submitted with the application.

Transfer Requirements

Students who transfer to the Computational Science program will receive transfer credit or advanced standing for their previous work, if they can demonstrate course equivalency. Credits for previous work will

be given at the discretion of the Program Committee. Transfer students will still be required to pass written and oral qualifying exams and fulfill all other candidacy requirements.

About the Program

The MS program is intended as preparation for professional careers in research and commercial applications, although it also provides the background for further graduate work leading to the PhD degree. The program stresses the integration of theoretical knowledge with practical applications. The central course in the curriculum is a two-semester sequence in software engineering.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- Entrance requirements include a good working knowledge of computer science and mathematics. Each applicant's background will be assessed individually with respect to these skills, and specific requirements for making up deficiencies in preparation will be determined at an initial interview.
- The MS program is designed to accommodate students with a wide range of backgrounds. In particular, the undergraduate degree need not be in computer science. Students may make up deficiencies by taking specific undergraduate courses. A typical set of such recommended courses includes:
 - CS 110 (a sequence of introductory programming courses)
 - CS 210 (a sequence of introductory programming courses)
 - CS 240 Programming in C
 - CS 310 Advanced Data Structures and Algorithms
 - CS 320 Applied Discrete Mathematics
- Other undergraduate courses may be necessary, depending on the background and experience of the candidate. These courses are described in the Computer Science Information booklet available from the program office. Graduate students who take undergraduate courses at UMass Boston to satisfy prerequisite course requirements must earn a B or better in each such course.
- The program requires the GRE test

About the Program

The Computer Science PhD Program prepares students for research careers in the software industry and in academia. It combines a commitment to theory with significant experience in software development. The areas in which students may carry out dissertation research are currently programming languages, databases, digital typography, neural networks, computer architecture, computer networks, and operating systems.

Admission Requirements

Applicants must also meet general graduate admission requirements in addition to the following program-specific requirements:

- All applicants for the PhD program must have the equivalent of a bachelor's degree in computer science
- Official general Graduate Record Examination (GRE) scores

About the Program

The Conflict Resolution Graduate Certificate Program provides professionals with the unique skills needed to manage conflict in a variety of settings. Students are trained in a range of approaches to the resolution of conflict, collaborative decision making and problem solving. Courses examine the development, role and management of conflict and encompass the theory, methods, and ethical perspectives of conflict resolution.

The certificate program requires 12 credits which can be completed in 1 year of full time study (18 credit dual specialization available). Part time study is an option. If you start out in the certificate program and decide to apply for the master's program, all of the credits transfer.

The mediation certificate options involve more than 40 hours of classroom training and more than 30 hours of district court mediation, mentoring, and evaluation, meeting all the requirements of the Guidelines for Implementation of Qualification Standards for Neutrals, adopted January 24, 2004, pursuant to Rule 8 of the Massachusetts Supreme Judicial Court Uniform Rules on Dispute Resolution.

Students who successfully complete one of the mediation certificate options will receive a Certificate of Completion showing completion of the training and mentoring components of mediator qualifications according to those guidelines and M.G.L. Chapter 233 section 23 (Confidentiality Statute).

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Writing sample - optional
- Statement of purpose - Answer both questions:
 1. Describe one or more specific experiences you have had with conflict. What was your role? What were your rewards and frustrations? (500-750 words)
 2. How will you apply the skills, knowledge, and perspective acquired through the program in your current and/or future employment? (500-750 words)

About the Program

Students examine the causes and characteristics of local and global conflict and learn to facilitate peaceful problem solving and collaborative decision making. Graduates work in fields as varied as policy, health care, human resources, law, and ministry. We are involved in court mediation, peace education, restorative justice, inter-religious dialogue, bridging the Israeli Palestinian conflict and much more.

36 credits required to complete the master's which can be completed in 2 years with full time study. Part time study available.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Writing Sample optional
- Statement of Purpose - Answer all 3 questions:
 1. Outline the development of your interest in conflict resolution, leading to your decision to apply to the program. (500-1,000 words).
 2. Describe one or more specific experiences you have had with conflict. What was your role? What were your rewards and frustrations? (500-1,000 words).
 3. How will you apply the skills, knowledge, and perspective acquired through the program in your current and/or future employment? (500-1,000 words).

About the Program

Marketing is being redefined every day in a world of rapid innovation, fast-paced media, big data, and global competition. Effective marketing is critical in every type of organization from large corporations to nonprofits, from startup ventures to social mission organizations. The demand for outstanding marketing professionals has never been stronger. Contemporary marketing focuses on customers and markets, data and information, networks and relationships, social media and online channels, and strategy and performance. The objective is to prepare professionals to grow their businesses, better serve their customers, and develop long-term customer relationships with cutting edge marketing knowledge. It is designed for people who already or aspire to work in marketing departments and agencies, in positions such as: account manager, product manager, community manager, database marketing coordinator, email marketing specialist, graphic designer, marketing analyst, social media coordinator, and web content writer.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- One (1) letter of recommendation
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in contemporary marketing? How will the certificate enhance your career aspirations?
 - What is your experience in the marketing field, and what problems and issues are you interested in exploring further?
- Minimum required score for TOEFL is 90

Continuing and Professional Studies

Continuing and Professional Studies

Website <https://online.umb.edu/>

Office Wheatley Hall, 2nd Floor, Room 203

caps@umb.edu

617.287.7900

Interim Director Michael Tull

Programs

- Corporate and Professional Development
- International Programs
- Summer Programs
- English as a Second Language (ESL)
- Test Preparation
- Addictions Counselor Education Program (ACEP)

Centers and Institutes

- Center for Innovation and Excellence in eLearning
- Broadening Advanced Technological Education Connections (BATEC)

Advancing and Professional Studies

CAPS 595 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

040050:1

CAPS 596 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

040049:1

CAPS 597 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

037792:1

CAPS 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

040201:1

Navitas Study Skills

NAV 501 - Navitas PMP Study Skills

1 Credit(s) | Lecture | X-exclude credit

Repeatable for credit - total credits: 999 / total completions: 99

Description:

This course provides additional academic support for an academic (credit) offering.

040059:1

International Development

International Development

INTDEV 595 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

040103:1

INTDEV 596 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

040104:1

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

About the Program

The Counseling Psychology Program emphasizes lifespan development, including issues related to identity, health, and careers. Counseling psychologists provide direct care at university counseling centers, medical centers, hospitals, or in private practice. Upon graduation, counseling psychologists are employed as academic faculty, researchers, clinicians, and consultants. Our program is generalist in training and prepares practitioners to work with clients across the lifespan.

The UMass Boston PhD in counseling psychology prepares doctoral-level professional counseling psychologists for careers as scholars, university faculty, and practitioners. Our scientist-practitioner training model prepares students to:

- deliver high quality, evidence-based psychological services and interventions;
- employ skilled applied research skills to improve practice and explore social and psychological issues;
- serve as effective instructors and faculty members;
- use innovative approaches to solve problems related to educational and mental health care disparities, improve services for underrepresented populations, and employ systems-level change strategies to advance local and global social justice.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- The Counseling Psychology PhD Program offers many excellent clinical training opportunities in the Boston metro area. At this time, the majority of our clinical practicum training takes place in the field. These placements are competitive and typically require applicants to have some supervised clinical experience. Therefore, students with applied master's degrees (e.g., mental health counseling, community counseling, school counseling, social work, school psychology, family therapy) are encouraged to apply. Students without applied master's degrees but with equivalent course work and clinical experience will be considered as well but need to clearly specify their skills and training in their applications.

- Transcripts should have at least five social science classes (preferably psychology including introduction, human development, and statistics).
- Three letters of recommendation, at least one addressing academic promise and ability to succeed in conducting systematic inquiry and research, and at least one addressing practice experience.
- A completed project or academic paper. The suggested length is 25 to 30 pages.
- A Statement of Purpose with the following components: approximately 500 words describing research interests, approximately 500 words describing practice experience, and a brief summary of future career objectives. Please do not use the statement of purpose described on the Office of Graduate Admissions web site.

About the Program

The University of Massachusetts Boston PhD in School Psychology prepares doctoral-level professional school psychologists for careers as scholars, university faculty, and practitioners. Our program utilizes a scientist-practitioner model that emphasizes practice to support students, school staff, families and community members that is grounded in rigorous research and science. In adhering to this model, our School Psychology PhD program of study is designed to:

- Develop scientist-practitioners who deliver evidence-based, prevention, assessment, consultation and intervention services in school and community settings.
- Prepare doctoral level school psychologists to apply advanced research skills exploring and evaluating educational and psychological issues, and conduct independent research.
- Promote culturally responsive graduates and leaders who understand contextual, policy, and social justice issues related to diversity and educational disparities at local and transnational levels.

Admission Requirement

Applicants must complete general graduate admission requirements in addition to the following program-specific requirements:

- Transcripts should have at least five social science classes (preferably psychology including introduction, human development, and statistics).
- Three letters of recommendation, at least one addressing academic promise and ability to succeed in conducting systematic inquiry and research, and at least one addressing practice experience.
- A completed project or academic paper. The suggested length is 25 to 30 pages.
- A Statement of Purpose with the following components: approximately 500 words describing research interests, approximately 500 words describing practice experience, and a brief summary of future career objectives. Please do not use the statement of purpose described on the Office of Graduate Admissions web site.

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

About the Program

The MEd in Counseling is approved by the Massachusetts Department of Elementary and Secondary Education as meeting the requirements for initial licensure as a School Guidance Counselor at the K-8 or 5-12 level. Students must maintain a cumulative grade point average of 3.00 in the program's core curriculum and in all subsequent requirements. A total of 60 credits are required. In addition, two evaluative experiences are required to monitor the progress of matriculated students. The first follows the student's completion of 10 academic courses and precedes the internship placement. Before beginning the internship placement, each student must formally demonstrate the academic and personal readiness to be an ethical and responsible counselor-in-training. The second is a Capstone experience requiring MEd candidates to demonstrate their ability to apply, integrate, and synthesize what they have learned.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Undergraduate GPA of 3.0 or above
- One year of related experience (including volunteer work)

About the Program

The Master of Fine Arts in Creative Writing is a selective three-year program that admits approximately five applicants in fiction and five in poetry each academic year. Many of our students work with our program manager to find positions throughout the university, giving them increased and sometimes even full support. The program offers an intense and focused opportunity for students to further their commitment to writing as the center of their professional lives. Through a combination of mentoring by accomplished faculty in a series of creative writing workshops, courses focused on the study of literature offered through the English MA Program, and electives that include the practice of literary editing and the teaching of creative writing, students will have the guidance to develop and shape their work to the full extent of their talent. After three years in the program, they will be prepared to sustain their commitment to contemporary literature as writers, readers, editors, and teachers.

At UMass Boston's MFA Program, we help develop the individual style of each student. Our students take advantage of our relationships with community programs and institutions like 826Boston, Veterans Upward Bound, Harvard University's Woodberry Poetry Room, the Boston Athenaeum, and Grub Street. They work for literary magazines and presses including Consequence, Hanging Loose, University of Massachusetts Press, Breakwater Review, and Broadsided, and start and run their own literary magazines. They teach undergraduate creative writing classes at UMass Boston and continuing education classes for the Osher Lifelong Learning Institute. Our students and graduates publish widely, and find jobs they love. Most importantly, they're happy they chose UMass Boston.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- A 3.0 GPA overall and in the student's major

- Three substantive and detailed letters of recommendation, at least two from former teachers familiar with the applicant's most recent academic and creative work
- A 3-5 page personal statement focusing on the role of the candidate's reading life in his or her development as a writer. (Note: The general Graduate Admissions application refers to this as a statement of interests and intent. They are one and the same.)
- Applicants must indicate whether they are applying in FICTION or POETRY in their Statement of Purpose. If you want to apply in both genres, include one writing sample in FICTION and one in POETRY and indicate in the Statement of Purpose that the application is for both.
- A writing sample of 10 manuscript pages of poetry or 20 manuscript pages of fiction
- GREs are encouraged but not required

About the Program

This 15 credit Graduate Certificate in Science in a Changing World prepares students to focus on science in the context of social change or individual intellectual development.

Course material, classroom activities, teaching/learning interactions, and projects focused on real-world problems provide students opportunities to:

- learn about science and its social and historical context
- gain a set of models for work in education, policy, and other areas of civic engagement
- discuss practices and philosophies of science, education, and social change; and
- undertake research with a view to engaging with science in a changing social and personal world.

Students with diverse backgrounds and career paths — from laboratories to field research, journalism to policy formulation, teaching to activism — are welcome to join the track. In addition to examining science and its social context, students develop valuable professional skills in research, writing, and evaluation for civic engagement and in collaborative processes and problem-based teaching around current controversies involving science and technology.

Science in a Changing World students graduate well prepared to move across the persistent divide between sciences and humanities. They are able to participate in questioning and shaping the direction of scientific and social changes, as well as to teach and engage others to participate in this important endeavor.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Undergraduate Transcripts:** The Critical and Creative Thinking program that houses the Graduate Certificate in Science in a Changing World looks for a generally distinguished undergraduate transcript with an average of at least 3.0 in advanced undergraduate work. For students with a strong record of accomplishment in other areas, the SICW Admissions committee will recommend provisional admission with the stipulation that the student completes two courses in the program with a course grade of B+ or better. Because of the interdisciplinary nature of the Program, we do not require that you come from any specific program of study.
- **Letters of Recommendation:** Three letters are required from people who have worked closely with you and who have direct knowledge of your abilities. The people you ask to recommend you should be able to comment in detail about your academic strengths, work experience, or life experience.
- **Statement of Interest and Intent:** The Program's admissions requirements call for an essay of at least 1200 words in which you explain your intellectual, artistic, professional or personal reasons for

wanting to pursue a degree in Science in a Changing World. Your essay should include specific accounts of your past work and current direction. You should provide a detailed discussion of your specific interests and priorities as a student; the projects you have completed in the past; the problems and topics you want to focus on in future study; and how and why you believe the SICW degree can help you accomplish your goals. The SICW Admissions Committee will read your essay as a demonstration of how you write and how you think about issues, as well as determine if your interests and goals match those of the Program.

- **Test Scores:** GRE scores are optional to apply for our program.

About the Program

The objective of the certificate program in CCT is to allow students involved in a wide array of professions and endeavors to develop the clarity and confidence to make deep changes in their learning, teaching, work, activism, research, and artistry. They achieve this through an explicit and sustained focus on learning and applying ideas and tools in critical thinking, creative thinking, and reflective practice. The experience gained through the pursuit of the graduate certificate in CCT leads students to discover new ways to approach their current fields, establish interdisciplinary connections between existing and emerging interests, and bring new, more flexible thinking into their professional and personal lives and organizations. A study of critical and creative thinking leads to new perspectives and more flexible thinking in one's field of expertise; the graduate certificate provides an edge to students as they come to understand their previous knowledge in novel ways as well as explore innovations and new directions.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Undergraduate Transcripts:** The CCT Program looks for a generally distinguished undergraduate transcript with an average of at least 3.0 in advanced undergraduate work. For students with a strong record of accomplishment in other areas, the CCT Admissions committee will recommend provisional admission with the stipulation that the student completes two courses in the program with a course grade of B+ or better. Because of the interdisciplinary nature of the Program, we do not require that you come from any specific program of study.
- **Letters of Recommendation:** Three letters are required from people who have worked closely with you and who have direct knowledge of your abilities. The people you ask to recommend you should be able to comment in detail about your academic strengths, work experience, or life experience.
- **Statement of Interest and Intent:** The Program's admissions requirements call for an essay of at least 1200 words in which you explain your intellectual, artistic, professional or personal reasons for wanting to pursue a degree in Critical and Creative Thinking. Your essay should include specific accounts of your past work and current direction. You should provide a detailed discussion of your specific interests and priorities as a student; the projects you have completed in the past; the problems and topics you want to focus on in future study; and how and why you believe the CCT program can help you accomplish your goals. The CCT Admissions Committee will read your essay as a demonstration of how you write and how you think about issues, as well as determine if your interests and goals match those of the Program.
- **Test Scores:** GRE scores are optional to apply for our program.

About the Program

This 33 credit MA in Science in a Changing World prepares students to focus on science in the context of social change or individual intellectual development.

Course material, classroom activities, teaching/learning interactions, and projects focused on real-world problems provide students opportunities to:

- learn about science and its social and historical context
- gain a set of models for work in education, policy, and other areas of civic engagement
- discuss practices and philosophies of science, education, and social change; and
- undertake research with a view to engaging with science in a changing social and personal world.

Students with diverse backgrounds and career paths — from laboratories to field research, journalism to policy formulation, teaching to activism — are welcome to join the track. In addition to examining Science and its Social Context, students develop valuable professional skills in Research, Writing, and Evaluation for Civic Engagement and in Collaborative Processes and Problem-Based Teaching around current controversies involving science and technology.

Science in a Changing World students graduate well prepared to move across the persistent divide between sciences and humanities. They are able to participate in questioning and shaping the direction of scientific and social changes, as well as to teach and engage others to participate in this important endeavor.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Undergraduate Transcripts:** The CCT program that houses the MA in Science in a Changing World track looks for a generally distinguished undergraduate transcript with an average of at least 3.0 in advanced undergraduate work. For students with a strong record of accomplishment in other areas, the SICW Admissions committee will recommend provisional admission with the stipulation that the student completes two courses in the program with a course grade of B+ or better. Because of the interdisciplinary nature of the program, we do not require that you come from any specific program of study.
- **Letters of Recommendation:** Three letters are required from people who have worked closely with you and who have direct knowledge of your abilities. The people you ask to recommend you should be able to comment in detail about your academic strengths, work experience, or life experience.
- **Statement of Interest and Intent:** The program's admissions requirements call for an essay of at least 1200 words in which you explain your intellectual, artistic, professional or personal reasons for wanting to pursue a degree in Science in a Changing World. Your essay should include specific accounts of your past work and current direction. You should provide a detailed discussion of your specific interests and priorities as a student; the projects you have completed in the past; the problems and topics you want to focus on in future study; and how and why you believe the SICW degree can help you accomplish your goals. The SICW Admissions Committee will read your essay as a demonstration of how you write and how you think about issues, as well as determine if your interests and goals match those of the Program.
- **Test Scores:** GRE scores are optional to apply for our program.
- **Test of English as a Foreign Language (TOEFL):** Required from students from countries where English is not the primary language

Accelerated BA/BS-MA program: This follows the established model of starting graduate courses as a 2nd semester junior, approval of a regular application for graduate program admission, completion of all undergraduate requirements in fewer credits (107 instead of 120), and a 5th year of graduate courses only. Applications welcome from all undergraduate majors in Honors and College of Liberal Arts.

About the Program

The Critical and Creative Thinking (CCT) program at the University of Massachusetts Boston provides its students with knowledge, tools, experience, and support so they can take the time it takes to become constructive, reflective agents of change in education, work, social movements, science, and creative arts.

Critical thinking, creative thinking, and reflective practice are valued, of course, in all fields. In critical thinking we seek to scrutinize the assumptions, reasoning, and evidence brought to bear on an issue — by others and by oneself; such scrutiny is enhanced by placing ideas and practices in tension with alternatives. Key functions of creative thinking include generating alternative ideas, practices, and solutions that are unique and effective, and exploring ways to confront complex, messy, ambiguous problems, make new connections, and see how things could be otherwise. In reflective practice we take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise our approaches accordingly.

The rationale for a master's program of study in CCT is that an explicit and sustained focus on learning and applying ideas and tools in critical thinking, creative thinking, and reflective practice allows students involved in a wide array of professions and endeavors to develop clarity and confidence to make deep changes in their learning, teaching, work, activism, research, and artistry. By the time CCT students finish their studies they are prepared to teach or guide others in ways that often depart markedly from their previous schooling and experience. In these processes of transformation and transfer, CCT students have to select and adapt the ideas and tools presented by faculty with diverse disciplinary and interdisciplinary concerns. Although each CCT course is self-contained and is open to students from other graduate programs, students matriculated in the Program benefit from extended relationships with core CCT faculty and fellow students that support their processes of learning — experimenting and taking risks in applying what they are learning, reflecting on the outcomes and revising accordingly, and building up a set of tools, practices, and perspectives that work in their specific professional or personal endeavors.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Undergraduate Transcripts:** The CCT program looks for a generally distinguished undergraduate transcript with an average of at least 3.0 in advanced undergraduate work. For students with a strong record of accomplishment in other areas, the admissions committee will recommend provisional admission with the stipulation that the student completes two courses in the program with a course grade of B+ or better. Because of the interdisciplinary nature of the program, we do not require that you come from any specific program of study.
- **Letters of Recommendation:** Three letters are required from people who have worked closely with you and who have direct knowledge of your abilities. The people you ask to recommend you should be able to comment in detail about your academic strengths, work experience, or life experience.
- **Statement of Interest and Intent:** The program's admissions requirements call for an essay of at least 1200 words in which you explain your intellectual, artistic, professional or personal reasons for wanting to pursue a degree in critical thinking, creative thinking, and reflective practice. Your essay should include specific accounts of your past work and current direction. You should provide a detailed discussion of your specific interests and priorities as a student; the projects you have completed in the past; the problems and topics you want to focus on in future study; and how and why you believe the CCT degree can help you accomplish your goals. The admissions committee will read your essay as a demonstration of how you write and how you think about issues, as well as determine if your interests and goals match those of the program.
- **Test Scores:** GRE scores are optional to apply for our program.

Accelerated BA/BS-MA program: This follows the established model of starting graduate courses as a 2nd semester junior, approval of a regular application for graduate program admission, completion of all undergraduate requirements in fewer credits (107 instead of 120), and a 5th year of graduate courses only. Applications welcome from all undergraduate majors in Honors and College of Liberal Arts.

About the Program

UMass Boston's Critical Ethnic and Community Studies program (formerly Transnational, Cultural, and Community Studies, or TCCS) is a critical comparative ethnic studies graduate program with signature elements emphasizing transdisciplinarity and the recognition of transnational global–local connections. The Critical Ethnic and Community Studies program centers on race, ethnicity, gender, sexuality, class, and other social categories related to power and privilege that impact the experiences of both U.S.-born and immigrant members of racialized communities in the United States. This transdisciplinary program brings together scholarly research, cultural expression, and meaningful community partnerships in order to understand the histories and contemporary lives of racialized communities in the United States, their experiences as part of diasporic communities with transnational linkages, and their agency and self-determination. As part of this learning, students engage in critical analysis of how migration—to, from, and within the United States—forms an integral part of the experiences of racially and economically marginalized communities.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A writing sample

About the Program

As cyber threats continue to increase, organizations face challenges in recruiting cybersecurity professionals. The United States faced a shortfall of almost 314,000 cybersecurity professionals as of January 2019 and the number of unfilled cybersecurity jobs has grown by more than 50 percent since 2015.

The Cybersecurity certificate integrates both technical and managerial challenges in cybersecurity. The program provides a unique perspective on information security, network management for cybersecurity, cybersecurity risk management and auditing, cybersecurity and cloud computing, and forensics.

The cybersecurity certificate will:

- Apply varied cybersecurity knowledge to solve business problems.
- Provide high quality education in utilizing current cybersecurity techniques and methods.
- Teach students to analyze and choose cybersecurity strategies for organizations as well as best practices on cybersecurity management.

Admission Requirements

Applicants must meet general graduate admission requirements in addition to the following program-specific requirements:

- Minimum required score for TOEFL is 90 to be considered
- 3-5 years of related work experience preferred or relevant bachelors degree
- One letter of recommendation
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in Cybersecurity? How will the Certificate enhance your career aspirations?
 - What is your experience in business analytics, and what problems and issues are you interested in exploring further?

Admission is for fall semester only.

About the Program

This program is geared toward programmers and software professionals who wish to acquire a systematic education in database technology. It provides a solid anchoring in state-of-the-art database technology and trains its students to become database application developers or database administrators. A bachelor's degree is required.

The candidates should have substantial programming experience; knowledge of databases is not expected.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

A bachelor's degree is required. The candidates should have substantial programming experience; knowledge of databases is not expected.

Prospective applicants will be invited for an interview with a faculty member to determine whether they have an appropriate background for the certificate.

Admission to the certificate program is determined by a computer science faculty committee.

About the Program

The PhD program in Developmental and Brain Sciences (DBS) at the University of Massachusetts Boston is a research-intensive program focused on understanding cognition, perception, and behavior when underlying neural and hormonal mechanisms are developing. Core faculty engage in lab work ranging from cognitive development and psychophysics to neuroendocrinology and behavioral genetics.

Students may follow a cognitive specialization investigating functional changes in perceptual and cognitive abilities or a behavioral specialization investigating neural and hormonal correlates of behavior. Independent of specialization, DBS students will receive rigorous core training in methods (dry and wet lab skills, advanced statistical methods, computational tools like MATLAB) and work in laboratories using multiple levels of investigation including psychophysical and neuropsychological evaluation, functional brain imaging (NIRS, ERP), and neuropharmacological, molecular/cellular, and genetic methods.

Our Mission

We seek to provide our graduate students with superior training that prepares them for successful careers in a variety of settings as researchers, clinicians, and academics, giving them the knowledge and skills to contribute high-impact science to various fields, including clinical science, education and public policy; and 2) to produce graduates who can uniquely contribute multi-level, developmental and translational research and advancement to the field of neuroscience.

Our educational mission is to prepare students to approach fundamental areas of neuroscience in this multi-disciplinary fashion by training students in a research intensive environment that uses human and animal models to study cognition (learning, memory, attention, language), perception (vision, hearing), and the genetic, hormonal, and environmental influences (in utero chemicals, maternal stimulation, enriching toys) on behavior while underlying neural and hormonal mechanisms are developing (e.g. in infancy and early childhood).

In line with the University's mission, the DBS program engages in rigorous research which serves the public good of our city, our commonwealth, our nation and our world in an environment that nurtures diversity, inclusion, and a commitment to our urban population.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Successful applicants typically have a BS degree in psychology, biology, or cognitive science. Students with degrees in other fields (e.g. physical sciences, mathematics, engineering, computer science) and a strong interest in the foundations of neuroscience and behavior may also be considered for admission.
- We require a minimum of a BA/BS with a B (3.0) average or above in undergraduate and/or graduate-level coursework.
- With respect to the required Statement of Intent and Interest, in addition to a general statement of your research interests and aptitudes and how they constitute a good match to the DBS program, please be sure to list up to three faculty members you would like to work with, and why; indicate which specialization you would like to pursue (developmental behavioral neuroscience or developmental cognitive neuroscience); list any special honors or awards you have received for academic achievement; detail your relevant research experience (especially your role in the research and any specific contribution toward any resulting publications); touch on your career objectives.

Evaluation of applications is the responsibility of an Admissions Committee composed of DBS program core faculty members. All graduate admissions are handled according to University, Office of Graduate Admissions, and DBS Program guidelines and procedures. From our applicant pool, we undertake an extensive review of applications and will select approximately 10-20 people for interviews. Unfortunately, it is not feasible to interview more than this number, and faculty may not conduct interviews with applicants who have not undergone our review process and been officially selected for an interview.

About the Program

Unique in the state of Massachusetts, our Dual Language Certificate Program aims to meet the needs of our school partners, diverse students, and teachers. Learn the theory and practice of dual language education with world-renowned educators in the field.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Please include a short statement of interest in the Dual Language Certificate Program and one letter of recommendation (professional recommendations are accepted).

About the Program

The Early Childhood Education and Care PhD program is both research-intensive and policy- and practice-oriented. The focus is on using and developing knowledge to address pressing, meaningful problems in the development of young children, especially in underrepresented and underserved populations, including those living in poverty, with disabilities or developmental delays, and from immigrant or refugee groups, within the U.S. and also in developing countries.

Through their research, students address applied questions in policy and practice. The focus is on young children, especially the first five years of life, a period often neglected in schools of education.

Students can select one of four areas of concentrations:

- **Learning and Teaching in the First Five Years.** This concentration can deepen students' knowledge of theory and research in areas including developmental science; pedagogy for early learning; child assessment; curriculum studies in ECEC, curriculum theory and practice; and the design and evaluation of early learning programs in ECEC.
- **Leadership, Policy, and Finance in ECEC.** Students choosing this specialization will be able to engage more deeply in the study of public policies, program and policy implementation, strategies for leading, organizing, and influencing change in early childhood systems; financing strategies; and political and economic analyses of early education and care.
- **Urban, Multilingual, and Global Contexts for ECEC.** The concentration allows students to engage with multiple perspectives on the strengths and challenges of supporting young children's success within one or more of these contexts. For example, students may focus on contextual issues related to a specific content area, such as literacy, or on a population such as children with disabilities, dual or multi-language learners, urban settings, or children in post-conflict situations.
- **Individual Concentration.** Students who have a focused interest that does not fall within one of these options, or that integrates themes from several concentrations, may design their own concentration with faculty input and approval.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- Evidence of a master's degree in early childhood or related field. Transcripts must include at least one introductory course in statistics.
- Scores on the Graduate Record Examination Combined Aptitude Test (GRE). All students must submit the general GRE scores even if they have a master's degree. We do not accept the MATs.
- For international students, a minimum TOEFL score of 600 (paper), 250 (computer based), or 100 (Internet based), with a minimum score of 23 on the speaking section or an IELTS score of 7.0.
- Short [3-5 page] writing sample: Any substantial piece of academic writing of which the applicant is the sole author

- Statement of purpose [1500 words maximum] that addresses the following questions:
 - What are your career objectives?
 - How will a PhD in Early Childhood Education and Care advance those objectives?
 - In what ways does the UMass Boston Early Childhood Education and Care program address your particular academic, career, and personal goals?
 - What professional, personal, and academic experiences or strengths have especially equipped you for the challenges of pursuing a doctorate?
 - What research issues are you interested in pursuing at UMass Boston? Which professor(s) would you like to work with in this program?

About the Program

The program is a 12 credit post-masters certificate program to advance research, policy, leadership, and data-driven practice in early education and care. Courses provide advanced study in early education research methods, action research, policy, leadership, organizational change, and the science of child development and early learning. It is designed to inspire a new generation of leaders in early childhood education. These advanced graduate courses focus on the skills and knowledge students need to impact the future of early education. Graduates of the program will be equipped to: shape public policy, translate theory into practice, use research to lead change, and teach future generations of educators.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

The Early Childhood Admissions Committee will recommend for admissions those applicants who present evidence of their ability to do post master's work with distinction.

Such evidence will include:

- **A statement of purpose**, clearly explaining the applicant's reasons for pursuing more graduate study in the field of early childhood and answering these questions:
 - What excites you about this program?
 - How does it fit into your professional goals?
 - How will your participation in this program impact the lives of children and families?
 - **If you wish to apply for the Early Educator Leadership Fellowship**, please indicate your interest in this statement.
- **Current Resume and Job Description** to clarify past and present roles as an early childhood educator, please upload as one document.
- **Three letters of recommendation.**
- **Writing Sample**; Write an original, 4-5 page doubled-spaced academic essay about an issue/topic in early education that you want to explore in this graduate program. Include a bibliography of the research/literature that has informed your interest in this problem.

About the Program

The Early Childhood (ECHD) graduate teacher education program leading to initial licensure Pre-K-2 is a 37 credit program that consists of 13 required courses. The 13 course sequence includes a 1-credit pre-practicum and a 3-credit full-time practicum. The program is designed to be completed full-time in 4

semesters. It is divided into four segments or cores at the end of which students must demonstrate competencies that allow them to pass on to the next level.

Teach Next Year

Students in Teach Next Year (TNY) completed the program curriculum in 12 months (from June until June).

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Pass the Communication and Literacy MTEL prior to admission to the program.

About the Program

The Early Childhood graduate teacher education program non-licensure is a 36 credit program that consists of 12 required courses. The program is geared to early education and care practitioners with experience in 0-5 settings.

Admission Requirements

Applicants must meet general graduate admission requirements.

About the Program

Students in the Initial Licensure: Elementary Track will complete a 36-credit program divided into three sequential cores of coursework and related requirements. The three cores are Foundation Courses, Content Methods Courses, and Practicum Capstone Courses

These courses were developed to aid students in their graduate level learning process. Foundation Courses include an introduction to a developmental perspective on education, research and current understandings about the methods of teaching specific fields of knowledge, classroom management, inclusive practices for meeting the needs of students with moderate disabilities and sheltering instruction of content for English Language Learners. The Content Methods Courses cover the knowledge base that teachers must bring to the classroom. For an elementary school teacher this must include enough college course work in the areas that are included in the elementary curriculum to guarantee competence and comfort with the material to be taught. The capstone of the program for the Initial Licensure is the supervised practicum and accompanying portfolio. Candidates demonstrate readiness for the initial elementary licensure by a passing score on the MA CAP (Candidate Assessment of Performance).

Teach Next Year

Students in Teach Next Year (TNY) completed the program curriculum in 12 months (from June until June). The program also offers support for add-on licensure in Moderate Disabilities and/or English as a Second Language.

Admission Requirements

Applicants must meet general graduate admission requirements.

About the Program

MEd Middle/Secondary candidates for Initial Licensure will complete a 36-credit program in a manner that satisfies the state regulations.

Initial licensure is offered in the following disciplines:

- English
- History
- Mathematics
- Physics
- Chemistry
- Biology
- Earth Science
- Middle School Math/Science
- Latin & Classical Humanities
- Spanish
- Chinese (Mandarin)

Except for the foreign language content areas, all licenses are for grades 5-8 or 8-12. Foreign language licenses are for grades 5-12.

Teach Next Year

Students in Teach Next Year (TNY) completed the program curriculum in 12 months (from June until June). The program also offers support for add-on licensure in Moderate Disabilities and/or English as a Second Language.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Submit scores for the Communication and Literacy MTEL.

About the Program

The Certificate of Advanced Graduate Studies Program in Educational Administration is housed in the College of Education and Human Development's Department of Leadership in Education. The program is designed to develop transformational leaders that will design and shape the educational systems of the future; ensure every child succeeds with a focus on those populations that have been underrepresented, underestimated and underserve. For those who plan to prepare for top-level positions in educational leadership, the program serves as a foundation for further graduate study.

All students in the program enroll in core courses as a cohort to engage in a comprehensive view of educational leadership and in a practicum involving supervised work in the field. Within this common framework, students specialize through their practicum and internship, experiences in preparing for educational leadership. The core includes classes in social justice, anti-racist leaders, leadership development organizations and change, as well as a two-course sequence in curriculum, courses in personnel supervision, school law, budgeting, multicultural perspectives in education, and how to use data for school improvement.

Goals:

1. To provide practical and theoretical experiences and knowledge by focusing on Eight Leadership Tenets that examine the beliefs and values that impact student learning while using cultural competency to promote inclusive and equitable instruction for all students.
2. To support students in developing a portfolio of evidence reflecting competency in leadership in preparation for leading schools or community-based organization in efforts to dismantle social inequities.
3. To provide curricula that supports all candidates, regardless of whether they are interested in pursuing the MA licensure process.

Outcomes: By the end of the two-year, 36 credit program, students will have gained a deeper understanding of the Eight Leadership Tenets.

1. Instructional Leaders who can connect curriculum, instruction and assessment to improve learning for all students.
2. Anti-racist Leaders who can use knowledge and skills about race, gender, and culture to build school environments characterized by social justice and equity.
3. Organizational and Cultural Leaders who can use solid understandings of organizational dynamics and culture to move successfully toward a shared vision for a school.
4. Managerial Leaders who can marshal the "nuts and bolts" of management and operations—human, financial, technological, and legal resources—to attain goals and serve a broader vision.
5. Leaders of Other Leaders who can use their understanding of the best principles and practices of professional development to support the growth of staff members and colleagues.
6. Data-oriented Leaders who can use data and enhance their organization's capacity to use data for assessment, continuous improvement, and decision-making.
7. Communication Leaders who can use interpersonal oral and written skills to work effectively with a variety of audiences, including parents and community members.
8. Reflective Leaders who can demonstrate the ability to integrate these tenets in context, to learn from practice, to assess strengths and weaknesses, and to plan for personal learning.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

The CAGS Program in Educational Administration will recommend admission for those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will normally include:

- Master's degree in a field relevant to education, such as teaching or counseling and school psychology.
- Three letters of recommendation from people familiar with the applicant's leadership ability and/or potential; one letter should be written by the person who will supervise the practicum for the next two years.

- Documentation of two or more years of full-time employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, or higher education.
- For those seeking state administrator licensure: documentation of state licensure or successful completion of the MA Test for Teacher Licensure (MTEL).
- Optional submission of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- An interview with the graduate program director and admissions committee (for applicants who reach the final stages of the selection process).

About the Program

The MEd Program in Educational Administration Leadership is housed in the College of Education and Human Development's Department of Leadership in Education. The program is designed to develop transformational leaders that will design and shape the educational systems of the future; ensure every child succeeds with a focus on those populations that have been underrepresented, underestimated and underserved. For those who plan to prepare for top-level positions in educational leadership, the program serves as a foundation for further graduate study.

All students in the program enroll in core courses as a cohort to engage in a comprehensive view of educational leadership and in a practicum involving supervised work in the field. Within this common framework, students specialize through their practicum and internship, experiences in preparing for educational leadership. The core includes classes in social justice, anti-racist leaders, leadership development organizations and change, as well as a two-course sequence in curriculum, courses in personnel supervision, school law, budgeting, multicultural perspectives in education, and how to use data for school improvement.

Goals:

1. To provide practical and theoretical experiences and knowledge by focusing on eight leadership tenets that examine the beliefs and values that impact student learning while using cultural competency to promote inclusive and equitable instruction for all students.
2. To support students in developing a portfolio of evidence reflecting competency in leadership in preparation for leading schools or community-based organization in efforts to dismantle social inequities.
3. To provide curricula that supports all candidates, regardless of whether they are interested in pursuing the MA licensure process.

Outcomes: By the end of the two-year, 36 credits program, students will have gained a deeper understanding of the Eight Leadership Tenets.

1. Instructional leaders who can connect curriculum, instruction and assessment to improve learning for all students.
2. Anti-racist leaders who can use knowledge and skills about race, gender, and culture to build school environments characterized by social justice and equity.
3. Organizational and cultural leaders who can use solid understandings of organizational dynamics and culture to move successfully toward a shared vision for a school.
4. Managerial leaders who can marshal the "nuts and bolts" of management and operations—human, financial, technological, and legal resources—to attain goals and serve a broader vision.
5. Leaders of other leaders who can use their understanding of the best principles and practices of professional development to support the growth of staff members and colleagues.
6. Data-oriented leaders who can use data and enhance their organization's capacity to use data for assessment, continuous improvement, and decision-making.

7. Communication leaders who can use interpersonal oral and written skills to work effectively with a variety of audiences, including parents and community members.
8. Reflective leaders who can demonstrate the ability to integrate these tenets in context, to learn from practice, to assess strengths and weaknesses, and to plan for personal learning.

The program uses a cohort model and accepts students once a year, in the spring, to begin their studies in September.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

The Master's Program in Educational Administration will recommend admission for those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will normally include:

- Three letters of recommendation from people familiar with the applicant's leadership ability and/or potential; one letter should be written by the person who will supervise the practicum for the next two years.
- Documentation of two or more years of full-time employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, or higher education..
- For those seeking state administrator licensure, documentation of state licensure or successful completion of the MA Test for Teacher Licensure (MTEL).
- Optional submission of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- An interview with the graduate program director and admissions committee (for applicants who reach the final stages of the selection process).

About the Program

Our MA graduate program in English encompasses both traditional approaches to English studies and reexaminations of those approaches. We offer a flexible program of study with three areas of concentration: literature, composition, and creative writing. Students often create an integrated program of study that includes courses from two or three areas. All of our students engage with the imaginative worlds that texts create—worlds created and shared by literary authors, analytical writers, responsive readers, and reflective thinkers.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

The English Graduate Committee will recommend full admission for those applicants who present evidence of their ability and appropriate preparation to do graduate work with distinction. Such evidence must include:

1. A distinguished undergraduate record in advanced undergraduate English courses. An undergraduate major in English is preferred.

2. Three substantive and detailed recommendations, at least two from former teachers familiar with the applicant's most recent academic work.
3. An essay of at least 1,200 words by the applicant concerning his or her intellectual, professional, and personal reasons for desiring to pursue the advanced study of English. The essay should give a specific account of the applicant's past studies and projects and an explanation of the applicant's major fields or subjects of interest in the field. This essay is of great importance and is evaluated as a demonstration of ability in writing and thinking about literary issues. It constitutes the second part of the statement of interests and intent described in the "Graduate Admissions Application Instructions" section of the graduate application (see the section on additional instructions for all applicants).
4. A critical essay written in the last four years, at least ten pages in length, demonstrating the applicant's ability to read and write critically about literary texts. Students interested in the creative writing concentration should include approximately 6 poems or 2 short stories along with their critical essay, but the creative writing sample may not substitute for the critical essay, which is required.
5. Graduate Record Examination (GRE) scores (Verbal, Quantitative, and Literature in English) are not required, but are recommended, especially in cases where the undergraduate record is unusual or uneven, or if the undergraduate major is not English.

Otherwise excellent candidates who appear not quite prepared to meet one or more of the above requirements may be admitted provisionally on completion of additional English courses at the advanced undergraduate level, or may be asked to enroll as non-degree students in one or two graduate courses before being reviewed for full admission. Such students should be aware that, if they are later admitted to the degree program, only 6 credits taken as a non-degree student at UMass Boston may count toward the degree.

The department welcomes applications from in-service secondary English teachers.

Some graduate teaching assistantships are available each year. Applications for assistantships are due the third week of April for the following academic year.

About the Program

Environmental science is a metadiscipline integrating the natural and social sciences. The School for the Environment is nationally recognized for its preparation of MS-level environmental practitioners whose research and practical knowledge advances natural resource conservation, climate change impacts and responses in coastal marine systems, new methods and technologies for the remote study of the planet, and the development of sustainable policies and management strategies to conserve and protect human-natural systems.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- GRE general exam scores

About the Program

Environmental science is a metadiscipline integrating the natural and social sciences. The School for the Environment is nationally recognized for its preparation of PhD-level environmental professionals whose research and integrated understanding of human-natural systems advances discovery and

innovation in climate change research, sustainability and conservation science, policy analysis and formulation, coupled system modelling, and detection technologies.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- GRE general exam scores

About the Program

The MS program offers advanced study in exercise and health sciences. Depending on the option of study chosen, students fulfill program requirements by completing a research thesis or designing and completing a supervised practicum project. Students also select from tracks in applied exercise physiology or physical activity and health promotion.

Located in Boston, the program is one of a handful located in an urban setting. This provides students with the unique opportunity to study issues regarding physical activity and urban health in a multicultural setting. The program's research focus will enhance the career growth potential of our students, whether they choose to apply their research skills in advanced academic study, or in workplace settings where sophistication in conducting and managing research and other projects is required.

A wide range of course electives and faculty research areas complement the tight focus of core coursework, which covers research methods, health fitness assessment and advanced physical activity, and nutrition and health. Students are encouraged early in the program to choose a faculty mentor with whom they wish to study.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- MS applicants must have a bachelor's degree in exercise science, nutrition, or a related field from a nationally accredited college or university or its international equivalent. The review committee will admit applicants with degrees in other disciplines at their discretion. The graduate program director will review coursework from other graduate programs on a case-by-case basis to determine transferability of credits up to a maximum of 6 credits.
- Preference will be given to applicants whose transcripts show attainment of a minimum overall GPA of 3.0 and completion of the following courses (also with a minimum GPA of 3.0), taken within the past seven years: one year of anatomy and physiology with lab, exercise physiology with lab, chemistry with lab, fitness assessment, and statistics. Students may be required to address deficiencies as a condition of acceptance.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- Three letters of recommendation.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

External Candidates:

- Typically, PhD program applicants will have a master's degree in exercise science, nutrition, or a related field from a nationally accredited college or university or its international equivalent. The review committee will admit applicants with degrees in other disciplines at their discretion. The graduate program director and/or graduate program committee will review coursework from other graduate programs on a case-by-case basis to determine transferability of credits up to a maximum of 6 credits.
- Preference will be given to all applicants whose transcripts show completion of the following courses with a minimum GPA of 3.0, taken within the past seven years: one year of anatomy and physiology with lab, exercise physiology with lab, chemistry with lab, fitness assessment, and statistics. Students may be required to address deficiencies as a condition of acceptance.
- Three letters of recommendation.

Internal Candidates:

- Completion of the Exercise and Health Sciences (MS) program.
- Two letters of recommendation.

About the Program

UMass Boston's doctoral exercise and health sciences program is firmly research-based, with core coursework in research methods, biostatistics, and measurement and evaluation. A student's primary area of research will align closely with the research area of a specific faculty advisor in the department.

The faculty's broad expertise ranges from the cellular level (molecular mechanisms) to the society at large (community and populations studies), with many collaborative research efforts focused on physical activity, diet, and obesity in children and youth, adults, older adults and special populations across the lifespan.

While the primary faculty advisor helps guide the student's dissertation research, degree candidates will also have options to explore other areas of interest in the form of independent studies and elective courses, preparing them to be well-rounded researchers.

Learning Outcomes

1. Demonstrate a deep understanding of fundamental concepts of exercise science and/or health promotion.
2. Conduct systemic inquiry and apply critical thinking to evaluate scientific literature relevant to the specialization area in exercise science and health promotion.
3. Use an appropriate theoretical framework and quantitative and/or qualitative methods to acquire, analyze and interpret data.

4. Disseminate scientific findings at local, national and global levels through publications and presentations.
5. Demonstrate leadership as a researcher and educator to promote physical activity and improve health in diverse populations.

About the Program

This program prepares RNs or NP's who have a master's degree in nursing to function as nurse practitioners in ambulatory or community-based areas. FNP's provide comprehensive care to all members of the family unit: infants, children, and adults, including child-bearing women; they also provide direct health care services incorporating health promotion, health protection, disease prevention and disease management. Graduates of this specialty are eligible to take the Family Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in their state based on regulatory guidelines.

Two family nurse practitioner post-master's graduate certificate programs are available, one requiring 12 credits of graduate course work, the other requiring 21 credits, depending on the student's prior course work in the master's program.

The 21-credit option is open to RNs with a master's degree in nursing from an NLN- or CCNE-accredited program. The program of study includes 9 credits of didactic study and 12 credits of clinical course work, including 600 hours of clinical practice in the family specialty area. It may be completed in two semesters full-time or four semesters part-time.

The 12-credit option is open to RNs with strong clinical backgrounds, a master's degree in nursing, and current national certification as a family, adult, pediatric, or gerontological nurse practitioner, who wish to sit for certification exams in a second specialty area. Students complete a minimum of 6 credits of didactic and 6 credits of clinical course work, including 300 hours of clinical practice. Participants concentrate in advanced practice family nursing. The program may be completed in one semester full-time or two semesters part-time.

About the Program

The Master of Science in Finance (MSF) is a 10 course, 30 credit degree program. The 10 courses are composed of Finance Requirements, Finance Electives, and a Capstone course.

As part of its program to maintain accreditation with the Association to Advance Collegiate Schools of Business (AACSB), the College of Management faculty has formally adopted learning objectives for each of its degree programs and periodically conducts assessments to ensure student learning for each learning objective and to identify opportunities for curriculum improvement.

Learning Objectives:

- Achieve proficiency with respect to the functional or technical knowledge and skills required for professional finance careers.
- Gain knowledge and skills regarding professional integrity and ethics.
- Gain problem identification and solving, critical thinking, and analytical skills.
- Gain proficiency in the communications, teamwork and leadership skills required for professional finance careers.

About the Program

The MSF with Investment Management & Quantitative Finance (IMQF) Track is a 10 course, 30 credit degree program. The track emphasizes education on quantitative techniques in finance to meet the increasing demand for such skills in the finance job market. The IMQF Track is STEM designated, offering students on a VISA an extended OPT upon completion of the degree.

As part of its program to maintain accreditation with the Association to Advance Collegiate Schools of Business (AACSB), the College of Management faculty has formally adopted learning objectives for each of its degree programs and periodically conducts assessments to ensure student learning for each learning objective and to identify opportunities for curriculum improvement.

The learning objectives for the Master of Science in Finance (MSF) with Investment Management Program are for students to:

- Achieve proficiency with respect to the functional or technical knowledge and skills required for professional finance careers.
- Gain knowledge and skills regarding professional integrity and ethics.
- Gain problem identification and solving, critical thinking, and analytical skills.
- Gain proficiency in the communications, teamwork and leadership skills required for professional finance careers.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official GMAT or GRE scores.
- Essay (Students may write their essay using either the standard essay prompt in the online application or the one below.)
 - Part 1 (up to 300 words): Why are you interested in attending graduate school at UMass Boston?
 - Part 2 (approx. 1,200 words): State a current issue, problem or topic from your intended field of study (This can be specific to your country, state or local community) and discuss your strategic plan as to how you would address the issue and how attending graduate school at UMass Boston will aid you in your pursuits.

About the Program

For more responsive, sustainable solutions and improved quality of life for clients.

This certificate program will benefit you if you are:

- A practitioner who provides behavioral health treatment services for persons who are court involved
- Staff of a correctional program
- Interested in a graduate degree yet undecided on your field
- Ready to pursue a master's degree, in a variety of fields

Forensic services is the analysis of the intersection of social, health, and legal systems with the goal of providing appropriate interventions and services to criminal offenders in a variety of settings.

This graduate program does not take as its focus the specifics of criminal evidence and criminal investigation. Rather, it examines the ways in which public health and legal standards, specifically mental health issues and criminality, intertwine.

If you have not yet earned a graduate degree or licensure, this program will help you become more effective in your work. It also prepares you for the next step – a graduate degree leading to licensure in several career specialties.

The Program

The coursework provides an examination of complex social issues such as the origins of mental illness, substance abuse, dual diagnosis, and crime, the impact of relevant laws and social policies, and the operation of health and law-related services for criminal offenders.

By exploring policy, advocacy and the provision of services for vulnerable populations, you will learn about violence and criminality, including their impact upon offenders and their families, victims and their families, and their communities. The focus is also upon responses to crime by the police, courts, and correctional programs. This includes clinical assessment and treatment provided by probation, parole, public systems, and private agencies.

You will develop research skills, cultivate innovative programming, and be able to formulate policy, as well as provide services and advocacy on behalf of correctional, mental health, and substance abusing clients.

Prospective jobs for graduates of the Forensic Services Certificate program include areas such as: research, social services, human services, community mental health, victim advocates, and the court system.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- One letter of recommendation

About the Program

This award-winning, first-in-the-nation program prepares students to serve at all levels of government, take on leadership roles in nonprofit organizations, hold elected office, and pursue advanced degrees, most frequently in law and public policy.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- An interview is highly recommended, but not required.

About the Program

This online, five-course Gerontology Graduate Certificate program is designed for students who have a general interest in the study of gerontology, and either want to test the program before pursuing an MS degree, or enhance their knowledge base regarding the impacts of aging societies for personal or professional benefit.

Admission Requirements

Applicants must meet general graduate admission requirements.

About the Program

The Gerontology MS Research/Policy track prepares students to address issues surrounding a diverse aging population. The curriculum includes coursework in social science theories related to aging and research techniques. Students are provided with the tools to pursue basic and applied research in a range of substantive areas. Students are also introduced to the major policy issues affecting older people in the United States. This gives students the ability to engage with these issues in the public and private sectors.

Our interdisciplinary courses provide opportunities to apply theory and research methods in the social, behavioral, and policy sciences to the study of aging. Our alumni pursue careers in research, advocacy, policy analysis, and organizational leadership.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

Submit the following along with your application:

- A brief cover letter
- A statement of purpose consisting of a three to four page essay/letter of intent on your experiences and why you wish to enter the program.
- Three letters of recommendation from people familiar with your academic abilities

About the Program

Our convenient, flexible, fully online program allows students to get a master's degree in Management of Aging Services at their own pace, while offering a personalized experience and lasting connections. This program is perfect for working professionals taking the next step in careers related to aging services, elder care, and long-term service and support.

The curriculum provides an intimate learning experience in program development and management, advocacy, organizational finance, policy, service delivery, resource management, environmental gerontology and health.

All courses include synchronous chats between students and the instructor weekly or bi-weekly. These chats are held in the evenings or weekends EST. They provide students with the opportunity to interact directly with their fellow classmates and the instructor allowing for lectures, questions and answers and general discussions. Students are required to participate in these chat sessions.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

Submit the following along with your application:

- A brief cover letter.
- A statement of purpose consisting of a three to four page essay/letter of intent on your experiences and why you wish to enter the program.
- Official GRE score report.
- Three letters of recommendation from people familiar with your academic abilities.

About the Program

The Gerontology PhD Program is designed to prepare students for leadership roles as teachers, researchers, planners, and policy makers in this field of growing importance for both the private and the public sectors. The program's approach reflects the urban mission of the University of Massachusetts Boston. Special attention is given to the needs of the low-income elderly, and to issues of racial and cultural diversity.

The program may be completed in four years: five semesters of full-time course work, one semester of combined course and dissertation work, and two semesters of full-time dissertation work.

The program's location on campus adjoins UMass Boston's Gerontology Institute. The Gerontology Institute, established by the Massachusetts Legislature, constitutes a major resource for the doctoral program. The Institute's mission is to focus attention on the economic, social, and political issues that confront the aging population. Institute activities include policy research and analysis, as well as publication of two journals: *Demography of Aging* and the *Journal of Aging & Social Policy*. The Institute emphasizes the demography of aging, income security, health care, long-term care, retirement and pensions, and productive economic and social roles for the elderly. The Center for Social and Demographic Research on Aging was created with the goal to promote the demographic and applied research capacity within the Gerontology Institute. Older people themselves are often involved in the design and execution of Institute activities. Students in the program gain experience by participating in the Institute's research and policy projects.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Three letters of recommendation.

About the Program

The Master of Public Administration (MPA) in Global Comparative Public Administration (GCPA) educates a new generation of global public administrators and is targeted toward both working professionals and recent undergraduates seeking to develop administrative and analytical skills with a global comparative perspective.

The two-year, 39 credit (either in-class or online) program prepares graduates for public service careers and leadership positions in state, national, and international governments; and non-government organizations (NGOs).

The master's degree has an applied, practitioner orientation consistent with professional public administration programs.

This unique interdisciplinary program empowers students to:

- Work to resolve global inequity
- Learn the complex, interdependent network among nation-states and supranational organizations
- Develop new and alternative strategies for improving public institutions worldwide

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A current résumé noting your college(s), major(s), GPA(s) on the top of page one
- Three letters of reference, at least two of which should come from individuals who can assess the applicant's academic preparation for advanced graduate work.
- Short writing sample (3-5 pages): Any substantial piece of academic writing of which the applicant is the sole author
- Statement of purpose (1500 words maximum) that addresses the following questions:
 - What are your career objectives?
 - How will a master's in global comparative public administration advance those objectives?
 - In what ways does the UMass Boston global comparative public administration program address your particular academic, career, and personal goals?
 - What professional, personal, and academic experiences have especially equipped you for the challenges of pursuing a master's degree?
 - What personal strengths will you bring to your studies?
 - What personal challenges or hurdles do you anticipate having to address in order to complete the master's program?

About the Program

UMass Boston's Global Governance and Human Security master's program focuses on solutions that matter to a wide range of global problems: how to promote human welfare and economic growth, how to develop policies that respect human rights and ecological constraints, how to reduce insecurity while fostering human potential, and how to fashion cooperative solutions to challenges such as these through global governance.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- GRE scores
- Writing sample is optional

- **Statement of purpose:** In 1,500 words, provide a statement describing your research and career interests and explaining why you are interested in an interdisciplinary MA program in Global Governance and Human Security.

About the Program

The Global Governance and Human Security PhD Program curriculum focuses on the outcomes that matter most to individuals: secure forms of economic welfare and human development; environmental stewardship and sustainability; public health; human rights; human security; political freedom; and the interrelationships among them.

Each newly admitted cohort completes a set of core courses during their first two to three semesters in the program, after which they pursue their area of specialization and develop their doctoral research topics.

The program's primary tracks mirror the interconnected strands of a set of global issues:

- conflict resolution
- the environment and sustainability
- gender
- human rights and human security
- global political economy
- human development
- global public health
- migration

Students who wish to explore a new area of inquiry can develop their own track and course of study.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **GRE scores:** Get an official report from the Educational Testing Service and have the testing agency send your official test scores directly to UMass Boston. Unofficial test score reports are not acceptable. UMass Boston's institution code is 3924.
- **Statement of purpose:** In 1,500 words, provide a statement of your research and career interests and goals; your motivation for pursuing a PhD; why you are interested in an interdisciplinary PhD program; member(s) of the faculty with whom you are interested in working.
- **Writing sample:** Your required writing sample should be a substantial piece of academic writing of which you are the sole author.

An interview, though not required, is strongly recommended for those living in the greater Boston area. Phone or Skype interviews are possible for those living out of the area.

About the Program

The master's program embraces the philosophy of SGISD. It promotes transdisciplinary research, crossing disciplinary, academic, and non-academic boundaries, as well as transnational inquiry, crossing borders and hemispheres. The program develops professionals skilled in integrating policies and practices into

community training and capacity-building initiatives that invest in inclusion and social development worldwide.

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

Students select a concentration from the following:

- **Disability Studies:** Prepares students to work with people with disabilities in various capacities and to become leaders and advocates in the field.
- **Gerontology:** Prepares students to understand aging populations from a social and psychological perspective, and to work in the community or at a policy level to help support today's vast aging populations.
- **Human Rights:** Develops leaders for social justice. Readies students to mobilize local and international movements, measure efforts and outcomes, advance human well-being, and promote rights for all.
- **Nonprofit Management:** Graduates work in mid- or top-level managerial positions in the NGO and non-profit sectors, including poverty reduction programs, advocacy organizations, community service organizations, social welfare, and human service providers.
- **Transnational, Cultural, and Community Studies:** Introduces students to different forms of exclusion that affect substantial populations both within and outside of the US, also allowing students to explore the linkages between global and local forms of exclusion, and develop solutions to them.
- **Individualized Plan of Study:** This option is intended for those with specific interests not fully addressed within existing concentrations. Students who wish to pursue this option must take all required core GISD courses, and must provide a detailed outline of the plan of study they wish to pursue and its connection to the School's mission. This proposal must be reviewed and approved by a faculty advisor, the graduate program director, and the SGISD academic affairs committee, no later than the start of the third academic semester.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- The 39-credit master's program in global inclusion and social development invites applicants with a variety of academic and experiential backgrounds who hold a bachelor's degree from an accredited institution, with a minimum grade point average (GPA) of 3.0 (any course).
- Interviews are strongly recommended for interested applicants and can be scheduled by emailing sgisd@umb.edu.
- Statement of Purpose - Please discuss in 1,200 words or less your reasons for pursuing graduate study and your academic, personal, and professional goals.
- Three Letters of Recommendation - Letters should come from individuals who can speak to your academic and professional preparation for program success.
- Test Scores (GRE or MAT) - We do not require a minimum score. Please note that individuals who possess an MA/MS degree in a related field at the time of application do not need to submit test scores.
- Résumé or Curriculum Vitae - Please make sure all educational background and professional history is current with degrees earned, institutions attended, majors, and GPAs.

Coverdell Fellowship Applicants Only:

Additional Documentation - This fellowship is available to returned Peace Corps volunteers. In addition to the application steps listed above, you will need to submit a copy of your official Description of Service to the Coverdell Fellows coordinator. [Learn more here.](#)

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- The 67-credit doctoral program in global inclusion and social development invites applicants with a variety of academic and experiential backgrounds who hold degrees from an accredited institution. Minimum requirements for the PhD in global inclusion and social development include a previous degree in education, social sciences, or a related area from an accredited college or university or international equivalent; and a minimum grade point average (GPA) of 3.0 (any courses).
- Statement of Purpose - Please discuss in 1,200 words or less your reasons for pursuing graduate study and your academic, personal, and professional goals.
- Three Letters of Recommendation - Letters should come from individuals who can speak to your academic and professional preparation for program success.
- Test Scores (GRE or MAT) - We do not require a minimum score. Please note that individuals who possess an MA/MS degree in a related field at the time of application do not need to submit test scores.
- Résumé or Curriculum Vitae - Please make sure all educational background and professional history is current with degrees earned, institutions attended, majors, and GPAs.
- Required Writing Sample #1 - Writing sample should demonstrate applicant's ability to complete high-quality intellectual work and be of reasonable length.
- Required Writing Sample #2 - Writing sample should demonstrate applicant's ability to complete high-quality intellectual work and be of reasonable length.
- Personal Interview - When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).

Applicants who possess a master's degree in education, the social sciences, or a related area may qualify to waive required concentration courses, and may be granted a doctorate in global inclusion and social development after completing 52 credits of core courses and other required degree components. Such advanced standing is at the discretion of the program, and may be subject to provision of qualifying materials, including past syllabi.

Applicants who either hold a BA-level degree, or hold a master's degree in a non-related field at the time of application, may still apply for admission to the doctoral program. Such individuals will be considered concurrent students of the master's and doctoral programs until all master's-level requirements in global inclusion and social development are fulfilled. BA-level applicants must also submit official GRE verbal and quantitative scores with their application to the PhD program. People with disabilities should contact us by email or phone (617.287.4361) for specific testing accommodations and for all other admission-related inquiries.

We will contact qualified applicants for an interview after an application has been received and processed.

About the Program

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.

Students select a concentration from the following:

- **Disability Studies:** Prepares students to work with people with disabilities in various capacities and to become leaders and advocates in the field.
- **Gerontology:** Prepares students to understand aging populations from a social and psychological perspective, and to work in the community or at a policy level to help support today's vast aging populations.
- **Human Rights:** Develops leaders for social justice. Readies students to mobilize local and international movements, measure efforts and outcomes, advance human well-being, and promote rights for all.
- **Nonprofit Management:** Graduates work in mid- or top-level managerial positions in the NGO and non-profit sectors, including poverty reduction programs, advocacy organizations, community service organizations, social welfare, and human service providers.
- **Transnational, Cultural, and Community Studies:** Introduces students to different forms of exclusion that affect substantial populations both within and outside of the US, also allowing students to explore the linkages between global and local forms of exclusion, and develop solutions to them.
- **Individualized Plan of Study:** This option is intended for those with specific interests not fully addressed within existing concentrations. Students who wish to pursue this option must take all required core GISD courses, and must provide a detailed outline of the plan of study they wish to pursue and its connection to the School's mission. This proposal must be reviewed and approved by a faculty advisor, the graduate program director, and the SGISD academic affairs committee, no later than the start of the third academic semester.

About the Program

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.

About the Program

The explosive advances in information technology, combined with shifts in health care provision, have created the need for skilled people who can develop, manage and integrate medical information systems. The College of Management is offering a unique and innovative online certificate consisting of four courses in the field of health care informatics. The certificate is designed to facilitate the delivery of modern healthcare systems by focusing on concepts and tools that aid decision making in health care.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Résumé (3-5 years of related work experience preferred)
- One (1) letter of recommendation
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in health care informatics? How will this certificate enhance your career?
 - What is your experience in the health care field, and what problems and issues are you interested in exploring further?
- Submission of TOEFL or IETLS score required for all students that submit undergraduate transcripts where the national language is not English. Minimum required score for TOEFL is 85 to be considered.

About the Program

The healthcare industry is growing rapidly. According to the Bureau of Labor Statistics, the overall healthcare industry is expected to add the most new jobs of any U.S. industry, increasing its share from 12.0% to 13.6%, and adding about 3.8 million positions, between 2014 and 2024. The growth in health care managerial positions alone is likely to grow 17% during this period, a rate much faster than average. With an eye toward that anticipated growth, the College of Management Graduate Programs has designed the Healthcare Management Graduate Certificate to address the needs of professionals seeking to enter this industry, and to better equip those who may already be working in the health care sector.

The program is open to those with an undergraduate degree from an accredited institution and appropriate interests and work experience.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Résumé (3-5 years of related work experience preferred)
- One (1) letter of recommendation
- Statement of Intent. Please express in less than 1000 words:
 - Why are you interested in the graduate certificate in health care management? How will this certificate enhance your career?
 - What is your experience in the health care field, and what problems and issues are you interested in exploring further?

- Submission of TOEFL or IETLS score (required for all students that submit undergraduate transcripts where the national language is not English; minimum required score for TOEFL is 85 to be considered)

About the Program

The Higher Education Doctoral Program focuses on issues of concern to leaders in all types of higher education institutions, including community colleges and four-year institutions, both public and private. The curriculum covers topics such as organization and leadership, teaching and learning, college student experiences and outcomes, diversity, public policy, institutional change, college access, equity, globalization, finance, and community engagement. Students also develop a strong foundation in both quantitative and qualitative research methods, as well as an understanding of the social and historical foundations of higher education.

The program is based on a cohort model in which PhD and EdD students participate in a common curriculum. Through elective courses and research experiences, students are able to pursue goals specific to either degree. Individuals who plan to pursue a career as a senior-level college or university administrator can apply to the EdD. Those who plan to pursue a career that includes college teaching, research, policy analysis, or service as a chief academic officer can apply to the PhD.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Essay:** This should be approximately 2,000 words in length. Be sure to address the following areas:
 1. Reflect on your practice in higher education and how that practice relates to larger higher education issues.
 2. Reflect on your capabilities for leadership in higher education.
 3. Reflect on your preparation for doctoral-level work.
 4. Reflect on what you will contribute to the Higher Education Doctoral Program and what you will gain from it.
- **Resume or curriculum vitae:** Include educational information and employment history.
- **Two letters of recommendation:** Recommenders should have worked closely with the applicant in an academic, professional, or community service setting. Letters should not be written by friends or family members of the applicant and should focus on the applicant's abilities and past academic performance. The letters should also assess the applicant's level of motivation for and commitment to a leadership role in higher education. Former professors familiar with the applicant's academic abilities could address the applicant's capacity to perform graduate-level work. Supervisors or colleagues at the current place of employment could describe and give evidence of the applicant's potential as an initiator and implementer of organizational change.
- **Employer agreement form:** This form shows year-by-year how the applicant and their employer will arrange the applicant's work schedule to permit the applicant to meet the program's requirements. These include three June sessions and a full weekday (Friday) on campus each week during the semesters leading up to the dissertation seminars.
- **Official transcripts of previous academic work:** This should include previous academic work (graduate and undergraduate degree programs), demonstrating that the applicant has earned a master's degree or equivalent from a college or university of recognized standing.

- Applicants may also submit test scores from the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or Law School Admission Test (LSAT). Submission of these scores is optional.

The admissions committee will interview all finalists before making its recommendations for acceptance into the program.

About the Program

Our Master of Arts in Historical Archaeology draws on anthropological archaeology and historical anthropology. Our program thrives on using artifacts, documents, environmental data, landscapes, architecture, and oral history in its holistic anthropological studies of colonialism, imperialism, African Diaspora, past and present Indigenous peoples, globalization, urbanization, political economy, environmental change, food practices, multicultural societies of the modern world, social history of the disenfranchised, and heritage politics. We offer students a rich venue for engaging with these diverse research topics and data sources and frequently doing so in community-engaged and collaborative contexts.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Three letters of recommendation
- Personal statement. PLEASE NOTE: The personal statement required for our program differs in structure from the general template included in the general admissions application. We seek only ONE essay (not two) totaling about 1,000 words covering (1) your personal, academic, and professional experiences that have prepared you for our graduate program; (2) your research and career interests and how these relate to our specific graduate program's coverage and participants, and (3) the ways our training and degree will advance your career aspirations. Please be sure to obtain feedback from a faculty mentor on your draft of this statement, as these can be challenging to write.
- We also highly encourage, although do not require, the submission of a writing sample(s) that might help the Graduate Committee evaluate applicant writing, research, or analytical ability.
- We expect applicants to have a strong background in archaeology, which is normally provided with a baccalaureate degree in anthropology or archaeology and usually some fieldwork experience through university field schools or post-graduation work in cultural resource management or other contexts. These comprise the bulk of our successful admissions. However, undergraduate or graduate degrees in historic preservation, history, American studies, art history, classics, Egyptology, sociology, and allied fields are accepted if the applicant demonstrates sufficient background, potential, and understanding of the disciplinary approach in which they seek graduate training. We realize that archaeology/anthropology may not have been available to all undergraduates except as a minor field of study or as only a few courses and that some students "find" the field too late to have changed their undergraduate major anyway. Students seeking admission with these kinds of backgrounds will be competing for a slot in the program with those who have the requisite undergraduate training; therefore, we recommend boosting their background beyond the ongoing or already-awarded bachelor's degree by taking undergraduate archaeology courses, especially an accredited field school, before applying.

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Three letters of recommendation
- GRE recommended
- Submission of a writing sample

About the Program

Archives Track

Training in historical methodology provides a crucial foundation for practicing archivists in the 21st century. Thus, archives students earn an MA in history with a concentration in archives, rather than an MA in library and informational science with a concentration in archives. Today, in an age in which information is created in various forms at exponential rates, archivists must learn to preserve and provide long-term access to materials and also learn to create, present, and archive history online. As technologies rapidly evolve, archivists must continually learn new technological skills throughout their career. Acquiring and mastering research and critical-thinking skills in history, rather than learning only technical skills, provides archivists with a vast and deep foundational knowledge and subject area expertise. This imbues them with an invaluable and transferable skill: the ability to assess and recognize the intrinsic research value to collections.

The mission of the UMass Boston Archives Track within the history MA program is:

- To provide students with a firm theoretical knowledge and hands-on training to prepare them to become professional archivists with technical skills, subject-area knowledge, research skills, and abilities to manage archival collections and electronic records
- To provide students with practical experience in archives, special collections libraries, historical societies, and cultural institutions
- To provide a space for students, faculty, and professional archivists to collaborate on digital archives and exhibits that increase public access to collections.

Students in the Archives Track have the option of writing a thesis or a capstone. All archives students should consult with the director of the archives program about their final project and whether they should write a thesis or a capstone.

History Track

The History Track is the traditional MA path for graduate students. Students in the History Track are required to write a thesis. The History Track emphasizes historical research methods as well as historical writing and analysis of primary and secondary sources. Students who choose the History Track also take a large number of history elective courses to broaden their knowledge of history.

The history track may be completed online.

Public History Track

Public historians study the way we remember and interpret the past. They use historical methodologies to preserve, collect, present, and interpret history with and for public audiences. Public historians work with historic landscapes, sites, parks and monuments; in museums and historic buildings; on film and the worldwide web; and with community groups and organizations, families, and institutions.

They also study public awareness and consciousness of the past and how various actors, including public intellectuals and public interest groups, seek to "raise" historical consciousness and nurture historical thinking.

Training in historical methodology is a crucial foundation for practicing public historians. That is reflected in the structure of our program—public history students earn an MA in history rather than a specialized MA in public history. Public history students need to gain strong subject-area knowledge and research skills as well as an introduction to the theory and methods of public history. This model provides a cross-disciplinary approach that benefits professional training for public history students. The mission of UMass Boston's Public History Track is:

- To prepare students to become professional historians with the knowledge and skills to analyze, preserve, and interpret the past with and for a broad range of audiences and communities;
- To provide students with practical experiences in historical and cultural institutions;
- And, to serve as a space for students, faculty, and practitioners to collaborate on civically engaged historical projects.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- Graduate Record Examination (GRE) scores are recommended.
- Applicants will normally be expected to have majored in history as undergraduates and maintained a 3.0 cumulative average in the major.

About the Program

Students in the UMass Boston School for Global Inclusion and Social Development (SGISD) examine key issues that lead to the political, economic, and social inclusion of individuals and groups of people worldwide in their societies. In response to growing national and international interest in human rights education, we are offering a human rights certificate through SGISD.

Human rights is an increasingly important field of study in the United States and around the world. On every level, from local to international, people are using human rights to mobilize grassroots movements, organize coalitions, and analyze policies and procedures. Studying this discipline also empowers us to advocate for social justice, measure progress in advancing human well-being, and, as a last resort, litigate to advance the rights to health, education, and decent work for all.

Human rights provides a legal and ethical framework for changing our societies and organizations to make them more inclusive of everyone, including people who are marginalized and disadvantaged.

Human rights involves scholarly work in law, applied ethics, international relations, economics, social policy, and international development. Our students may also choose to focus on a specialized area, such as religious minorities, children, workers, women, or people living in poverty.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Statement of purpose - Please discuss in 1,200 words or less your reasons for pursuing a graduate certificate in human rights, and your academic, personal, and professional goals.
- Transcripts - Official transcripts from all undergraduate and graduate institutions attended. Applicants must possess a four-year bachelor's degree or equivalent from an accredited college or university, and must have a GPA of 3.0 or above.
- Letter of recommendation - This letter should come from someone who can speak to your academic and professional preparation for program success.
- Resume or curriculum vitae - Please make sure all educational background and professional history is current with degrees earned, institutions attended, majors, and GPAs.

About the Program

Advancements in IT have revolutionized nearly every facet of human existence. Individuals and organizations communicate, connect, collaborate, and compete through increasingly sophisticated computer networks, systems, and devices. In a rapidly globalizing economy, the knowledge of how to effectively deploy IT assets to manage customer relationships, data collection and analysis, supply chains, work flows, or security concerns can make the difference between success and failure for individual managers and entire corporations. Coursework and student resources help students develop the communication, presentation, and analytical skills, as well as the technical, quantitative, and decision-making abilities required of contemporary managers.

The coursework for the MSIT is grouped around three key clusters:

- Technical Foundation of Information Technology
- Applications of Information Technology
- Information Technology Management and Strategy

The program can be completed full-time or part-time, with classes that meet primarily in the evenings, late afternoons, weekends, and online. Scheduling is highly flexible, with most classes meeting once per week.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official GMAT or GRE scores.
- Essay (*Students may write their essay using either the standard essay prompt in the online application or the one below.*)
 - Part 1 (up to 300 words): Why are you interested in attending graduate school at UMass Boston?
 - Part 2 (approx. 1,200 words): State a current issue, problem or topic from your intended field of study (This can be specific to your country, state or local community) and discuss

your strategic plan as to how you would address the issue and how attending graduate school at UMass Boston will aid you in your pursuits.

- Official TOEFL or IELTS scores required for all applicants that submit Non-United States academic transcripts (unless stated as exempt). Our minimum TOEFL score is 90 and our minimum IELTS score is 6.5.

About the Program

Students in the Initial Licensure in Middle/Secondary Education certificate program will complete a 28 credit program divided into four cores of course work and related requirements.

Licensure is available in the following areas:

- Biology 5-8, 8-12
- Chemistry 5-8, 8-12
- Chinese (Mandarin) 5-12
- Earth Science 5-8, 8-12
- English 5-8, 8-12
- History 5-8, 8-12
- Latin & Classical Humanities 5-12
- Mathematics 5-8, 8-12
- Middle School Math and Science 5-8
- Physics 8-12
- Spanish 5-12

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Submit scores for the Communication and Literacy MTEL.

About the Program

This graduate certificate focuses specifically on design, assessment and evaluation considerations of instruction. As well, this certificate addresses learning theory and other design elements required in training and education. The content of this certificate is applied across all education and training arenas that involve adult learners, including higher education institutes, corporate associations and healthcare industries. Target populations include educational professionals, training managers and specialists, and design mavens who hold a Bachelor's, Master's or terminal degree and are interested in a certification in Instructional Design. This 15-credit certificate program consists of five (5) courses, (4 core courses and 1 elective), and provides students with the foundational knowledge and skills needed to be successful instructional design specialists across a variety of settings. The program can be completed entirely online and in one year.

The Graduate Certificate in Instructional & Learning Design is for training and educational professionals practicing instructional design that have a firm grasp on current learning technologies but without formal training in relevant learning theories and methods. This Certificate augments the learning technology experience educational professionals may already possess with a strong foundation in adult learning theory, effective design principles and sound methods of evaluation.

This Certificate is also for professionals who already hold advanced degrees such as librarians, publishing professionals, sales managers, engineers, healthcare professionals, and college/university professors and instructors. Our Certificate in Instructional & Learning Design equips professionals with necessary knowledge to design, develop, implement, and assess learning interventions based on expertise in their respective fields.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

All prospective students complete an initial phone intake interview.

About the Program

UMass Boston's MEd Program in Instructional Design offers a practical master's degree that is ideal for career professionals engaged in the education, training and development of adult learners in the work place.

This multi-disciplinary academic program provides students with a dynamic learning process through a comprehensive course of study that gives equal importance to both the planning and the delivery of adult instruction.

Applications of instructional design can be seen today in business and industry; in schools and colleges, government agencies, and the military; in health care organizations, religious institutions, and professional societies. Using the principles and practices of adult education, the program's theoretical and applied courses concentrate in three areas:

- **Building a foundation and conceptual framework for the instructional design process;**
- **Developing instructional strategies and skills to facilitate adult learning;**
- **Using educational media and technology to enhance learning**

Course study focuses on the instructional design process, on adult learning theory, and on communication, media, technology, and learning about organizations. Emphasis is given to the students' application and evaluation of their learning.

The program offers online and blended courses to accommodate full-time and part-time students. Non-degree students are invited to select individual courses to meet their career development or other specialized needs; their enrollment in courses is on a space-available basis.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements .

- A personal interview with the program faculty
- Two letters of recommendation from former teachers familiar with the applicant's recent academic work, or from employers familiar with his or her professional ability;\

About the Program

The graduate program in instructional design offers a 15-credit certificate program in instructional technology design to meet the increasing challenges created by the highly evolving education technology and training needs of academic, corporate, and public educators.

Through online course work, this certificate program provides students with the opportunity to design and produce computer-mediated and web-enhanced learning, as well as interactive multi-media materials, and to make effective use of instructional technology in training or course development. Students apply instructional design principles, educational technology, and adult learning theories while developing engaging and high-quality instructional materials for a variety of learning challenges.

Students pursuing the certificate program in instructional technology design may take all the courses required for the certificate online; they may also choose to combine online courses with blended courses.

Online courses are designed to have thirteen class sessions. Students have a week to access the material for each class and to complete the assignments. Synchronous meetings may also be built into online course design using web-conferencing tools.

Students seeking the certificate take a total of five (5) courses (15 graduate credits), which offer them practical experience with the kinds of eLearning technology commonly used for online and blended educational material. As well, students explore the utilization of educational technologies in instructional strategies, techniques in project management, project proposal, audience assessment, and design phases of technology-based instructional development.

About the Program

The Integrative Biosciences (IB) Graduate Program is a college-wide initiative in the College of Science and Mathematics (CSM). The goal of the Integrative Biosciences Program is to train independent researchers able to apply interdisciplinary approaches to solving problems in the areas of Biochemistry, Biophysics, and Bioinformatics. These rapidly developing fields require biologists, computational scientists, physicists and chemists to acquire skills and knowledge across the disciplines in order to develop a common platform aimed at advancing our understanding of the biological phenomena. Applying single-discipline approaches cannot adequately solve modern biomedical theoretical and empirical problems. The program will train researchers that are prepared to tackle such problems.

Interdisciplinary training is increasingly sought by both the academia and the industry. Our graduates will therefore be prepared to continue their training as postdoctoral researchers and will be competitive for securing positions at the biotech companies.

The IB Program involves faculty from the Departments of Biology, Chemistry, Computer Science, Engineering, Mathematics, Physics, and School for the Environment. Students will obtain their degree in one of the three tracks: Biochemistry, Biophysics, and Bioinformatics.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Applicants are required to demonstrate adequate preparation at the undergraduate level in the form of relevant coursework and research experience. Given the multi-disciplinary nature of the IB, we expect that our applicants will be undergraduates with Bachelor of Science degrees in biology, chemistry, physics, mathematics, environmental or computer science or graduates with Master's degrees in these areas.

- General GRE test scores
- Three letters of recommendation submitted with the application.
- The university requires a detailed statement of interests and intent. In the first part, include your reasons for wishing to pursue graduate studies. In the second part, describe the area of research you wish to pursue. Explain why an interdisciplinary program is best suited for your research interests, and indicate which of the three program tracks (Biochemistry, Biophysics, or Bioinformatics) you would like to pursue. It is helpful if you identify members of the faculty whose research interests are similar to your own (see list of participating faculty). These faculty members will likely serve as laboratory rotation advisors. Feel free to contact individual faculty members to discuss your interests and inquire about availability of positions.

About the Program

The graduate certificate in International Development is a 15-credit program that explores the dynamics of international assistance efforts. It places particular emphasis on the positive and negative impact of globalization on poor and developing societies and the responsibilities of wealthier societies in that equation. The practical and theoretical curriculum will prepare students for careers in international development in such fields as: project management, consulting, project monitoring and evaluation and grantsmanship.

This certificate offers a multi-disciplinary curriculum consisting of studies in economics, politics, history, environmental sciences, education, anthropology, sociology and management. It looks at broad issues such as the relationship between poverty and governance as well as more nuanced questions regarding the role for civil-society and how to measure aid effectiveness.

An internship is required for successful completion of the certificate. Placements in developing countries will immerse students in the day-to-day rhythms and challenges facing communities and demonstrate how all the disciplines interrelate to solve real-world problems. Students will engage in meaningful work with local governments, NGOs and civic leaders and will finish off their studies with a written project related to their experience.

Admission Requirements

Not currently admitting new students

About the Program

The MA in International Relations prepares students to face a wide range of global policy problems through a flexible, interdisciplinary program. Our program specializes in helping students bring academic rigor and theoretical insight to pressing policy challenges.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official GRE scores. The GRE is not required for UMass Boston undergraduates applying for the Accelerated Master's Program.
- A writing sample is optional.
- Write a personal statement of your reasons for wishing to attend graduate school in international relations (300 words).
- Write an essay on your specific interests and what kind of work you would like to after completing the master's program in international relations (1200 words).

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

About the Program

The MA in Latin and Classical Humanities/Applied Linguistics track is a unique program combining traditional study of Latin and classical humanities with the study of linguistics, language acquisition theory, and foreign language pedagogy. The program consists of courses in Latin and Greek languages and literature, classical culture, and teaching methods given by the Classics Department; and courses in linguistics, language acquisition, and foreign language pedagogy given by the Applied Linguistics Program.

About the Program

The MA in Latin and Classical Humanities Greek/Latin track is a program that offers graduate study in Latin and Greek for students who wish to advance their knowledge of both languages either to prepare for application to a doctoral program or for personal enrichment. The program consists of courses in Greek and Latin language and literature.

About the Program

The MA in Latin and Classical Humanities/Licensure Track is a program that offers graduate study in Latin and an initial teaching license (grades 5-12). The program consists of courses in Latin and teaching methods given by the Classics Department and education courses offered by the College of Education and Human Development. A special focus of the Classics Department is the use of active methodologies for teaching the Latin language.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- Applicants must submit undergraduate and graduate transcripts and have at least a 3.0 grade point average in undergraduate work and any prior graduate-level work, with a minimum of 3.25 in the major field.
- Applicants are expected to present an undergraduate major in classical language, or its equivalent. Students with deficiencies in their Latin preparation may be admitted provisionally and required to take Latin courses at the undergraduate level before full admission to the program.
- Applicants should submit at least 2 letters of recommendation and a personal statement.
- An interview should be arranged, whenever feasible.

About the Program

MS Marine Science and Technology alumni apply their understanding of the ocean systems to address critical issues in ocean biodiversity and marine resource management. Alumni are employed by federal, state, and local government agencies as marine resource managers, in nonprofits as marine conservationists, and in aquariums as informal educators. Alumni who complete an MS on the thesis track are well positioned to pursue doctoral degrees in the marine sciences and associated sub-disciplines.

This program is offered as an intercampus program meaning students can take courses at any of the UMass campuses (Dartmouth, Lowell, Boston, and Amherst).

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- GRE general exam scores

About the Program

The PhD in Marine Science and Technology is a research-based degree wherein students are expected to generate new and original knowledge in their area of study. This program is offered as an intercampus program meaning students can take courses at any of the UMass campuses (Dartmouth, Lowell, Boston, and Amherst).

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- GRE general exam scores

McCormack Graduate School of Policy and Global Studies

McCormack Graduate School of Policy and Global Studies

Website <https://www.umb.edu/liberal-arts/mccormack/>

Dean (interim) Rita Kiki Edozie, PhD

Dean's Office McCormack Hall, 3rd Floor, Room 625
617.287.5550
mccormack.gradschool@umb.edu

Departments

- Conflict Resolution, Human Security, and Global Governance
- Gerontology
- Public Policy and Public Affairs

Centers and Institutes

- Center for Governance and Sustainability
- Center for Peace, Democracy, and Development
- Center for Social and Demographic Research on Aging
- Center for Social Policy
- Center for Women in Politics and Public Policy
- Collins Center for Public Management
- Gerontology Institute
- LeadingAge LTSS Center
- Massachusetts Office of Public Collaboration
- Osher Lifelong Learning Institute
- Pension Action Center
- Sustainable Solution Lab

Graduate Certificate

Gender, Leadership, and Public Policy (Certificate)

McCormack Graduate School of Policy and Global Studies
Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 18 credits from six courses including four core courses and two internship courses.

Internship: Complete 10-16 hours per week at their internship site, for a minimum of 160 hours during a minimum 4-month period, over the course of the academic year.

Gender, Leadership, and Public Policy (GLPP) graduate certificate students can also choose to apply for the Public Administration (MPA) - Gender, Leadership, and Public Policy Track, and complete an MPA in just one additional academic year plus one summer.

Statute of limitations: Three years.

Course Requirements

Core Courses (12 Credits)

- PUBADM 619 - WPPP: Contemporary American Public Policy Issues 3 *Credit(s)*
- PUBADM 623 - WPPP: Women in American Politics and Policy Making 3 *Credit(s)*
- PUBADM 628 - Research Methods for Policy Analysis 3 *Credit(s)*
- PUBADM 629 - Leadership and Organizations: Gender, Power and Authority 3 *Credit(s)*

Internship Courses (6 Credits)

- PUBADM 622 - WPPP Fall Internship 3 *Credit(s)*
- PUBADM 624 - WPPP: Spring Internship 3 *Credit(s)*

Conflict Resolution, Human Security, and Global Governance

Website <https://www.umb.edu/liberal-arts/mccormack/crhsagg/>

Office Wheatley Hall, 4th Floor, Room 128A
617.287.7489
conresglobal@umb.edu

Department Chair Stacy D. VanDeveer, PhD

stacy.vandever@umb.edu

617.287.4135

Wheatley Hall, 4th Floor, Room 128B

Master's

Conflict Resolution (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 36 credits from ten to twelve courses including three required courses, one internship course, five to seven electives, and a capstone requirement.

Capstone: Students must complete a master's thesis, master's project, or participate in an intensive integrative seminar.

Statute of limitations: Five years

Course Requirements

Required Courses (9 Credits)

- CONRES 621 - Negotiation (M) 3 *Credit(s)*
- CONRES 623 - Introductory Theory 3 *Credit(s)*
- CONRES 635 - Research Methods in Dispute Resolution 3 *Credit(s)*

Internship (3 to 6 Credits)

- CONRES 627 - Inter-Group Dialogue & Facilitation 6 *Credit(s)*
or
- CONRES 690 - Court Internship 6 *Credit(s)*
or
- CONRES 692 - Internship 3-6 *Credit(s)*

Electives (15 to 21 Credits)

Complete five to seven electives (depending on number of credits needed to meet the 36 required credits for the program) from any graduate courses in the Department of Conflict Resolution, Human Security, and

Global Governance. Courses from other departments and institutions may be accepted with approval of the graduate program director.

Capstone (3 to 6 Credits)

Complete one of the options below.

Integrative Paper Option

- CONRES 693 - Capstone Seminar *3-6 Credit(s)*

Master's Project Option

Complete six credits.

- CONRES 693 - Capstone Seminar *3-6 Credit(s)* - take for three credits
- CONRES 689 - Master's Project in Conflict Resolution *3 Credit(s)*

Master's Thesis Option

- CONRES 693 - Capstone Seminar *3-6 Credit(s)* - take for three credits
- CONRES 699 - Master's Thesis in Conflict Resolution *3 Credit(s)*

Global Governance and Human Security (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 36 credits from eleven to twelve courses including six core courses, four electives, and one to two capstone courses.

Capstone: Complete a capstone paper or thesis.

Exam: A comprehensive examination is required if completing the GGHS 780 and methods course capstone.

Statute of limitations: Five years.

Course Requirements

Core Courses (18 Credits)

Complete six courses from below.

- GGHS 710 - Human Security 3 *Credit(s)*
- GGHS 711 - Global Governance 3 *Credit(s)*
or
- INTREL 638L - Global Governance 3 *Credit(s)*
- GGHS 713 - International Relations Theory 3 *Credit(s)*
or
- INTREL 611 - Theories of International Relations 3 *Credit(s)*
- GGHS 715 - International Organization 3 *Credit(s)*
- **Two of the following:**
 - GGHS 712 - Gender and Human Security 3 *Credit(s)*
 - CONRES 623 - Introductory Theory 3 *Credit(s)*
 - INTREL 613 - International Relations Research Methods 3 *Credit(s)*

Electives (12 Credits)

Complete four courses chosen in collaboration with your faculty advisor.

Capstone (6 Credits)

Complete one of the following options:

- GGHS 780 - Doctoral Research Design and one additional methods course
- INTREL 691 - Capstone in International Relations
- Six credit Master's thesis (see department for course information)

International Relations (MA)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from eleven courses including six required courses, four electives, and one capstone or thesis course.

Capstone: Completion of a project or master's thesis.

Statute of limitations: Five years.

Course Requirements

Required Courses (18 Credits)

- INTREL 611 - Theories of International Relations *3 Credit(s)*
- INTREL 612 - Issues in World Politics *3 Credit(s)*
- INTREL 613 - International Relations Research Methods *3 Credit(s)*
- INTREL 614 - International Political Economy *3 Credit(s)*
- INTREL 621 - International Development *3 Credit(s)*
- INTREL 638L - Global Governance *3 Credit(s)*

Electives (12 Credits)

Complete four courses in any relevant UMass Boston subject of interest with approval of the graduate program director.

Capstone or Thesis Course (6 Credits)

- INTREL 691 - Capstone in International Relations *6 Credit(s)*
or
- INTREL 699 - Master's Thesis in International Relations *6 Credit(s)*

Doctorate

Global Governance and Human Security (PhD)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program
Admission Requirements

Program Requirements

Complete 68 credits from 21 courses including six core courses, two research methods courses, four track courses, four electives, two colloquium courses, two doctoral research courses, and ten credits of dissertation research.

Tracks: Students select a track in conflict resolution; environment; gender, human rights, and human development; global political economy; or a self-defined concentration.

Doctoral candidacy: Pass two qualifying exams in core subjects and the area of concentration.

Dissertation: Compose and defend a dissertation based on original research.

Language: Students must demonstrate competency in second-language research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an M degree en route to the PhD. To qualify, students must complete the requirements outlined in the Global Governance and Human Security (MA) program.

Statute of limitations: Seven years.

Course Requirements

Core Courses (18 Credits)

- CONRES 623 - Introductory Theory 3 *Credit(s)*
- GGHS 710 - Human Security 3 *Credit(s)*
- GGHS 711 - Global Governance 3 *Credit(s)*
- GGHS 712 - Gender and Human Security 3 *Credit(s)*
- GGHS 713 - International Relations Theory 3 *Credit(s)*
- GGHS 715 - International Organization 3 *Credit(s)*

Research Methods Courses (6 Credits)

Track Courses (12 Credits)

Complete four courses from one of the following tracks or a self-designed concentration.

Courses for the track are chosen in collaboration with the faculty advisor.

Conflict Resolution

Environment

Gender, Human Rights, and Human Development

Global Political Economy

Electives (12 Credits)

Complete four additional courses drawn from any track or methods courses.

Up to six credits of field internship may be applied toward this requirement.

Colloquium Courses (4 Credits)

- GGHS 714 - Doctoral Colloquium in Global Governance and Human Security 2 *Credit(s)* - complete two semesters

Doctoral Research Courses (6 Credits)

- GGHS 781 - Doctoral Research Group 3 *Credit(s)* - complete two semesters

Dissertation (10 Credits)

- GGHS 899 - Dissertation Research 1-10 *Credit(s)*

Graduate Certificate

Conflict Resolution (Certificate)

Department of Conflict Resolution, Human Security, and Global Governance | McCormack Graduate School of Policy and Global Studies

About the Program
Admission Requirements

Specialization Options

Students can choose to specialize in one of four single concentrations (12 credits) or one of two dual specialization concentrations (18 credits).

Single Specialization Option
Dual Specialization Option

Conflict Resolution

CONRES 603 - Advanced Negotiation and Mediation

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 9 / total completions: 3

Description:

This course builds on the introductory courses and examines the resolution of conflict in different contexts.

013392:1

CONRES 621 - Negotiation (M)

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Negotiation is the bedrock skill in this field. The course addresses the development of negotiation techniques and fosters student knowledge of the substantial body of negotiation theory that is now available.

013403:1

CONRES 623 - Introductory Theory

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the theories and assumptions underpinning the practice of negotiation and mediation. It identifies the major schools of thought that influence models in practice and shape research agendas. It examines theories critically, with three aims-uncovering implicit assumptions of practice, testing those assumptions against empirical evidence or other theories, and gleaning insights to assist practitioners.

013406:1

CONRES 624 - Cross-Cultural Conflict

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course emphasizes the special characteristics of conflict based in religious, ethnic, national, or racial identity-conflicts that the field calls "intractable." The primary focus of the course is on intervention techniques that have been used and that have been proposed for use in these settings.

013407:1

CONRES 625 - Conflict Resolution Systems for Organizations

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines different systems for managing conflict. The system may exist in a large corporation, or between two or among many nations, between labor and management, or within a family. The system may be explicit and clear, informal and invisible, or both. The system may be effective or not. The course explores different kinds of conflict management systems and criteria for measuring their effectiveness; and discusses the analysis and design of dispute managing systems.

Enrollment Requirements:

Pre-req = Graduate degree student

013408:1

CONRES 626 - Advanced Intervention

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 9 / total completions: 3

Description:

This course applies the principles of mediation and other forms of intervention to a particular context. Each year, the specific course context changes. Possibilities include intervention in environmental disputes, family disputes, organizational disputes, or international disputes.

Enrollment Requirements:

Pre-requisite = CONRES 621 or permission of instructor

013409:1

CONRES 627 - Inter-Group Dialogue & Facilitation

6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will critically examine the role of dialogue as a conflict intervention practice, with an emphasis on inter-group dialogue. At a theoretical and conceptual level, the course will focus on exploring the goals of dialogue processes and their potential for enabling understanding between individuals from multiple identity groups. The course will place a particular emphasis on comparing different approaches to or models of dialogue, and on considering the many factors that must be considered when designing and planning a dialogue process. At a practical level, this course will focus on preparing students to facilitate, and provide opportunities for facilitation, cross-cultural dialogue. Through a partnership with Soliya (www.soliya.net), students in this class will participate in Soliya's Facilitation Training & Practicum (FTP). Participating in the FTP will be required of all students and will occur concurrently with the course, allowing for in-class reflection of FTP experiences and integration of the hands-on component of the FTP with the theoretical content of the course. The FTP will include 2 components: first, students will complete a 20-hour, intensive facilitation training (4 hours/week for 5 weeks). Once the training is complete, students will also have the opportunity to co-facilitate, with supervision from Soliya staff, 8 weeks of Soliya's "Connect Program" (2 hours/week), the organization's flagship virtual exchange initiative. Both the training and practicum will take place online using Soliya's virtual dialogue platform. Soliya runs multiple training and dialogue groups, meaning that it is possible to work with the organization to find a time slot for both the training and practicum that best meets your scheduling needs. Students in the course will not necessarily be in the same training group and for the most part should not expect to facilitate together. There will be a fee associated with this course to cover the costs of the Soliya FTP (the first semester this course is being offered, costs are covered except for \$100; in subsequent semesters the cost of the Soliya FTP is anticipated to be approximately \$225). The dialogue and facilitation model utilized in this course is meant to provide students with the skills and knowledge to lead dialogues around contentious and personally difficult issues. As part of the course, we will spend time thinking about how to draw upon these skills to develop dialogue initiatives on the UMASS Boston campus and/or in students' own communities.

040579:1

CONRES 628 - Conflict, Peace and Education

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The fundamental premise of this course is that education, broadly defined, has the potential to contribute to transformation of conflict, just as it can contribute to the perpetuation of violence and structural inequalities. Over the course of the semester, we will explore the potential role of education in peace building and conflict transformation as well as its role in maintaining and furthering conflict. We will do this by discussing education practice and policy, drawing on examples in formal, non-formal and informal education settings. We will also address both substance and pedagogy in the educational realm and how these can serve to maintain or transform conflict.

041841:1

CONRES 635 - Research Methods in Dispute Resolution

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course meets with three primary objectives. First, it provides students with a basic "literacy" in research

methods, enabling them to be critical consumers of literature reporting research findings. Students will learn the fundamentals of sound research design, inference from data to conclusions, and the assumptions underlying various methods. Second, it introduces students to the role and use of research methods in conflict intervention work. And third, it provides students preparing to undertake the Master's Project an introduction to the types of research methodology that they are most likely to use in their MPs.

Enrollment Requirements:

Pre-req = Graduate students in CONRES only

013413:1

CONRES 636 - Conflict in Workgroups

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides the participant with an opportunity to develop a deeper understanding of the dynamics of work groups, with an emphasis on processes of conflict within them, and to develop skills to deal constructively with intra- and inter- group conflict. Class sessions will deal with conceptual issues in a combination of lecture and seminar-discussion format, drawing from various literatures on groups. Students will also participate in weekly meetings with a small workgroup, consisting of a sub-set of the class, which will offer an opportunity to study group processes in vivo with the aid of a facilitator.

033215:1

CONRES 638L - Global Governance

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

"Global governance" refers both to something empirical -- "what (limited) world government we have" -- and to an approach to the study of global problems, one that highlights the economic and cultural contexts of political globalization and foregrounds the questions of whether and how current processes can be made more effective. Students will become familiar with the variety of theoretical approaches to global governance and knowledgeable about its context, including the globalization of industrial capitalism in which global governance emerged, and about its empirics, what it is today. Students' final papers and in-class presentations will investigate the prospects for reform of global governance in an issue area of their choice.

Course Note

CONRES 638L and INTREL 638L are the same course.

This course is cross-listed as INTREL 638L

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

037064:2

CONRES 688L - Business and Climate Change

Formerly Global Warming and International Business Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Climate change may be the most important challenge facing society over coming decades, causing sea levels rise, more extreme storms, flooding and drought. The widespread causes and impacts of climate change will have broad economic, social and business impacts. Twenty-first century managers and professionals in every field will need to understand these impacts and the implications of policies to address climate change for their organizations.

Course Note

CONRES 688L and MBAMGT 688L are the same course.

This course is cross-listed as MBAMGT 688L

035087:2

CONRES 689 - Master's Project in Conflict Resolution

3 Credit(s) | Practicum | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

Under the guidance of an individual faculty advisor, students complete a research or applied project that makes a substantive contribution to critical understanding of an issue in conflict resolution. The final product is a substantial paper, indicating mastery of pertinent concepts and critical analysis that is assessed by the student's advisor and by an external evaluator outside of the department.

Enrollment Requirements:

Pre-requisite: CONRES 693

Semester(s) typically offered: Fall and Spring

042189:1

CONRES 690 - Court Internship

6 Credit(s) | Lecture and Laboratory | Graded

Not repeatable for credit

Description:

Students mediate cases, under close faculty supervision, in one of the small claims courts in Greater Boston. Each day of mediation is followed by a debriefing session with the supervisor. A mediation seminar is part of the internship. The seminar enables students to compare mediating experiences, focus on particular problem areas encountered by mediators, and re-examine theoretical concepts.

Enrollment Requirements:

Pre-requisite = CONRES 621 or permission of Program Director

Instructor consent required for enrollment

013393:1

CONRES 692 - Internship

3-6 Credit(s) | Internship | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course will require a student to find and participate in a field placement. The placement can be one of those listed on the Program website, or one created by the student. The placement should provide the student with the opportunity to do one or more of the following: - improve skills relevant to making a career/getting a job in the field of conflict resolution. - enhance the student's network of people in the field of conflict resolution. - expose the student to the work of professionals in the field of conflict resolution. The placement should require a minimum of thirty-five hours p/semester. Student will be required to submit a field placement application to be approved by the faculty supervisor. The student will also meet with the Conflict Resolution faculty supervisor several times during the semester to discuss progress and issues. That faculty supervisor may require written submissions. Each placement will have a field supervisor and that supervisor will submit to the Faculty supervisor an evaluation of the student's field work. The faculty supervisor will submit a final grade. (Note: If the student is participating in one of the Program-managed Internships that carry their own credits, or if the student finds it impossible to integrate any placement into his/her academic/family/work schedule, then the internship requirement can be waived.)

040810:1

CONRES 693 - Capstone Seminar

3-6 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 6 / total completions: 2

Description:

Students complete one of three types of Capstone projects (Master's Theses, Master's Projects, or Integrative Papers) that integrate the knowledge and skills acquired during their training. Capstones can take a wide variety of forms, including 1) empirical research; 2) apprenticeships with professionals or agencies; 3) evaluations and/or analyses of existing practices; 4) the creation of new dispute resolution programs or curricula, tailored to specific, identified, unmet needs; or 5) conflict analyses and proposed interventions focused on a conflict of the instructor's choosing. Each Capstone culminates in a work product, such as a research paper or written account of an applied project, demonstrating substantial progress beyond previous learning. The accompanying seminar brings together all students working on their Capstone projects to review methods needed for their projects (e.g., research skills, intervention techniques), discuss literature covered in previous courses, and plan for their future learning as conflict resolvers.

Enrollment Requirements:

Pre-req = CONRES 635 or Permission of Program Director; Graduate students in CONRES only

013419:1

CONRES 694 - Integrative Seminar

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Students in the Dispute Resolution Masters program have 2 options for completing their capstone requirement: doing a written Masters Project or taking this seminar. The goal of the Seminar is to help students see their dispute resolution study as a whole, to demonstrate their ability to integrate and synthesize their knowledge of conflict resolution theory and skills gained over the course of the Masters program. Through class discussion, students will identify cross-cutting issues or themes relating to conflict resolution theory or practice; they will select three topics and produce a substantial paper (10, 15 or 20 pages, respectively) about each of them, drawing on what they have read/written/thought about/experiences over the course of their studies.

Enrollment Requirements:

pre-req: CONRES 621 and CONRES 623

036869:1

CONRES 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course provides students the opportunity for students to pursue in-depth study of a particular topic under the direction of a faculty member. A student must find a faculty sponsor, and together with that faculty member develop a study plan detailing topics to be covered, readings and activities to be completed, and products to be produced. A copy of the study plan should be signed by both the student and the faculty sponsor and filed with the department office.

013422:1

CONRES 697 - Special Topics in Dispute Resolution

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special topics courses are advanced courses that offer intensive study of a selected topic in dispute resolution. With faculty approval, students select a topic from a broad range of options. The course can be used to deepen knowledge of the specialization area, or to broaden a student's range of dispute resolution experience.

Enrollment Requirements:

Pre-req = Graduate degree student

013394:1

CONRES 698 - Conflict Resolution Skills Practicum

1-3 Credit(s) | Practicum | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 3 / total completions: 3

Description:

The course allows students to take short trainings in conflict resolution skills offered by leading conflict resolution organizations based in the Greater Boston area.

039881:1

CONRES 699 - Master's Thesis in Conflict Resolution

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Under the guidance of an individual faculty advisor, students complete a major research project that makes a substantive contribution to critical understanding of an issue in conflict resolution. The final product is a substantial paper, indicating mastery of pertinent, concepts and critical analysis that is defended before a committee of 3 faculty members.

Course Note

Students are required to comply with the "Standards for the Preparation of Theses and Dissertations" promulgated by the Office of Graduate Studies.

037875:1

Global Governance and Human Security

GGHS 695 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038448:1

GGHS 696 - Independent Study

*1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038449:1

GGHS 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

037831:1

GGHS 710 - Human Security

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course will explore the genesis, current use and critiques of concept of Human Security and its applicability in an increasingly globalizing world.

038281:1

GGHS 711 - Global Governance

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an in depth overview of the rapidly proliferating literature on the nature of global governance, its architecture, pieces, actors, functions, and outcomes. Global governance itself continues to evolve, creating an increasingly complex, dense, and less coherent patchwork. The borderline between public and private activities is increasingly blurred as private companies and foundations become important providers of public goods, services, and standards. "Regime complexes" have emerged in the areas of food security, refugee protection, maritime piracy, energy, trade and the environment, and international forests. Nongovernmental organizations. (NGOs) continue to be a driving force on many policy issues and active participants in the construction of global governance for many issues. Intergovernmental international organizations (IGOs), while still central to global governance in many areas, are increasingly seen as weak or failing to perform adequately. This course examines how all these mechanisms interact to provide global governance in contemporary world politics.

040213:1

GGHS 712 - Gender and Human Security

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Drawing on examples from across the globe, this course will explore how attention to gendered assumptions and hierarchies can refine and deepen our understandings of the way conflict, violence and (in)security are affecting everyday life, communities, societies, and regions in different parts of the world. The course will

develop skills in gender analysis, and use them to evaluate the impact of culturally-specific gendered assumptions and practices on state security and realist thinking, the "new wars" of the post-Cold War period, the emergence of human security with its focus on freedom from fear and want, and the critical reactions to this move. The course aims to move beyond established approaches to security, including human security, and to develop a more gender-sensitive analysis of theory, policy and practices seeking to address (in) security issues in our increasingly complex, unequal and global world.

Enrollment Requirements:

Pre-Req: GGHS 710

038282:1

GGHS 713 - International Relations Theory

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is intended to provide students with the tools to read and participate in the academic field of international relations (IR) in which discussions of global governance and human security are often embedded. Its focus is on theories of international politics and on the construction of the academic field, rather than on current world events. The course is divided into three parts. In the first we examine one of the core philosophical debates separating different understandings of international relations, that between realists and liberals. In the second we discuss approaches to international relations theory across different levels of analysis, from the level of the individual decision-maker to the level of the structure of the international system. In the third and final part we look at different methodological approaches to the study of international relations, from the inductive to the deductive to the critical.

040214:1

GGHS 714 - Doctoral Colloquium in Global Governance and Human Security

2 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 4 / total completions: 2

Description:

The goal of the colloquium is professional development, helping students to develop skills for and knowledge of academic processes that do not fit into existing topic and theoretical courses. These skills focus on the real-time analysis of work by other scholars, and the presentation of one's own work to academic and professional audiences.

038283:1

GGHS 715 - International Organization

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course provides an in depth overview of core institutions and actors in global governance - intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs) with primary emphasis on the former. IGOs provide organization structures and decisions processes that comprise elements of

governance for managing a wide array of global and regional interdependence issues. The scope of the field of international organization has vastly increased in the last twenty-five years, and this course surveys both the variety of theoretical approaches to studying IGOs and the broad range of topical issues that various IGOs address.

040215:1

GGHS 716 - Global Health and Development: Concepts, Policies, and Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course examines the evolution, key concepts and practice of global health as an emergent field. It is concerned with engaging and exploring the dominant themes, key relationships, and central questions that radiate from the trans-disciplinary field of global health. The aim is for students to critically engage the global public health questions and concerns introduced in the course. Students will apply analytical thinking skills to understand a range of global public health and development problems and trends, implications, and responses.

038284:1

GGHS 780 - Doctoral Research Design

3 Credit(s) | Research | Graded
Not repeatable for credit

Description:

The purpose of this course is to help each student combine his/her methodological skills, his or her knowledge of conceptual frameworks developed in the core courses, and his or her research interests to produce a successful research proposal. This is the final required course in the PhD program in Global Governance and Human Security. At the end of the course, each student will have produced one or both; 1) a research proposal for his or her PhD project and 2) a grant proposal seeking the necessary funds for research.

038644:1

GGHS 781 - Doctoral Research Group

3 Credit(s) | Seminar | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 6 / total completions: 2

Description:

The goal of the research group is professional development and the development of research and writing skills. These skills focus on the design and execution of research projects intended from the outset to be written up as grant proposals and for peer-reviewed journals. The focus of the class is thus on the process of writing for publication, rather than researching and writing a topic dictated by the topical focus of the class.

038936:1

GGHS 790 - Applied Social Science Research Methods in the Field

3 Credit(s) | Research | Graded
Not repeatable for credit

Description:

This graduate-level course aims to equip students with field research techniques in social science research. The emphasis is on field-based qualitative research methods and data gathering techniques for doctoral and master's students to use in challenging settings on key governance, health, development and related concerns, especially (but not only) in the developing countries. A primary objective and output of the course is for students to develop a field-based research proposal that frames a social research problem; and more clearly defines the research design and accompanying research methods -to advance the students' thinking/work on their master's or dissertation proposal, while thinking through key aspects of the field research portion of their research. Principles, practice, debates and ethics concerns are also covered in the course.

041673:1

GGHS 795 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038450:1

GGHS 796 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038451:1

GGHS 797 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special Topics in Global Governance and Human Security

037778:1

GGHS 895 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038452:1

GGHS 896 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

038453:1

GGHS 897 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special Topics in Global Governance and Human Security

038447:1

GGHS 899 - Dissertation Research

1-10 Credit(s) | Research | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 10 / total completions: 10

Description:

This course focuses on research conducted under faculty supervision, leading to the presentation of a doctoral dissertation.

Instructor consent required for enrollment

039147:1

International Relations

INTREL 611 - Theories of International Relations

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides students with an introduction to the major explanatory theories and core concepts that define international relations as a field of study. It identifies key agents, examines the historical evolution of international systems, and describes processes and institutions that contribute to various forms of international conflict and its resolution. This course provides a foundation for more specialized course in international relations.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024246:1

INTREL 612 - Issues in World Politics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This seminar focuses on contemporary policy problems relevant to world politics. A critical examination of these global policy problems permits the application of key concepts and theories of international relations from a variety of different perspectives at the domestic, national, and international levels. Typically, this course focuses on selected regions or issues as illustrations of broader themes in world affairs.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024247:1

INTREL 613 - International Relations Research Methods

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces basic concepts and skills necessary for students to carry out research and to interpret the research of others in the field of international relations. It discusses the stages of research, from identifying appropriate questions and assessing existing literature; the challenge of framing questions in researchable fashion identifying the best research approaches for those questions; the problems associated with creating and evaluation data, whether quantitative or qualitative; and strategies for drawing defensible conclusions and identifying further areas for research.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024248:1

INTREL 614 - International Political Economy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course engages students in a study of the relationship between economics and politics in global affairs, applying interdisciplinary scholarship to explore the problem of scarcity and the development and functioning of international markets. Topics may include the behavior of institutions such as the World Bank, the International Monetary Fund and the World Trade Organization; non-governmental organizations such as multinational corporations, local business partnerships, and workers unions; and other political entities situated at the domestic, national, regional, and global levels.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024249:1

INTREL 621 - International Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the major concepts and theories necessary for a critical understanding of the social, political, and economic problems and possibilities facing countries in their quest for development. While exploring the domestic determinants of development, the course also considers the role of international institutions and the most powerful countries in shaping the policy options of developing countries, with particular attention to the process of globalization as a recent contributor to the problem of underdevelopment.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024250:1

INTREL 635 - Foreign Policy Analysis

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the way countries make their foreign policy. It considers the international, domestic, and even interpersonal settings in which policymakers pursue their goals in different countries. Understanding these goals and the constraints on their pursuit helps to explain why policymakers sometimes choose policies that, in retrospect, turn out to be unproductive or even damaging to their own or their country's interests. This course explores the ways that seemingly irrational policies can nevertheless be explained in rational terms, but it also encourages students to view the temptation to "rationalize" critically in their own analyses of foreign policy. Students may not receive credit for both POLSCI 435 and INTREL 635.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

040974:1

INTREL 638L - Global Governance

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

"Global governance" refers both to something empirical -- "what (limited) world government we have" -- and to an approach to the study of global problems, one that highlights the economic and cultural contexts of political globalization and foregrounds the questions of whether and how current processes can be made more effective. Students will become familiar with the variety of theoretical approaches to global governance and knowledgeable about its context, including the globalization of industrial capitalism in which global governance emerged, and about its empirics, what it is today. Students' final papers and in-class presentations will investigate the prospects for reform of global governance in an issue area of their choice.

Course Note

CONRES 638L and INTREL 638L are the same course.

This course is cross-listed as CONRES 638L

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

037064:1

INTREL 671 - Advanced Studies in International Relations

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course offers a critical and detailed assessment of a specialized area of international affairs. It is intended for students who have already completed at least the first semester of core courses in the International Relations MA program (and preferable the first year of coursework). Structured as an intensive seminar, the course includes the study of the relevant literature, review of pertinent theoretical debates, and participation in individual or team-based research projects.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

024259:1

INTREL 691 - Capstone in International Relations

6 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Supervised by the capstone advisor, students complete a major research paper exploring a scholarly, policy-relevant theme in the field of international relations.

Enrollment Requirements:

Pre-requisite: Graduate standing or permission of instructor

033054:1

INTREL 695 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

040350:1

INTREL 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 6 / total completions: 1

040567:1

INTREL 697 - Special Topics in International Relations

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 1

Description:

This is an advanced course offering intensive study of selected topics in international relations. Course content varies according to the topic and will be announced prior to the advance registration period

040175:1

INTREL 699 - Master's Thesis in International Relations

6 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Description:

Supervised by a major advisor and thesis committee, students complete a major research project that makes a substantive contribution to critical understanding of salient issue in contemporary international affairs. The thesis is expected to advance knowledge in the field of international relations and is publicly defended before a faculty committee.

Enrollment Requirements:

Prerequisite: Graduate Degree Student in International Relations

Department consent required for enrollment

024276:1

Public Policy and Public Affairs



Website	https://www.umb.edu/liberal-arts/mccormack/academics/	
Offices	Public Administration and Public Policy	Gender, Leadership, and Public Policy
	McCormack Hall, 3rd Floor, Room 435	Healey Library, 10th Floor, Room 12
	617.287.6938	617.287.6785
	Public.Affairs@umb.edu Public.Policy@umb.edu	
Department Chair	Christian Weller, PhD	
	christian.weller@umb.edu	
	617.287.6967	
	McCormack Hall, 3rd Floor, Room 420	

Master's

Public Administration (MPA)

Department of Public Policy and Public Affairs | McCormack Graduate School of Policy and Global Studies

Public Administration (MPA) - General Track

Public Administration (MPA) - Gender, Leadership, and Public Policy Track

Doctorate

Public Policy (PhD)

Department of Public Policy and Public Affairs | McCormack Graduate School of Policy and Global Studies

About the Program

Admission Requirements

Program Requirements

Complete 67 credits from 20 courses including nine core interdisciplinary courses, four core research and quantitative methods courses, six electives, and one dissertation course. Plus 7 dissertation credits.

Up to twelve credits of coursework may be waived for students holding a master's degree by petitioning the department's Academic Affairs Committee.

Candidacy: Passage of two competency exams given at the end of the first and second years.

Dissertation: Compose and defend a dissertation based on original empirical research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive a Master's in Public Policy (MPP) en route to the PhD. To qualify, students must complete all core courses and electives and pass both competency exams.

Statute of limitations: Eight years.

Course Requirements

Core Interdisciplinary Courses (27 Credits)

- PPOL-G 602 - Political Economy of Class, Race and Gender *3 Credit(s)*
- PPOL-G 609L - Qualitative Methods and Field Research *3 Credit(s)*
- PPOL-G 611 - Public Policy Processes: Environments, Power and Outcomes *3 Credit(s)*
- PPOL-G 612 - Approaches to Policy Analysis: Epistemology, Theory and Institutions *3 Credit(s)*
- PPOL-G 621 - Microeconomics for Policy Analysis *3 Credit(s)*
- PPOL-G 622 - Public Finance and Budgeting *3 Credit(s)*
- PPOL-G 711 - Multi-Disciplinary Topics in Public Policy *3 Credit(s)*
- PPOL-G 716 - Public Policy ProSeminar *1 Credit(s)* - complete three credits
- PPOL-G 760 - Sociological Perspectives on Public Policy and Social Justice *3 Credit(s)*

Core Research and Quantitative Methods Courses (12 Credits)

- PPOL-G 604L - Statistical Methods in the analysis of Social Problems I *3 Credit(s)*
- PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II *3 Credit(s)*
- PPOL-G 630 - Research Methods I for Policy *3 Credit(s)*
- PPOL-G 631 - Research Methods II for Policy *3 Credit(s)*
- PPOL-G 891 - Dissertation Workshop for Public Policy *3 Credit(s)*

Electives (18 Credits)

Complete six courses from below.

Students may also elect to complete an internship working on a policy project.

- PPOL-G 740 - Political Institutions *3 Credit(s)*
- PPOL-G 749L - Scientific & Political Change *3 Credit(s)*
- PPOL-G 753L - Epidemiological Thinking and Population Health *3 Credit(s)*

Dissertation (7 Credits)

- PPOL-G 899 - Dissertation *1-12 Credit(s)*

Global Comparative Public Administration

GCPA 705 - Comparative Public Budgeting

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to introduce students to public budgeting in a variety of different countries representing nearly every region of the globe. More specifically, the course delves into revenue and expenditure issues, budget actors, budget reforms, transparency in the budget process, and other critical issues.

038804:1

GCPA 752L - International Education Policy and Leadership

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course covers a range of theories that apply to the study of globalization and international education policies, as well as the history of aid to education. Students will study the characteristics and critiques of major institutions that design policies and conduct operations which impact education globally, including multilateral agencies, non-governmental organizations, and private foundations. Students will furthermore study key issue areas that are targeted by international education policies, including testing, privatization, education in fragile states, and gender equity.

Course Note

EDLDRS 752L and GCPA 752L are the same course.

This course is cross-listed as EDLDRS 752L

038957:2

Public Administration

PUBADM 601 - The New England Political Environment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

An introduction to the key contemporary systems that now constitute the environment in which legislative and executive policy-making and implementing processes work. This course is designed to provide a thorough understanding (in theory and practice) of: where, how, and by whom policy is made and implemented; how the process is/can be influenced; who pays and who benefits; and how to evaluate results (intended and actual).

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024226:1

PUBADM 602 - The New England Economic Environment

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces the student to the theory and tools of regional economies as a framework for analyzing policy issues. The economic and fiscal structure of Massachusetts is studied to identify the inner and outer workings of the Massachusetts economy vis-a-vis New England and the nation. The latter part of the course focuses on the economics of major issues facing policy makers. Such issues include public and private housing, health care costs, public pensions, fiscal and economic competitiveness, and the economics of the capital city, Boston.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024227:1

PUBADM 606 - Nonprofit Organizations and Public Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

037874:1

PUBADM 610 - Public Management: Theories and Principles

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course explores the complex environment in which today's public managers must effectively function. It introduces students to the various theories of complex organizations, with a particular emphasis on those developments most relevant to public organizations. As part of the effort to relate theory to practice, students' own work experiences become a legitimate and important aspect of the subject matter.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024231:1

PUBADM 611 - E-Government: The Internet and Public Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a graduate-level seminar course that examines how new information and Communication Technologies (ICT's) influence the way government functions and shapes public policy. The course consists of three sections. In the first section, important characteristics of the Information Society are examined in a broader context of social transformation from the Agricultural and Industrial Ages to the Information Age. The role of establishing trust in the Information Age and the functions of the public sector are examined. The second section introduces the notion of e-government. Critical factors of successful e-government operation are explored and innovative cases of e-government practices in the USA and around the world are introduced. The concept of e-democracy and online citizen participation and their implications in our democratic system of governance are discussed. The third section focuses on public policy areas where the domain of the public sector in the Information Age is re-examine and some emerging public policy issues are discussed.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

037195:1

PUBADM 612 - Urban Politics and Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course introduces students to the role of public governance, and the group conflicts that swirl around it, in shaping cities and urban regions - with particular attention to local economic development policies, racial and ethnic politics, and challenges in governing fragmented metropolises. Students will understand ways decisions are made in urban contexts. Key topics examined in the course include the evolution of city politics, racial and ethnic segregation, gentrification, urban revitalization, large-scale infrastructure investments, education, health, policing and community relationships, informality, and contemporary efforts to achieve "smart" growth at large scale. Crosscutting themes include the special role of business in local governance; citizen participation; equity issues in urban place making; the costs and benefits of local government fragmentation; and contending theories about the balance of forces in the U.S. urban politics.

040147:1

PUBADM 614 - Human Resources Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is designed to familiarize students with the major elements of human resources management in the public sector: personnel management practices and the practice of labor-management relations. The first half of the course examines the basic concepts of human resources management and the principles of planning and forecasting human resources needs. This part of the course examines career planning and management, job design, pay systems, selection, training, and equal opportunity. The second half of the

course explores the nature and history of labor-management relations, focusing on the tactics and strategies of management and union representatives and the legal constraints on their behavior in: (1) the organization of public employee unions; (2) contract negotiation; and (3) contract administration and interpretation.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024237:1

PUBADM 619 - WPPP: Contemporary American Public Policy Issues

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Fall seminar in Program for Women in Politics and Public Policy. This course provides an overview of the policy-making process and electoral politics, then examines several central public policy issues of contemporary concern, including homelessness and poverty, health, and environmental issues. Readings from the disciplines of sociology and political science analyze how public policy is shaped both by internal processes of government and by interest-group dynamics.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

031484:1

PUBADM 620 - Analytic Skills I: Skills for Policy Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will introduce a variety of policy analysis tools for policymakers and public managers/administrators; provide an overview of how public policy is shaped by research and numerical data; encourage students to generate research questions and match research methods to the questions; teach how to interpret numerical data in tables, charts, research reports, and articles; introduce basic statistical analysis tools and the interpretation of statistical results as they inform public policy decision making.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024241:1

PUBADM 621 - Analytic Skills II: Research Methods

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will provide a more in-depth focus on the Case Study Method and its related skills, including interviewing, analysis of documents/archives, analysis of prior research findings, qualitative research skills

and analysis, and determination of policy implication. Students will cover both theoretical aspects of these topics and apply them as they prepare their capstone proposal.

Enrollment Requirements:

Pre-req = PUBADM 620

024243:1

PUBADM 622 - WPPP Fall Internship

3 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

In close consultation with the instructor, students in the WPPP Certificate Program develop and begin to work at an internship placement in a city, state, or federal government agency, in a lobbying or research organization, or in a non-profit organization whose work is directly related to public policy. Interns spend 16-20 hours per week in the placement, keeping a record of work activities, skills development, and relationship between course curriculum and learning at the internship. Students also meet regularly with the instructor to discuss the progress of their internship placement.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

031485:1

PUBADM 623 - WPPP: Women in American Politics and Policy Making

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Spring seminar in Program for Women in Politics and Public Policy. This course explores how politics and government affect American women's lives today and examines the ways that women participate in the political process in order to influence the course of public policy. Readings bridge the disciplinary perspectives of sociology and political science; newer feminist theoretical perspectives on public policy issues are included.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

Department consent required for enrollment

009411:1

PUBADM 624 - WPPP: Spring Internship

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The internship placement begun in the fall is completed and evaluated. Students in the WPPP Certificate

Program prepare and present a paper integrating the theoretical knowledge and practical skills based on their internship.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

Department consent required for enrollment

009412:1

PUBADM 625 - Public Budgeting and Financial Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The public budgeting process in theory and practice. Students are introduced to contemporary approaches to public budgeting as well as to the difficulty of planning in the public sector, the dilemmas of choice and of priority setting, the results of incrementalism, and the nature of budgetary "rationality." In addition, the course examines the nature and scope of public financial management at the state and local level. It familiarizes students with state and local government financial reporting and accounting, current operating expenditures, techniques for evaluating capital expenditures and products. It explores borrowing and debt management, evaluation of municipal credit quality, managing cash assets and liquid securities, simulations and financial forecasting, and evaluating and controlling financial management practices.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024245:1

PUBADM 628 - Research Methods for Policy Analysis

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The purpose of this class is to provide a survey of research methods and the use of evidence to build persuasive arguments. The course is divided into three sections; (1) quantitative methods; (2) qualitative methods; and (3) community-based participatory action research, providing an overview of each group of research methods. Throughout all three sections, the course will include feminist research methods and scholarly work. Each section of the course culminates in the submission of a policy brief on a topic of the student's choosing. Each policy brief will highlight the research methods from that portion of the course.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

038937:1

PUBADM 629 - Leadership and Organizations: Gender, Power and Authority

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course offers students the opportunity to develop an in depth understanding of authority, leadership, and organizational dynamics, and to learn about their own behavior in groups. We will also be looking at organizations from both feminist and systems psychodynamics perspectives. We will unpack terms such as authority, power, leadership, boundaries, role and task to deepen students' understanding of their own experiences in groups, organizations and communities. The impact of social identity (gender, race, ethnicity, class, sexual orientation, age, etc.) on how roles are taken up or allowed to be taken up, in groups and organizations will also be explored.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

038938:1

PUBADM 651 - Policy Workshop

1 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 8 / total completions: 8

Description:

A workshop in a series of weekend workshops that address public policy issues of concern to the Commonwealth.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024253:1

PUBADM 652 - Policy Workshop

1 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 8 / total completions: 8

Description:

A workshop in a series of weekend workshops that address public policy issues of concern to the Commonwealth.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024254:1

PUBADM 653 - Policy Workshop

1 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 8 / total completions: 8

Description:

A workshop in a series of weekend workshops that address public policy issues of concern to the Commonwealth.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024255:1

PUBADM 654 - Policy Workshop

1 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 8 / total completions: 8

Description:

A workshop in a series of weekend workshops that address public policy issues of concern to the Commonwealth.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024256:1

PUBADM 675 - Collaborative Governance

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This 3-credit course is intended to build a foundation for understanding the concepts, theories, practices, and competencies of collaborative governance. Actors in local, state, and federal governments must find ways to work collaboratively, manage conflicts, and build consensus with other public actors as well as with private companies, non-profit organizations, citizen groups, and other stakeholders. This is often a challenging task and when practiced poorly can impede rather than promote effective action. On the other hand, collaboration can be vital to creating and implementing sustainable, successful policies.

039454:1

PUBADM 691 - Capstone /Case Study Seminar

6 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Students in the MS in Public Affairs Program have the opportunity to complete a final project under the supervision of a faculty advisor. The project may be a case study of a public policy or significant piece of legislation which involved tracing its history, analyzing the political, economic, and social context in which it developed, identifying and examining roles played by those who were instrumental in its development, and assessing its intended and actual impact. It may also be a critical examination of a policy issue confronting a student at his or her place of employment. While completing their case study project, students participate in a weekly seminar that focuses both on the substantive issues under examination and on case study methodology.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

024260:1

PUBADM 696 - Independent Study

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

These are advanced courses of independent readings under the guidance and subject to the examination of the instructor. Areas and topics are chosen according to student need.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Administration

Department consent required for enrollment

024263:1

PUBADM 697 - Special Topics in Public Affairs

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This is an advanced course offering intensive study of selected topics in public affairs. Course content varies according to the topic and will be announced prior to the advance registration period.

024264:1

Public Policy

PPOL-G 602 - Political Economy of Class, Race and Gender

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This required course introduces students to political economic theories of class, gender, race, ethnicity and their intersection with each other and with policy. The course explores various theoretical explanations for the existence and persistence of class, gender, racial and ethnic inequality in the United States, largely within the economics and sociology literature (including Marxist, feminist and critical race theorists). Particular attention is paid to the way these inequalities shape the notions of citizenship as well as employment. Students will be asked to explore how theoretical understandings of race, class and gender underlie various policy prescriptions and to use various theories to explore the ways policies can or do result in class, gender and /or racially/ethnically based disparities.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

025972:1

PPOL-G 603 - Community-based and Participatory Research

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

This course provides graduate students with an introduction to the history, theory, epistemology, and methods of community-based and participatory research for social justice. Attention will be paid to the processes of building equitable partnerships with community members and to the ethics, power dynamics and rigor of action research. This course will model and give students experience with core elements and principles of participatory research, including participation, reflection, co-learning, learning by doing, relationship-building and collaboration. The course features practical application in conducting this type of action research. Students will work in partnership with a community organization to conduct a project that supports the racial equity and social justice goals of the organization. Using apprenticeship-style and group-based learning, students will work as a team to develop and conduct the project together, guided and supported by the instructor. Reflecting upon the experience of conducting participatory research, students will deepen their understanding of community engaged scholarship, foster the skills and orientations necessary to practice it, and consider the role it will play in their research and professional career as well as their lives as members of diverse communities.

042259:1

PPOL-G 604L - Statistical Methods in the analysis of Social Problems I

Formerly PPOL-G 604

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required core course introduces foundational concepts in statistics for social science research including: descriptive statistics, probability distributions, hypothesis testing, bivariate inferential techniques, and multiple linear regression. The course focuses on understanding the components of a dataset, selecting appropriate descriptive and inferential techniques, evaluation assumptions of these techniques, generating statistical analyses, interpreting results, and presenting findings. The course familiarizes students with statistical software commonly used in social science research.

This course is cross-listed as GERON GR 603L

018052:2

PPOL-G 605L - Statistical Methods in the Analysis of Social Problems II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required core course explores widely used regression methods in statistics and social science research including: ordinary least squares, probit, and logit regression models. Additional topics may include time series analysis, weighted least squares and non-linear transformations. The course focuses on how to select an appropriate model, specify its mathematical form, and use the model to test hypotheses and estimate outcomes. The course explores a variety of issues related to estimating regression models including missing variables, multi-collinearity, heteroskedasticity, and diagnostic procedures to identify and address these

issues.

This course is cross-listed as GERON GR 604L

018053:2

PPOL-G 609L - Qualitative Methods and Field Research

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around them by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by engaging in a field work project.

Course Note

GERON GR 609L and PPOL-G 609L and SOCIOL 609L are the same course.

This course is cross-listed as SOCIOL 609L and GERON GR 609L

000165:3

PPOL-G 611 - Public Policy Processes: Environments, Power and Outcomes

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This required core course introduces students theories of public policy processes, highlighting the intellectual development of the interdisciplinary field of public policy. The course focuses on the social, economic, and political environments of policy systems that shape policy processes and policy outcomes. The course is a survey of the theories and topics related to key public policy processes including issue framing, agenda setting, and policy design. The course also introduces the role of power in policy processes and how various actors such as government, non-profit organizations, advocacy groups, and private organizations influence policy outcomes in variety of contexts. A key focus of this seminar is on tensions between conflicting values arising from the requirements of democracy and capitalism, and how they are resolved through policy processes.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or LIUS

025976:1

PPOL-G 612 - Approaches to Policy Analysis: Epistemology, Theory and Institutions

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This required core course surveys the major epistemological approaches and theoretical foundations used by scholars in the interdisciplinary field of public policy. It is organized into four sections: (1) epistemological foundations; (2) theoretical approaches; (3) defining and emerging debates/considerations within the field with an emphasis on the role of institutions; and, (4) a short section on how students conceptualize themselves as policy scholars and define their epistemological and ontological commitments. The course introduces students to the variety of theoretical and epistemological approaches available to policy researchers, helps students develop both an ability to recognize and critique them in empirical work, and to understand the institutional influences of public policy in the American case.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or LIUS

025977:1

PPOL-G 621 - Microeconomics for Policy Analysis

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This required core course covers the issues in microeconomics, behavioral economics, public finance, and (to a small degree) macroeconomics that are relevant to policy analysts. The course begins by discussion consumer choices and producer behavior in a competitive market setting. The course then explores circumstances of market failures, first within the neoclassical economic model and then in the context of alternative economic theories. The discussion of consumer and producer behaviors in a competitive market provides students with a reference point for the subsequent discussions of market failures since it describes an abstract, optimally working market setting. The course critically examines market efficiency and the elimination of market failures as normative criteria on for policy development and evaluation. The course specifically considers the policy implications of other, potentially competing goals such as equity.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

025979:1

PPOL-G 622 - Public Finance and Budgeting

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This required core class covers both public finance and budgeting. The course discusses theories of optimal tax design under rational optimization and efficient public spending with rational consumers. The course also critically examines alternative reasons, other than market-oriented efficiency, for the existence of specific taxes and particular spending programs, such as politics and equity. This course further considers ways by which governments may be able to manage taxes, spending and deficits in line with citizens' preference. This include long-term budget planning, decentralization, privatization and performance based budgeting.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

025980:1

PPOL-G 630 - Research Methods I for Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required course offers an introduction to research methods and design from a social science perspective. The primary objective is to improve students' ability to become better producers and consumers of public policy research by providing an introduction to an array of methodological issues and approaches to policy research. In this course, students will compare and contrast different approaches to scientific inquiry and highlight their implications for selecting topics of research, framing research questions, choosing tools, and collecting and analyzing data. The course examines the main components of adequate research designs and will discuss and critique the research design and methodological approach of numerous pieces of published research. Finally, the course addresses an often neglected aspect of the research enterprise: how to write effective proposals for various purposes and audiences.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

025983:1

PPOL-G 631 - Research Methods II for Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This required core course will prepare students to produce professional-quality research, and will provide exposure to a variety of special topics in policy analysis. The course will focus in part on applied research methodologies and prescriptive approaches to the study of public policy. Students will design and implement a research project suitable for conference presentation that is relevant to their field of interest.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

026007:1

PPOL-G 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

000290:1

PPOL-G 711 - Multi-Disciplinary Topics in Public Policy

3 Credit(s) | Seminar | Graded

Repeatable for credit - total credits: 9 / total completions: 3

Description:

PPOL-G 711 is a multi-disciplinary course which will take advantage of policy expertise among the department faculty to address current policy topics. The course introduces students to inter-disciplinary perspectives on a current policy topic. The course will consider how theoretic and methodological frameworks employed to examine specific policies may be transferable to other the study of other policy arenas. Examples of current topics and the Public Policy department faculty might teach about include (this is a non-exhaustive illustrative list): - immigration policy - housing policy - education policy - nonprofits and public policy - international development - gender and public policy - social welfare policy

041175:1

PPOL-G 716 - Public Policy ProSeminar

1 Credit(s) | Seminar | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 3 / total completions: 3

Description:

This course is a 1-credit required course in the Public Policy PhD program which is required in the fall semester of each of the three years of required coursework (for a total of 3 credits). The ProSeminar provides students with skills and knowledge that will help them to succeed in the PhD program and their career. About half of the class will focus on policy relevant academic research, while the other half will emphasize professional skills.

038249:1

PPOL-G 740 - Political Institutions

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This elective course introduces students to a number of issues in the study of the American political system at the national, state, regional, and local levels. The course introduces a variety of the theoretical, methodological, substantive, and political presuppositions concerning research and analysis; and encourages students to acquire substantive knowledge of the American political system and to cultivate a critical attitude toward ways in which social scientists produce this knowledge.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

026011:1

PPOL-G 741 - Urban Housing Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will provide students with the ability to identify and analyze phenomena in cities and urbanized areas related to a socially fundamental need for adequate and affordable shelter that ensures individual well-being and social and community stability and sustainability. Students completing this course will understand the progress the United States has made in ensuring decent and affordable housing for its population, as well as the considerable policy barriers that prevent many people enjoying the housing they desire and the individual and social benefits that arise from it. Students will understand initiatives and interventions related to housing primarily from the perspective of public policy, but also disciplines such as sociology, economics, planning and management science. Students will be able to identify and analyze means by which to measure outcomes related to housing policy that affect diverse groups in society based on age, race/ethnicity, family status, geography and other characteristics. Students will understand how ideology and values are fundamental to understanding how housing is conceived as a good and a service, how various stakeholder groups are affected by housing policies, and whether and how housing can be viewed as a means for social justice and equality. Though the focus of this course is housing policies in the United States, examples will be drawn from other developed and developing countries as appropriate and feasible.

040145:1

PPOL-G 749L - Scientific & Political Change

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

Prior to WW II, the US government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in United States life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments in the USA and internationally, including the proliferation of new forms of citizen participation and the commercialization of academic research, raise important questions about the appropriate role of science and scientists in shaping political change and the changing meanings of democratic control of science.

Course Note

CRCRTH 649L and PPOL-G 749L are the same course.

This course is cross-listed as CRCRTH 649L

026020:1

PPOL-G 753L - Epidemiological Thinking and Population Health

3 Credit(s) | Seminar | Graded
Not repeatable for credit

Description:

Introduction to the concepts, methods, and problems involved in analyzing the biological and social influences on behaviors and diseases and in translation such analyses into population health policy and

practice. Special attention given to social inequalities, changes over the life course, and heterogeneous pathways. Case studies and course projects are shaped to accommodate students with interests in diverse fields related to health and public policy. Students are assumed to have a statistical background, but the course emphasizes epidemiological literacy with a view to collaborating thoughtfully with specialists, not technical expertise.

Course Note

CRCRTH 653L and NURSNG 753L and PPOL-G 753L are the same course.

This course is cross-listed as CRCRTH 653L and NURSNG 753L

035089:1

PPOL-G 760 - Sociological Perspectives on Public Policy and Social Justice

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course introduces students to sociological perspectives relevant to the study of public policy with a focus on the relationship between public policy and social justice. We will focus on theoretical and empirical work from core aspects of the sociological discipline that are pertinent to these concerns, including urban sociology, political sociology and stratification. The course will cover the following topics: + How do various sociological traditions understand the role of the state and public institutions in relation to structures of inequality in society? Under what conditions do public institutions reproduce social inequality, act as agents of social control, work as a force for greater equity and inclusion, or otherwise support or oppose movements for social justice? + How have contemporary processes of social inequality, such as concentrated poverty, educational failure, mass incarceration and undocumented peoples, presented new challenges to equity-oriented policy-makers? + In what ways have marginalized populations organized to influence public policy to address inequality and to advance equity and social justice? + What models exist for researchers and policy-makers to collaborate with community-based organizations and for citizens to participate in the formation and implementation of public policy more generally? This course is designed as a seminar, where the professor serves as a guide and commentator on a set of texts that students examine. We will work to build a learning community in the classroom where students support and challenge each other. Students will be required to explore a theoretical or policy issue relevant to the course through a piece of original research. The course will primarily (although not exclusively) focus on the public policy/social justice relationship in the U.S. context. But students, in their research projects, are welcome to pursue their own interests internationally or comparatively.

038250:1

PPOL-G 795 - Independent Study

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Study of a particular area of this subject under the supervision of a faculty member.

Course Note

Students wishing to register must do so through the department.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

Department consent required for enrollment

000288:1

PPOL-G 891 - Dissertation Workshop for Public Policy

*3 Credit(s) | Lecture | Multi-Term (year long)
Not repeatable for credit*

Description:

Required core course that is designed as a workshop for third year doctoral students in the Public Policy PhD Program to assist them in developing their dissertation proposals. The class will facilitate the transition of students from class work to the dissertation stage, helping students choose and define a dissertation topic. During the course of the semester, students will create first drafts of all the parts of their proposals, including literature review, research questions, methods and policy implications. In addition, the course will facilitate students' understanding of how the dissertation fits into their career goals.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

000287:1

PPOL-G 898 - Internship in Public Policy

*3 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Not repeatable for credit*

Description:

Students carry out supervised internships in such settings as state and local governments quasi-public and non-profit organizations, and some areas of the private sector. Students are given credit for their internships on the basis of a detailed research paper written about their experience and a presentation in the Public Policy Department.

Enrollment Requirements:

Pre-req = Graduate degree student in Public Policy or graduate student with permission of instructor

Department consent required for enrollment

026036:1

PPOL-G 899 - Dissertation

*1-12 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99 / total completions: 12*

Instructor consent required for enrollment

026037:1

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

About the Program

The MHC program curriculum is organized to facilitate the development of its students and the individuals with whom the students work. Specifically, the curriculum emphasizes respect for the social foundations and cultural diversity of all persons. It achieves this goal by fostering each student's self-awareness, compassion, and ability to think critically, and through its hiring policies of faculty and recognition of multicultural students. The program offers opportunities for its students to recognize, develop, and utilize their own resources in preparation for their future work with clients.

The course requirements for the online program are identical to those of the on-campus program. Congruent with the on-campus program, students are required to participate in fieldwork as part of the program, with 100 hours during the course of the practicum and 600 total hours of field experience over the course of two semesters during the internship. The accompanying courses are listed above. As with the on campus program, students must pass the Post Practicum Assessment before approved for Internship and complete a capstone before approved for graduation.

Students who graduate from the Mental Health Program fulfill the academic requirements required by the Board of Registration of Allied Mental Health and Human Services Professions to be licensed as a mental health counseling (LMHC) in the Commonwealth of Massachusetts. During their last semester of education, students should request an application for licensure from the Board of Registration of Allied Mental Health and Human Services Professions.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

The Mental Health Counseling Program faculty recommend admission of applicants who present evidence of potential both to complete a graduate course of studies with distinction and to become thoughtful and responsive practitioners. Such evidence normally includes:

- Two or three social science courses (courses in psychology, sociology or anthropology, but not economics or political science).
- A distinguished undergraduate transcript with at least a 3.0 cumulative average. (Please explain in a personal statement if your GPA is below 3.0)
- Two strong letters of recommendation indicating the potential to become an empathic and responsible counselor as well as to succeed academically on the graduate level. Letters from former professors are particularly important.
- A group and/or individual interview with other candidates and faculty members.
- One year of paid or volunteer work in a mental health, human services or equivalent setting is recommended.

About the Program

The Master's in Mental Health Counseling Program (MHP) curriculum is organized to facilitate the development of its students and the individuals with whom the students work. Specifically, the curriculum emphasizes respect for the social foundations and cultural diversity of all persons. It achieves this goal by fostering each student's self-awareness, compassion, and ability to think critically, and through its hiring policies of faculty and recognition of multicultural students. The program offers opportunities for its students to recognize, develop, and utilize their own resources in preparation for their future work with clients.

The course requirements for the online program are identical to those of the on-campus program. Congruent with the on-campus program, students are required to participate in fieldwork as part of the program, with 100 hours during the course of the practicum and 600 total hours of field experience over the course of two semesters during the internship. The accompanying courses are listed above. Students must pass the Post Practicum Assessment before being approved for Internship and complete a capstone before being approved for graduation.

The Sociology Department in collaboration with the MHP offers a concentration in Forensics Services allowing students to develop further the skills to work in forensics settings. Students in the Forensic Services Concentration must complete the program in person.

Students who graduate from the Mental Health Program fulfill the academic requirements required by the Board of Registration of Allied Mental Health and Human Services Professions to be licensed as a mental health counseling (LMHC) in the Commonwealth of Massachusetts. During their last semester of education, students should request an application for licensure from the Board of Registration of Allied Mental Health and Human Services Professions.

Admission Requirements

In addition to the requirements below, applicants must meet general graduate admission requirements.

- One letter of recommendation
- Current nursing licensure

About the Program

The Nurse Educator, Graduate Certificate Program is designed to meet the needs of nurses who are considering educator roles in academic, clinical education, or nursing practice settings. This 12-credit course certificate program offers online courses which address contemporary teaching and learning practices. This program is designed to be fully completed online, thus providing an accessible, flexible option for working professionals. Current course offerings include evidence-based teaching practices, academic nurse educator development, clinical educator development in academic settings, and nurse educator professional development in practice settings; optional individualized, precepted practicum experiences in academic and clinical practice settings are also available within the three elective clinical courses. Additional elective courses in instructional design, critical thinking or creative thinking are also offered within the university. Coursework is aligned with required educator competencies for those who may be interested in national certification as an academic nurse educator, clinical educator, or professional development nurse educator.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official transcripts from all colleges attended.
- Personal statement: As a prompt, focus on the following: why you want to pursue graduate studies, why are you interested in pursuing the track (AGNP/FNP) you are applying for and how will the degree help with your professional and personal goals.
- Two professional references.
- Current resume/CV.
- Bachelor's degree in Nursing from an accredited program or equivalence coursework.
- Master's in nursing from an accredited nursing program.
- Current RN license in the state where the student lives and completing clinical.
- Evidence of national certification for those applying to the 12-credit program.

About the Program

The BS-DNP program prepares BSN nurses to excel as leaders in health care as advanced practice nurses in one of the population health tracks: Adult/Gerontological Nurse Practitioner and Family Nurse Practitioner. The student earns an MS degree after 48 credits and 665 clinical hours in their program of study. Students are encouraged to take the national certification exam as an advanced practice nurse at the completion of the MS portion of the program.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official transcripts for all colleges and universities attended
- Personal statement: As a prompt, focus on the following: why you want to pursue graduate studies, why are you interested in pursuing a DNP, and how will the degree help with your professional and personal goals
- Two professional references
- Current résumé or CV
- Bachelor's degree in Nursing from an accredited program or equivalent coursework. Master's degree in Nursing or other health-related field from an accredited program.
- Registered nurse (RN) license in the state or country of residence. Advanced practice licensure in the state or country of residence with national certification.

Applications are due no later than March 31.

About the Program

Our Doctor of Nursing Practice (DNP) Program is designed to give experienced nurses the knowledge, skills, and judgment competencies that are required for leading the way to the future of clinical nursing and health care delivery systems. The DNP program prepares advanced practice nurses for roles in health systems leadership, policy development, and interdisciplinary collaboration that focus on:

- Improving health care quality
- Advocating for health policy at the local and national level
- Applying theories and conceptual models to the analysis of health care disparities

- Applying scientific evidence to improve patient outcomes
- Utilizing informatics to monitor care, control costs, and improve efficiencies
- Increasing health care access to all communities and groups

The program enrolls highly skilled and motivated masters-level-prepared advanced practice nurses. Once enrolled, students are welcomed into a diverse community of students and faculty. Students will gain added insights and understanding through collaborations with the PhD program and other university programs.

Courses are offered online with five (5) mandatory campus visits – a fall orientation, two (2) spring intensives, your spring defense day, and commencement. Part-time students will graduate in three to four years.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A master's degree in nursing.
- Preparation as an advanced practice nurse. Special consideration is given to non-APRNs who have a strong background and references supporting expertise in clinical nursing, leadership, and/or nursing education.
- 500-word professional goal statement and listing of five career objectives
- Registered nurse license
- Post-master's applicants submit evidence of professional certification if applicable.
- Post-master's applicants may elect to submit related leadership GRE scores as an additional source of supporting data to strengthen their application portfolio.

Each prospective student's plan of study will be based on an individual portfolio review.

About the Program

The MS Program in Nursing is designed for the baccalaureate-prepared registered nurse with a strong professional clinical background and is tailored to meet the needs of the busy professional. Courses are offered both in the classroom and online, and classroom courses generally meet in the late afternoon or evening. Students complete clinical hours with preceptors in academic medical centers, community based practices, and other institutional settings. The program can be completed in two years full time or three to four years part-time. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Adult/Gerontology Nurse Practitioner and Family Nurse Practitioner Tracks

The nurse practitioner tracks were developed in accordance with guidelines established by the National Organization of Nurse Practitioner Faculties (NONPF). Graduates of these two tracks are eligible to take credentialing examinations that lead to licensure in advanced nursing practice.

Adult/Gerontology Acute Care Clinical Nurse Specialist Track

The clinical nurse specialist track was developed in accordance with guidelines established by the National Association of Clinical Nurse Specialists. Graduates of this track are eligible to take credentialing examinations as Acute Care and Critical Care Clinical Nurse Specialists offered by the American Association of Critical Care Nurses or by the American Nurses' Credentialing Center.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Official transcripts from all colleges attended.
- A bachelor's degree GPA of 3.0 or better is recommended for admission to the program.
- Personal statement: As a prompt, focus on the following: why you want to pursue graduate studies, why are you interested in pursuing the track (AGNP/FNP) you are applying for and how will the degree help with your professional and personal goals
- Two professional references
- Current resume/CV
- Bachelor's degree in Nursing from an accredited program
- Copy of your RN license
- Applicants must have at least one year of clinical experience before applying to the Nursing MS program.

About the Program

The program targets the intersection of nursing and health policy, and prepares its graduates for leadership roles as policy analysts, researchers, and educators who

- Analyze the historical, sociological, economic, political, and nursing perspectives of existing and proposed health policies.
- Evaluate and critique health policies that influence the access, quality, and cost of health care services.
- Conduct theory-guided qualitative, quantitative, and mixed methods research that advances knowledge of and informs innovative health policies.
- Influence the development of innovative health policies at local, state, national, and international levels.

About the Program

The program targets the intersection of nursing, health policy, and population health, and prepares its graduates for leadership as researchers and educators who can:

- Analyze the historical, sociological, economic, political and nursing perspectives of population health problems and existing proposed health policies.
- Evaluate and critique health policies that influence the access, quality, and cost of healthcare services.
- Conduct theory-guided qualitative, quantitative, and mixed methods research that advances knowledge of and informs innovative solutions to population health problems and health policies.
- Influence the development of innovative solutions to population health problems and health policies at local, state, national and international levels.

About the Program

The Doctor of Philosophy in Nursing requires 48 credits beyond the master's degree or 69 credits beyond the baccalaureate degree. For full-time students the program normally requires two years of coursework, including courses in population health, health policy, research methods, and statistics. Students enroll in courses offered by the College of Nursing and Health Sciences, collaborating departments at UMass Boston, and other UMass campuses with approval from the Program Director. After completing core courses, students must complete a comprehensive qualifying exam. Successful performance in the comprehensive exam is a prerequisite for entrance into candidacy for the PhD degree. Full-time MS-PhD students may complete the program in 3 years or 4 years as part-time. BS-PhD students may be complete the program in 4 years. There are no part-time options for BS-PhD.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A clear statement of purpose and goals linked to a selected focus of study (Population Health/Policy)
- Three letters of recommendation from professionals who can attest to ability
- A copy of a practice license
- A copy of a professional certification (if applicable)

Special Instructions for PhD Program in Nursing Applicants

- Current Massachusetts Registered Nurse license or eligibility for licensure in Massachusetts. *
- International students must hold a nursing license from a recognized jurisdiction. *

* if applicable, applicants holding a degree in a non-nursing related discipline will be considered on an individual basis.

Candidates are required to schedule an interview with the program director or her or his designate as part of the application process. Out-of-state candidates can be interviewed by phone or Internet.

About the Program

The discipline of orientation and mobility (O&M) teaches people with visual impairments to orient themselves and travel safely with confidence. Participants in our O&M program learn to evaluate needs and to teach the use of equipment such as the long cane and low vision aids, as well as the integration of a professionally trained dog guide.

Students learn how to teach travel skills in a variety of environments, including indoor, residential, business, rural, and urban areas. The curriculum addresses the art of teaching such skills across the lifespan to both children and adults, as well as those with additional disabilities.

The O&M certification program leads to specialized work with people who are blind or visually impaired. Candidates for the certificate proceed through a sequence of course work, field-based experiences, and practica to fulfill eligibility requirements as prescribed by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI) and the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). The total credits required for certification will vary depending on the candidate's background in related course work.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A 3.0 undergraduate GPA is required.
- Three letters of recommendation - Emphasis should be on academic and professional references.
- Test scores - If you do not have a master's degree, you will be required to take the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy exam.
- Statement of interest and intent (required writing sample) - Submit a two-part essay. This statement will be reviewed for both your overall message and your ability to write at the graduate level. Proofread your writing carefully; it is ranked according to its clarity, grammar, and syntax.
 1. Explain your reasons for wishing to pursue graduate studies (approximately 300 words).
 2. Indicate your specific interest in Orientation and Mobility, and discuss the type of work you would like to do in this field (at least 1,200 words).
- Personal interview with faculty member - When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).

About the Program

The Master of Public Administration (formerly named the Master of Science in Public Affairs) focuses on three broad goals: to provide students with a detailed, accurate picture of the political and economic environments on the national, state, and local levels; to give them needed historical and cultural perspectives on public life in the region; and to ensure that they have the kind of technical, professional, analytical, and managerial skills needed to function effectively in the public realm. The curriculum also includes intensive analyses of current policy issues and concentrates on national topics, including those relating to metropolitan Boston, Massachusetts, and New England. We seek students who are currently employed and who have had several years' experience in the public, private, and not-for-profit sectors, although students who have just completed an undergraduate degree are also considered. Those coming from the private sector usually hold or aspire to positions of authority in their organization's community relations, governmental affairs, or long-range strategic planning divisions. As most students are employed full-time, the program operates on an evening and weekend schedule.

In addition to department faculty members, the program also draws on other faculty from throughout the university. Faculty members holding part-time status in this program are career professionals—strongly committed to sharing their knowledge and skills with those entering the field.

Courses in the program are grouped into the following five areas:

- The New England political and economic environments
- Public management, organizational behavior, public budgeting, and human resources management
- Analytical, quantitative, and qualitative skills for policy makers and managers
- Policy and management analysis in areas such as nonprofit organizations, e-government, urban policy, and program evaluation
- Workshops in ethics, media, systems thinking, municipal government, grant funding, and philanthropy.

About the Program

The Gender, Leadership and Public Policy (GLPP) track of the Master of Public Administration (MPA) program prepares students to take on leadership roles in government and nonprofit organizations. This

specialization of the MPA combines courses from two existing programs in the McCormack Graduate School for Policy and Global Studies: the traditional MPA program and the graduate certificate program in Gender, Leadership and Public Policy (formerly known as the Program for Women in Politics and Public Policy).

In the first year of the Gender, Leadership, and Public Policy track of the MPA students take six courses as a cohort in the Gender, Leadership and Public Policy certificate program. In year two of the track, students join the traditional MPA cohort for two summer courses and two courses each during the second fall and spring semester. As most students are employed full-time, the program operates on an evening and weekend schedule.

In the first year, the academic program focuses on political structures and processes, the effects of public policies on women, women's influence in politics, and the formulation and implementation of public policy. The role of gender, race/ethnicity, and class in politics and policymaking is central to the program's design, goals, and curriculum. Students complete an internship related to their career goals. Courses in the Gender, Leadership, and Public Policy (GLPP) track are grouped into the following areas:

1. Women in American Politics and Contemporary Policy Issues
2. Organizational Leadership
3. Research Methods

MPA courses in year two focus on public administration, management, and analytical skills. Students research a topic of their choosing for their capstone project. Courses in the Master of Public Administration curriculum are grouped into the following areas:

1. Public management, organizational behavior, public budgeting, and financial management.
2. Analytical, quantitative, and qualitative skills for policy makers and managers

About the Program

The Municipal Managers track of the Master of Public Administration (MPA) program focuses on the following broad goals: to provide crucial analytical, managerial, and political skills and knowledge necessary for effective local and municipal government management; to provide an opportunity to apply theories and skills learned in the classroom through a capstone research project designed to advance the understanding of local public administration; to provide individualized mentoring from our award-winning faculty, as well as from practitioners and alumni positioned throughout Massachusetts government.

Students are sought who are currently employed and who have had several years' experience in the public, private, and not-for-profit sectors, although students who have just completed an undergraduate degree are also considered.

As most students are employed full-time, the program operates on an evening and weekend schedule. In addition to the faculty members in the Department of Public Policy and Public Affairs, the program draws on faculty from other academic departments throughout the university and career professionals who are strongly committed to sharing their knowledge and skills with those entering the field.

Courses in the Municipal Managers track are grouped into the following areas:

- Public Management: Theories and Principles
- Information Management and Technology for Municipal Managers
- Human Resources Management
- Public Budgeting and Financial Management
- Analytical Skills for Policy Analysis

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- Official Graduate Record Exam (GRE) scores

About the Program

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

About the Program

Distinguishing Features of Our Public Policy PhD Curriculum:

Interdisciplinary study at both the theoretical and the applied levels, drawn from the disciplines of community planning, economics, law, management, philosophy, political economy, political science, public administration, public policy, and sociology

Commitment to multicultural perspectives and social justice

Admission Requirements

In addition to the criteria below, applicants must also meet general graduate admission requirements.

- Submit a combined autobiographical sketch and personal statement (1500 words) highlighting your interests, reasons for applying, and how your life events have led you to apply for a PhD in Public Policy, including answers to the following questions:
 - What are your career objectives?
 - How will a PhD in public policy advance those objectives?
 - In what ways does the UMass Boston Public Policy Program address your particular academic, career, and personal goals?
 - What do you see as your primary activity five years after receiving your PhD degree?
 - What professional, personal, and academic experiences have especially equipped you for the challenges of graduate school?
 - What personal strengths will you bring to your graduate-level studies?
 - What personal limitations or hurdles do you anticipate you must address in order to complete graduate school?
 - What research and public policy issues are you interested in pursuing at UMass Boston?
 - What research and public policy experiences have prepared you for research in the Public Policy Program and a career in public policy?
- Solicit three letters of recommendation, at least two of which should come from individuals who can assess academic preparation for advanced graduate work.
- Include a short (3-5 page) academic writing sample or professional policy brief.

- Submit a current résumé or CV listing your educational background on the top of page one with degree(s) earned, name(s) of school(s), major(s) and overall GPA(s).

About the Program

The Rehabilitation Counseling certificate program offers a seven-course sequence for students who have completed a master's degree in a related field and are interested in taking the national exam to become a certified rehabilitation counselor (CRC). The program meets the standards set by the Commission on Rehabilitation Counselor Certification.

State vocational rehabilitation agencies, as well as some community rehabilitation providers, require their counseling staff to be CRCs. In Massachusetts, a counselor needs to be a CRC to be eligible to apply for licensure. Successful completion of our certificate program prepares students to take the national exam and become a CRC.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Transcripts - Official transcripts from all undergraduate and graduate institutions attended. A 3.0 undergraduate GPA is required.
- Resume - Your resume should show your professional activity related to counseling and working with under-served populations, especially people with disabilities.
- Letter of recommendation - This letter should come from a professional or academic connection who can speak to your experience related to counseling and working with under-served populations, especially people with disabilities.
- Statement of purpose - Submit an essay of about 300 words explaining your interest in and qualifications for our rehabilitation counseling certificate program.
- Personal interview - When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).

About the Program

Rehabilitation counselors support people with disabilities to lead productive and fulfilling lives, including working at integrated and competitive jobs in their communities. Our 60-credit master's program develops professionals to advance educational access and economic and social participation for individuals with disabilities.

The clinical rehabilitation counseling track prepares students to work with people with mental health disabilities, as well as other disabilities. The track is certified through the Council for Accreditation of Counseling & Related Programs (CACREP).

The vocational rehabilitation counseling track prepares students to work in the federal/state vocational rehabilitation system and in community rehabilitation programs. This track offers more flexibility than the clinical track in terms of class options.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- **Transcripts:** Official transcripts from all undergraduate and graduate institutions attended. A 3.0 undergraduate GPA is required.
- **Three letters of recommendation**
- **Statement of intent:** Submit a two-part essay
 - Explain your reasons for wishing to pursue graduate studies (approximately 300 words).
 - Indicate your specific interest in rehabilitation counseling, and discuss the type of work you would like to do in this field (approximately 1,200 words).
 - This statement will be reviewed for both your overall message and your ability to write at the graduate level. Proofread your writing carefully; it is ranked according to its clarity, grammar, and syntax.
- **Personal interview:** When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).

Accelerated MA 4+1 Admission

The MA in Rehabilitation does not currently require any specific background, but prefers graduates from the social sciences. Students must have a GPA of 3.2 at the time of application before they are eligible to apply. Students with a qualifying GPA and application would apply by Feb 1st of their junior year and be accepted into the MA in Rehabilitation Counseling, to begin the summer after their junior year.

About the Program

The Certificate of Advanced Graduate Study (CAGS) in School Counseling provides students who already hold a Master's degree in Counseling from a nationally or regionally accredited institution a pathway to licensure as a School Counselor in Massachusetts. The CAGS program is offered primarily on campus with some online course options. If you believe you qualify for the CAGS program and are interested in applying, please contact the Graduate Program Director for the Counseling program.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Undergraduate GPA of 3.0 or above
- Graduate GPA of 3.5 or above
- 1 year of related experience (including volunteer work)

School for Global Inclusion and Social Development

School for Global Inclusion and Social Development

Website <https://www.umb.edu/education/global-inclusion/>

Associate Dean & Director Sheila L. Fesko, PhD

Office 617.287.3070
SGISD@umb.edu

Academic Programs

- Global Inclusion and Social Development
- Human Rights
- Rehabilitation Counseling
- Transition Leadership in Special Education
- Vision Studies

Institutes

- Institute for Community Inclusion
- Institute for New England Native American Studies

Global Inclusion and Social Development

Master's

Global Inclusion and Social Development (MA)

Global Inclusion and Social Development Program | School for Global Inclusion and Social Development |
College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 36 credits from twelve courses including four required core courses, three core electives, and five concentration courses.

Concentration: Students must choose a concentration from disability studies; gerontology; human rights; non-profit management; transnational, cultural, and community studies; or individual plan of study.

Capstone: Completion of a master's project consisting of a 7,000 to 8,000 word writing project (research paper, policy analysis project, program development project, grant application, or self-directed paper) and a public oral or poster presentation of the writing project.

Minimum grade: No course with a grade below B may be applied toward the core courses for the program.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: No more than six credits of graduate coursework from another institution may be applied toward the program. Transfer courses must have a grade of B or higher and be approved by the graduate program director.

Statute of limitations: Five years.

Course Requirements

Core Required Courses (12 Credits)

- GISD 601 - Current and Historical Perspectives on Global Inclusion and Social Development 3 *Credit(s)*
- GISD 605 - International Responses to Social Inclusion 3 *Credit(s)*
- GISD 606 - Research and Evaluation in Diverse Settings: Methods and Implications 3 *Credit(s)*

- GISD 801 - Innovations Seminar 3 *Credit(s)*
or
- GISD 802 - Social Innovations in Domestic Settings Seminar 3 *Credit(s)*

Core Electives (9 Credits)

Complete three from below.

- GISD 608 - Ethics and Professionalism in Global Inclusion and Social Development 3 *Credit(s)*
- GISD 609 - Justice: A Global Transdisciplinary Framework for Culture and Innovation 3 *Credit(s)*
- GISD 610 - Strategies for Systemic Change 3 *Credit(s)*
- GISD 611 - Managing Change: Supporting Communities and Embracing Cultures 3 *Credit(s)*
- GISD 615 - State, Sovereignty and Governance for Inclusion and Social Development 3 *Credit(s)*
- GISD 616 - Population Needs and Global Practice 3 *Credit(s)*

Concentration Courses (15 Credits)

Complete five courses from one of the concentrations below.

Disability Studies Concentration

Gerontology Concentration

Human Rights Concentration

Nonprofit Management Concentration

Transnational, Cultural, and Community Studies Concentration

Individualized Plan of Study Concentration

Doctorate

Global Inclusion and Social Development (PhD)

Global Inclusion and Social Development Program | School for Global Inclusion and Social Development |
College of Education and Human Development

Global Inclusion and Social Development (PhD) - Post-Bachelors Option
Global Inclusion and Social Development (PhD) - Post-Masters Option

Global Inclusion and Social Development

GISD 601 - Current and Historical Perspectives on Global Inclusion and Social Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

There has been a growing interest in recent decades in ensuring that people and populations are included and that society is supportive of the equality of its members and the chance for prosperity for all. This course focuses on social inclusion and social development in a global context. The term "social inclusion" has been conceptualized as a process, a state of being included, and a method for integrating those excluded or at risk of being excluded due to disability or other reasons and conditions into society. In development studies, 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. 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. Students will examine definitions, current and historical perspectives on and approaches to these concepts, and their implications for policy and practice. Upon completion of this course, students will be able to apply these concepts to particular policy areas including disability, health, labor market, and economic policy affecting particular communities, countries, or regions.

Course Note

This course is a core course for both the Master's and Doctoral programs in Global Inclusion and Social Development.

038270:1

GISD 602 - GISD 602 Research in Diverse Settings: Challenging Epistemological Hegemony

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course introduces students to the basic premise of scientific inquiry as a process of knowledge generation and production that transpires in a field of power relations. It focuses on the relationship among knowledge, power and representation, and their constitutive role in shaping epistemology: 'the theory of knowledge,' or 'how we know what we know,' and ontology: 'our assumptions about the form and nature of reality.' The aim of the course is to develop an awareness of how knowledge is constructed, critically examined, evaluated, and transformed, by communities and individuals. The course introduces students to

theory as it emerges from particular knowledge claims. It reviews the construction of concepts, the use of concepts in social inquiry, and the inherent challenges of representation, and focuses on the key decision point of formulating a research question as it emerges from theory and articulates concepts, or a conceptual framework. It also introduces students to a range of epistemologies in the interdisciplinary social sciences that explicitly address issues of positionality, reflexivity, power, the lived experience of those we study, and critical consciousness. These epistemologies include critical theory, decolonial studies, postcolonial studies, feminist perspectives, critical race theory, indigenous theory, queer theory, institutional politics, disability theory and others. Discussions address the many ways in which power influences the research process at every step. Further, this course emphasizes a public scholarship approach to research in contemporary times, which produces knowledge that is available outside of the academy, useful to relevant stakeholders, and vital to the democratization of research. The themes of global inclusion and social development permeate all key concepts of the course.

042067:1

GISD 605 - International Responses to Social Inclusion

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course introduces students to international organizations that address both the development and the monitoring 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 (such as human rights, health and disability, women's and children's welfare, education, refugee and disaster relief) and crises (such as war, hunger, poverty, natural disaster, genocide) but also of the impact that these issues and crises can have on cross-cultural communities, vulnerable population, and social inclusion. A particular emphasis is placed on the non-governmental sector and its role in addressing immediate and long-term issues and crisis and in promoting the United Nations' Millennium Development Goals (MDGs). In this course students will learn how to interpret the world of 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.

Course Note

This course is a core course for both the Master's and Doctoral programs in Global Inclusion and Social Development.

038271:1

GISD 606 - Research and Evaluation in Diverse Settings: Methods and Implications

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This is an introductory course on quantitative and qualitative research methods and program evaluation. A particular emphasis is placed on the concept of cultural diversity and its implications for design and methods choices as well as stakeholder participation in research and evaluation. "Cultural diversity" refers to differences among (groups of) individuals with respect to ethnicity, race, age, gender, disability/health, socio-economic status, and other dimensions. The course is organized into five parts. Part 1 introduces

students to the scientific method, the research process and the role of ethics in conducting human subjects research. Part 2 focuses on quantitative methods, including sample selection, survey development, and basic statistical methods used in hypothesis testing. Part 3 provides an overview of qualitative methods, including participant observation, interviews, focus groups, and case study. Part 4 focuses on methods for evaluation whether or to what extent programs achieve their stated goals. Finally, Part 5 examines the various methodologies ((quantitative, qualitative, evaluation) in terms of their strengths and weaknesses for researching diverse populations and researching comparatively (cross-culturally and cross-nationally).

Course Note

This is a required core course for students in the master's and doctoral programs in Global Inclusion and Social Development. This course is a core course for both the Master's and Doctoral programs in Global Inclusion and Social Development.

038272:1

GISD 608 - Ethics and Professionalism in Global Inclusion and Social Development

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Ethical issues are prevalent in multiple contexts. At the personal level, ethics may determine how we choose to interact with others; within organizations, ethics may influence the strategies used to reach organizational goals; nationally, ethics can have a role in determining priorities and shaping the policy agenda; and at the global level, ethics may often determine the quality of relationships and degree of cooperation between international bodies. Ethical competence by individuals, organizations, and nations requires that one's conduct be congruent with generally accepted moral principles and values. This course introduces students to ethical theory and how ethics are shaped by values, as well as ethical standards and codes that guide professional practice and conduct in global inclusion and social development. The course also teaches students strategies and techniques to identify and help address ethical issues in practice, research, and evaluation in a variety of contexts (local, regional, national, global, cross-national) and settings (health, disability, community development, cross-cultural). Students in the master's and doctoral programs in global inclusion and social development can choose to take this course or the Cultural Competency: Impacts on Innovations and Model Development course.

038273:1

GISD 609 - Justice: A Global Transdisciplinary Framework for Culture and Innovation

Formerly Cultural Competency: Impacts on Innovation and Model Development

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Amidst calls for racial and social justice heard from disenfranchised communities across the Global South and Global North, this course focuses on global justice from diverse cultural perspectives and brings together critiques and innovative solutions that do not derive from the Global North and/or Euro-American history. The course employs an expansive epistemological approach to focus on the theme of justice in its many facets, including racial, gender, social, economic, climate/environmental, global, spatial, criminal/retributive, restorative/reparative, distributive, poetic, natural, and divine. The course integrates a

global transdisciplinary framework with the explicit and pronounced de-centering of Euro-American knowledge in favour of amplifying voices and experiences from Majority World contexts. It therefore centers specifically (if not exclusively) on Global South and Black, Indigenous and People of Color's critiques of the global political economy from the standpoints of those at the "margins". With that, it engages students in a detailed confrontation of the sometimes searing Global South critiques of 'development' as an imperialist and racist idea alongside highlighting critical, postcolonial, and/or radical theoretical concepts such as racial capitalism, alternate conceptions of gender, pluriversality (as contrasted with the binary of universality versus cultural relativism), third world approaches to international law, calls for decoloniality and antiracism, and more. Through the course, students will focus on innovative ways of thinking about and doing justice, inclusion, and development work as an intersectional "insider" to the economically, socially, or politically excluded community of affinity or choice. The course therefore draws stark contrast with most scholarship on "culture" and social justice "innovation" that concerns itself with preparing outsiders to go into marginal "other" communities to do socially transformative work.

038274:1

GISD 610 - Strategies for Systemic Change

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Systems change is an important undertaking in organizational development, and represents a mechanism by which organizations respond to shifting dynamics in government, business, community and interpersonal environments. This course introduces students to the concept of organizations as systems and to major theories on systems and systemic change, including assumptions of the nature of change and the change process. Students will learn approaches, strategies, and methods to planning, implementing, and evaluating systemic change and to engage stakeholders in the change process. Systemic change will be explored through case studies of organizations addressing issues in health, disability, and community development. The role of culture on systemic change efforts and implications for change agents and practitioners will be considered as well. Real-world examples, provided by leaders who are experienced change agents, will demonstrate how organizations and systems grow and change in dynamic ways. Students in the master's and doctoral programs in global inclusion and social development can choose to take this course or the Managing Change: Supporting communities and Embracing Cultures course.

038275:1

GISD 611 - Managing Change: Supporting Communities and Embracing Cultures

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines key concepts of change management in community settings. It provides an introduction to social change theories and their application to community settings and to models and approaches to community change. The course teaches students strategies for identifying and addressing issues in the change-management process, and for managing change more effectively, giving consideration to the cultural, racial, ethnic, and socio-economic make-up of the community. The role of culture and the impact of globalization on change efforts and implications for practitioners in global inclusion and social development will be considered as well. Real-world examples focused on health, disability, and development, provided by leaders who are experienced change agents, will demonstrate how communities can effectively manage change. The course also teaches students how to assess the needs and abilities of

communities for change and to evaluate community change efforts with a particular emphasis on stakeholder involvement. Master's and doctoral students in global inclusion and social development can choose to take this course or the Strategies for Systemic Change course.

038276:1

GISD 615 - State, Sovereignty and Governance for Inclusion and Social Development

Formerly Leadership in Global Inclusion and Social Development

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

State and governance regimes of various sorts design, implement, as well as comprise crucial context for any work within global inclusion and social development. This course familiarizes students with theories, research and practice regarding the role of the state and governance as it pertains to inclusion and development. The course examines the emergence of the state, including pre- and non-Westphalian state contexts, specifically experiences of colonization and the development, and the near-universal inheritance of the modern state. We explore contemporary forms of the state, and pressures emerging and surrounding it, including those of the market, civil society and democracy. The course then moves to the recent transformation of statehood and the shift to new modes of governance, specifically the role of non-state actors across scale--from local to global--and investigates how various institutions, corporate power and political society shift the role of states.

038277:1

GISD 616 - Population Needs and Global Practice

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Changing global trends, practices and procedures have created a network of services and supports for populations that at times address needs and conditions and at other times complicate issues of social inclusion and community engagement. Reliance on public and private resources can stimulate the adoption of practices that have universal application and potential for addressing multiple country concerns. Understanding the interrelationship of cross-cultural strategies, the development of such strategies and the evaluation of their impact in multiple settings is essential to demonstrating leadership in social inclusion and global development. This course introduces students to the concept of population and related theories: reviews major trends in world population changes, population needs, and how these can be addressed (policy, strategy and practice) including issues and challenges to implementation, effectiveness, and impact, and implications, for key stakeholders. Particular emphasis is placed on population changes and needs related to youth, aging, health, and disability. Master's and doctoral students in global inclusion and social development can choose to take this course or the Leadership in Global Inclusion and Social Development course.

038278:1

GISD 620 - International Disability Policy

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The United Nations Convention on the Rights of Persons with Disabilities is creating a common, international understanding of disability and the rights and opportunities that should be available to persons with disabilities. The course will look at variability among policy approaches as well as how these policies reflect evolving models of disability. Students will look at specific employment and education policies in-depth and conduct a policy analysis using contemporary models of disabilities as their framework for analysis. Issues related to the Millennium Goals United General Assembly (2000) and the inclusion of people with disabilities as well as the challenges of quantifying outcomes and their impact on goals within a disability context will also be addressed.

038894:1

GISD 624 - International Human Rights Law, Policy and Practice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

039144:1

GISD 625 - Human Rights-Based Approaches to Social Justice

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

039145:1

GISD 626 - Global Health and Human Rights

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

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

039146:1

GISD 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

039140:1

GISD 697 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

039071:1

GISD 801 - Innovations Seminar

3 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 6 / total completions: 2

Description:

This course will expose students to national and 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 videoconference) as guest speakers to the seminars. 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 student with real-live examples of leaders to whom they are encouraged to aspire. Students will maintain a journal throughout the course in which they reflect on the guest speaker events and discussion, what they have learned in general and about themselves, and what this means for their own personal development as a leader in global inclusion and social development. Students will also play an active role in the organization of the seminars - particularly the identification of additional topics and potential guest speakers, the preparation of background materials and questions for the guest speakers and group discussions, as well as the recording and archiving of the

guest speaker presentations and related materials as a resource to the other and future students of the School. This is a required course for all master's and doctoral student in global inclusion and social development.

038279:1

GISD 802 - Social Innovations in Domestic Settings Seminar

3 Credit(s) | Seminar | Graded

Not repeatable for credit

Description:

This course will expose students to local and national leaders seeking to improve inclusions 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 videoconference) as guest speakers to the seminars and working in conjunction with local NGO's to identify areas of need and develop a plan for community engaged activity. Each student will work directly with an NGO of their choosing throughout the course of the semester.

040958:1

GISD 803 - Qualitative Methods: Research Praxis for Global Justice

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

This is an introductory course on qualitative research methods. The course aims to provide students with a basic knowledge of social science research methodologies as they relate to the methods that give them effect, to reflect on the ethics and politics of carrying out those research methods in practice, and to inculcate the critical capacity to conduct qualitative research and analysis in an ethical manner. Particular emphasis is placed on the concepts of cultural diversity and power, and their implications for design and method choices as well as stakeholder participation in research and evaluation. 'Cultural diversity' refers to differences among (groups of) individuals with respect to ethnicity, race, age, gender identity, sexual orientation, disability/health, socio-economic status, and other dimensions. The course is intended to help students reach an understanding of how different qualitative research methods can best be used to reach their objectives in diverse contexts, depending on the underlying purpose of the research endeavor. It therefore focuses on the conception, design and implementation of qualitative studies that seek to understand theoretical and practical issues in public policies pertaining to culturally diverse populations.

Enrollment Requirements:

Prerequisite: GISD 602

042068:1

GISD 804 - Capstone Seminar: Engaging Communities in Research and Practice

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 6 / total completions: 2

Description:

The main purpose of this course is to provide the culminating, integrative curricular experience for students

enrolled in the GISD MA Program during their last semester prior to graduation. The Capstone Seminar offers students an opportunity to undertake community-based research, increase their impact and effectiveness as a leader, or explore other dimensions of global inclusion and social development. Students develop an initiative for a real-life project that can be work, community, or university-based. The purpose of the Capstone Project is for the students to apply knowledge acquired during the GISD MA Program to a project involving actual data in a real-life setting.

Enrollment Requirements:

Prerequisites: GISD 602 and GISD 803

042069:1

GISD 894 - Graduate Seminar on Paper Writing and Publication

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This is a special seminar for graduate students in the social sciences on the art and craft of writing research papers for publication. We will pursue three goals this term: 1) learn by doing the process of writing social science 2) become knowledgeable about the process of submission/publication in peer-reviewed journals in social science fields 3) become more familiar with the hidden processes of journal review, publication ethics, and interpreting and responding to editorial decisions.

Enrollment Requirements:

Pre-requisite: GISD 899

041290:1

GISD 897 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Special topics in GISD

041154:1

GISD 898 - Transdisciplinary Research to Practice Group

3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Students will engage in mentored independent research for up to 4 semesters (12 credits) with a transdisciplinary research to practice group. This research practicum will be an opportunity for students to apply what they have learned in their core and elective coursework to real-life research settings. Specifically, students will join a research group for one to two years. Each student will either be affiliated with one of the ICI's research or practice activities or with the research team of a faculty member associated with the school. A student may also be paired with a faculty member engaged in relevant research or practice activities in another department at UMass Boston, a related institution of higher education affiliated with the

school, or a related research center in another country.

038285:1

GISD 899 - Dissertation Research Seminar

6 Credit(s) | Lecture | Multi-Term (year long)

Repeatable for credit - total credits: 12 / total completions: 2

Description:

This course provides support for the dissertation proposal, research, and writing. It introduces students to all aspects of the dissertation process and relevant University of Massachusetts Boston and School for Global Inclusion and Social Development (SGISD) policies, procedures, and guidelines. The course addresses broad dissertation areas, yet allows flexibility based upon students' particular topics, progress, and needs. The course will help students a) identify or refine their dissertation topics, conduct a literature review and create a conceptual framework, develop a research design and a plan for completing the proposed research and dissemination the results; b) form a dissertation committee; c) develop and submit an application to receive ethics approval for human subject research (if appropriate); d) prepare the oral defense of their proposal; e) identify potential funding sources and develop research funding application. The course uses a combination of instructional approaches and learning methods intended to help students complete their proposal. Additionally, the course intends to foster student peer interactions as a source of academic and personal support for students as they are embarking on the dissertation process. This is a core course for doctoral students in Global Inclusion and Social Development.

038280:1

Human Rights

Graduate Certificate

Human Rights (Certificate)

Human Rights Program | School for Global Inclusion and Social Development | College of Education and Human Development

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 15 credits from five courses including three required courses, one independent study, and one elective.

Statute of limitations: Three years.

Course Requirements

Required Courses (9 Credits)

- GISD 624 - International Human Rights Law, Policy and Practice 3 *Credit(s)*
- GISD 625 - Human Rights-Based Approaches to Social Justice 3 *Credit(s)*
- GISD 626 - Global Health and Human Rights 3 *Credit(s)*

Independent Study (3 Credits)

- GISD 696 - Independent Study 1-6 *Credit(s)*

Elective (3 Credits)

Select one elective course from among the courses offered at the University with the permission of your advisor and the Academic Affairs Committee.

Rehabilitation Counseling

Master's

Rehabilitation Counseling (MS)

Rehabilitation Counseling Program | School for Global Inclusion and Social Development | College of Education and Human Development
Online: Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 60 credits from 19 courses including twelve core courses, four track courses, two fieldwork courses, and one capstone course.

Track: Students must select a track in clinical rehabilitation counseling or vocational rehabilitation counseling.

Capstone: Completion of a portfolio as part of REHAB 611.

Summer intensive: Students must attend a two week session in late June and early July at UMass Dartmouth where they take two clinically based courses.

Fieldwork: Students will be required to complete documented fieldwork experiences aligning with their chosen track.

- The vocational rehabilitation counseling track requires 100 total practicum hours and 600 total internship hours. The internship hours are split over two semesters (300 hours per semester).
- The clinical rehabilitation counseling track requires 100 total practicum hours and 600 total internship hours and must receive supervision from a licensed mental health counselor. The internship hours are split over two semesters (300 hours each semester).

Statute of limitations: Six years.

Course Requirements

Core Courses (36 Credits)

- COUNSL 601 - Research and Evaluation in Psychology 3 *Credit(s)*
- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment 3 *Credit(s)*
- COUNSL 613 - Vocational Development and Career Information 3 *Credit(s)*
- COUNSL 616 - Group Counseling and Group Dynamics 3 *Credit(s)*
- COUNSL 620 - Life Span Human Development 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities 3 *Credit(s)*
- REHAB 603 - Foundations of Rehabilitation 3 *Credit(s)*
- REHAB 610 - Ethics, Case Management and Planning in Rehabilitation 3 *Credit(s)*
- REHAB 612 - Vocational Rehabilitation and Placement 3 *Credit(s)*
- REHAB 614 - Motivational Interviewing 3 *Credit(s)*
- REHAB 615 - Counseling Theories 3 *Credit(s)*

Track Courses (12 Credits)

Complete four courses from one of the tracks below.

Clinical Rehabilitation Track
Vocational Rehabilitation Track

Fieldwork Courses (11 Credits)

- REHAB 688 - Rehabilitation Practicum 3 *Credit(s)*
- REHAB 698 - Rehabilitation Internship 4 *Credit(s)* - take two semesters

Capstone Course (1 Credit)

- REHAB 611 - Rehabilitation Counseling Portfolio 1 *Credit(s)*

Post Master's Certificate

Rehabilitation Counseling (Post-Master's Certificate)

Rehabilitation Counseling Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 21 credits from seven required courses.

Students who have completed required courses as part of a master's program should speak with the graduate program director about possible substitution courses.

Statute of limitations: Five years.

Course Requirements

Required Courses (21 Credits)

- COUNSL 605 - Principles of Vocational, Educational, and Psychological Assessment 3 *Credit(s)*
- COUNSL 614 - Counseling Theory and Practice I 3 *Credit(s)*
- COUNSL 653 - Sociocultural Considerations in Counseling 3 *Credit(s)*
- REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities 3 *Credit(s)*
- REHAB 603 - Foundations of Rehabilitation 3 *Credit(s)*
- REHAB 610 - Ethics, Case Management and Planning in Rehabilitation 3 *Credit(s)*
- REHAB 612 - Vocational Rehabilitation and Placement 3 *Credit(s)*

Rehabilitation Counseling

REHAB 602 - Medical, Psychological & Educational Aspects of Disabilities

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

The course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities.

000980:1

REHAB 603 - Foundations of Rehabilitation

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course seeks to provide students with basic information about the process of rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling.

000979:1

REHAB 609 - Psychiatric Rehabilitation

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

This course is designed to assist students to (1) begin to work with individuals who have mental illness; (2) collaborate effectively within the community "network of care;" and (3) comprehend the experience of mental illness from a variety of perspectives. This course is designed to build student skills and knowledge in an array of areas including supported employment, social skills training, Wellness Recovery Action Plan (WRAP) development, co-occurring disorders, Assertive Community Treatment (ACT) and related modalities.

040008:1

REHAB 610 - Ethics, Case Management and Planning in Rehabilitation**Formerly Case Management and Planning in Rehabilitation**

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities.

012742:1

REHAB 611 - Rehabilitation Counseling Portfolio

1 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Not repeatable for credit

Description:

This course will meet once per month ONLINE during the fall semester and during the first year in which the student is enrolled in the Rehabilitation Counseling program. All students will be expected to attend and participate in each monthly online class meeting. Each class meeting will focus on the various topics relevant to portfolio and professional development in Rehabilitation Counseling, including: 1) Course overview and an introduction to Taskstream as an e-Portfolio tool, 2) Professional credentialing in rehabilitation counseling (licensure and certification), 3) Field placement opportunities in rehabilitation counseling (practicum and internship), and 4) Professional identity of self-marketing in rehabilitation counseling and career planning.

040010:1

REHAB 612 - Vocational Rehabilitation and Placement

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training; and placement.

000972:1

REHAB 614 - Motivational Interviewing

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The purpose of the course is to provide the student with an understanding of the basic skills of counseling related to active listening and accurate empathy. In addition the course will provide students with the foundation of the theory and practice of motivational interviewing as an evidence based practice in the rehabilitation counseling profession. Professional ethical sociocultural issues in the client/counselor relationship will be discussed. Lecture, role play, and audio will be used to augment the student's understanding of the process of change.

040011:1

REHAB 615 - Counseling Theories

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will focus on the range of different counseling theories and their application to different situations and needs of different individuals. Students will not only learn the theory behind the counseling approach, they will have the opportunity to practice the different approaches. Role-playing will be used to demonstrate different concepts. Throughout the class, students will begin to develop their personal approach toward counseling and will discuss how to integrate the different theories into their counseling. Students will learn how to integrate these theories into practice in developing a therapeutic relationship and in supporting individuals in crisis.

040012:1

REHAB 688 - Rehabilitation Practicum

*3 Credit(s) | Practicum | Multi-Term (year long)
Not repeatable for credit*

Description:

The purpose of the practicum is to expose the student to his/her particular field in counseling through actual placement in a facility where appropriate supervision is provided. Class discussions include a review onsite observations and experiences and discussions of current issues in the field.

040017:1

REHAB 697 - Special Topics

*1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4*

Description:

Special topics in Rehabilitation Counseling.

041913:1

REHAB 698 - Rehabilitation Internship

4 Credit(s) | Internship | Multi-Term (year long)

Repeatable for credit - total credits: 8 / total completions: 2

Description:

The purpose of the internship course is to provide students with actual work experiences. The internship consists of supervised field experience in a rehabilitation setting, such as a hospital, a state agency, a community agency or a private company. Additionally, students are required to attend a weekly seminar at the University which will be conducted by the instructor. The focus of the on-campus seminar is to 'review and critique students' implementation of rehabilitation counseling theory and practice, and to provide a forum for students to discuss issues arising at internship sites and to help each other with insights and emotional support. Video/audio tapes will be a major source of information for the review and critique.

Enrollment Requirements:

Pre-req: REHAB 603 and REHAB 607 and REHAB 608

040018:1

Transition Leadership in Special Education

Graduate Certificate

Transition Leadership (Certificate)

Transition Leadership in Special Education | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 18 credits from six required courses.

Statute of limitations: Three years.

Course Requirements

Required Courses (18 Credits)

- SPE G 654 - Youth Development and Self Determination 3 *Credit(s)*

- SPE G 655 - Career Development and Competitive Employment 3 *Credit(s)*
- SPE G 656 - Postsecondary Education for Students with Disabilities 3 *Credit(s)*
- SPE G 657 - Transition Topics 3 *Credit(s)*
- SPE G 658 - Transition Leadership 3 *Credit(s)*
- SPE G 693 - Practicum: Transition Leadership I 3 *Credit(s)*

Vision Studies

Master's

Vision Studies (MEd)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

Vision Studies (MEd) - Assistive Technology Track

Vision Studies (MEd) - Orientation and Mobility Track

Vision Studies (MEd) - Teacher of Students with Visual Impairment Track

Vision Studies (MEd) - Vision Rehabilitation Therapy Track

Graduate Certificate

Assistive Technology for People with Visual Impairments (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program

Admission Requirements

Program Requirements

Complete 28 credits from eight required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Statute of limitations: Three years

Course Requirements

Required Courses (28 Credits)

- VISN 603 - Braille I 3 *Credit(s)*
- VISN 604 - Eye Anatomy and Disease 3 *Credit(s)*

- VISN 605 - Clinical and Functional Assessment of Vision *3 Credit(s)*
- VISN 660 - Introduction to Assistive Technology for People with Visual Impairments *3 Credit(s)*
- VISN 661 - Assistive Technology Assessment and Instruction for People with Visual Impairments *4 Credit(s)*
- VISN 662 - Configuration and Exploration of Assistive Technology solutions for People with Visual Impairments *4 Credit(s)*
- VISN 663 - Technological Methods of Accessibility and Accommodations for People with Visual Impairments *4 Credit(s)*
- VISN 669 - Assistive Technology for People with Visual Impairments Practicum *4 Credit(s)*

Cortical/Cerebral Visual Impairment (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

About the Program
Admission Requirements

Program Requirements

Complete 15 credits from five required courses.

Statute of limitations: Three years

Course Requirements

Required Courses (15 Credits)

- VISN 648 - Cortical/Cerebral Visual Impairment *3 Credit(s)*
- VISN 651 - Vision and the Brain: Neurolog *3 Credit(s)*
- VISN 652 - Assessment for Students with Cortical/Cerebral Visual Impairment *3 Credit(s)*
- VISN 653 - Promising Practices for Teaching Students with CVI *3 Credit(s)*
- VISN 654 - Consultation and Collaboration Strategies *3 Credit(s)*

Orientation and Mobility (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

About the Program
Admission Requirements

Program Requirements

Complete 28 credits from nine required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Three years.

Course Requirements

Required Courses (28 Credits)

- VISN 601 - Physical and Functional Aspects of Visual Impairments 3 *Credit(s)*
- VISN 603 - Braille I 3 *Credit(s)*
- VISN 604 - Eye Anatomy and Disease 3 *Credit(s)*
- VISN 605 - Clinical and Functional Assessment of Vision 3 *Credit(s)*
- VISN 621 - Orientation and Mobility Assessment and Instructional Strategies: Children 4 *Credit(s)*
- VISN 622 - Orientation and Mobility Assessment- Adult 4 *Credit(s)*
- VISN 625 - Methods of Orientation and Mobility 3 *Credit(s)*
- VISN 628 - Orientation and Mobility Praxis Lab 1 *Credit(s)*
- VISN 629 - Orientation and Mobility Practicum 4 *Credit(s)*

Vision Rehabilitation Therapy (Certificate)

Vision Studies Program | School for Global Inclusion and Social Development | College of Education and Human Development

Online: Continuing and Professional Studies

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 28 credits from eight required courses. Those who have a background in visual impairment may be eligible to waive up to 9 credits.

Minimum grade: No course with a grade below B- may be applied toward the program.

Statute of limitations: Three years.

Course Requirements

Required Courses (28 Credits)

- VISN 601 - Physical and Functional Aspects of Visual Impairments 3 *Credit(s)*
- VISN 603 - Braille I 3 *Credit(s)*
- VISN 604 - Eye Anatomy and Disease 3 *Credit(s)*
- VISN 605 - Clinical and Functional Assessment of Vision 3 *Credit(s)*
- VISN 630 - Introduction to Vision Rehabilitation Therapy 4 *Credit(s)*
- VISN 631 - Methods of Vision Rehabilitation Therapy I 4 *Credit(s)*

- VISN 632 - Methods of Vision Rehabilitation Therapy II 4 Credit(s)
- VISN 639 - Visual Rehabilitation Therapy Practicum 4 Credit(s)

Vision Studies

VISN 601 - Physical and Functional Aspects of Visual Impairments

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The student is introduced to the structure and function of the main systems of the human body and to those chronic conditions which may affect these systems. Emphasis will be placed on disabilities most frequently seen in conjunction with visual impairments and how the combined impact will affect instruction for individuals with vision impairment. Having covered these areas, each of the sensory systems will also be explored with the mechanics of locomotion and psychomotor factors influencing mobility.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028912:1

VISN 602 - Education of Students with Visual Impairments

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course examines the philosophical, historical, and legal foundations of special education services to students with visual impairments. This course overviews the wide array of services and resources available to support students with visual impairments. Topics include legislation, service systems, roles and responsibilities of specialized service providers, and the impact of visual impairments on child development. In addition to the class assignments, students are required to observe and assist with a student who is visually impaired, one day per week for five weeks.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028848:1

VISN 603 - Braille I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course prepares participants to teach the reading and writing of Grade 2 Braille. Students learn to write literary Braille using both a Perkins Braille and a slate and stylus. Topics include reading-readiness, tracking, tactile discrimination, and reading methods.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028828:1

VISN 604 - Eye Anatomy and Disease

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course begins with a practical look at the functional impact of visual impairment through the use of simulated exercises. This is followed by a series of medically-related lectures by affiliated ophthalmologists. Topics include the structure of the eye, the assessment of normal and abnormal vision, optics, and the functional implications of common pathologies. Students discuss low-vision services and participate in "hands-on" training within a low-vision clinic.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

000155:1

VISN 605 - Clinical and Functional Assessment of Vision

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course goes beyond the physical aspects of vision loss introduced in SPE G 511 to look at functional and psychological aspects. The course includes a review of clinical procedures and the interpretation of clinical reports. Emphasis is given to conducting individualized functional vision assessments. The previous study of optics is applied to optical low-vision devices. The course provides a practical, hands-on approach to learning through vision-simulation activities and the development of a functional vision-assessment kit.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

Semester(s) typically offered: Spring

028829:1

VISN 610 - Braille II

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed for vision teachers to expand their current level of Braille competency. Students will study tools and teaching strategies for mathematics using Unified English Braille and the abacus. Braille formats typical of educational materials will be studied. Students will review the Unified English Braille code with a focus on memorization.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028847:1

VISN 611 - Technology and Visual Impairments

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will assist participants in understanding assistive technology to meet the educational needs of children who are blind and visually impaired. The goal is to educate the participants about assessment, acquisition, and implementation of assistive technology to foster academic independence in their students who are blind or visually impaired. In addition, participants will identify the latest and most appropriate technology for the needs of the Pre K-12 child with visual impairments. Legal issues, funding, inclusion of technology on the IEP, and resources for support and training also will be examined.

Enrollment Requirements:

Pre-req = SPE G 515 and 619

028851:1

VISN 612 - Orientation and Mobility and Independent Living Skills

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the functional implications of vision loss on primary activities of daily living, with emphasis in basic methodologies of Orientation and Mobility and Rehabilitation Teaching. Exploration of life skills essential to independence will be addressed, with attention to a diverse population of children with a variety of visual capabilities. Weekly lecture content will be enhanced by functional lab activities designed to give students the opportunity to experience and critically assess the effectiveness of current methodology.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

034700:1

VISN 613 - Assessment of Students with VI Including Those with Additional Disabilities

Formerly Assessment for Students with Visual Impairments including Multiple Disabilities

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines and explores the unique educational needs of children with visual impairments and children with visual and additional impairments as well as the techniques for assessment and instruction related to teaching these children in a full array of educational settings from ages 3-22. Topics include functional vision, learning media and compensatory (non-literacy) assessments specifically designed for

students with visual impairments and instructional strategies related to these assessments. Issues related to team approaches to assessment and evaluation are also presented as well as implementing functional vision and learning media evaluation findings into the IEP, program, curriculum, and instruction.

Course Note

This course requires a field-based placement/pre-practicum requirement of a minimum of 25-30 hours.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

031758:1

VISN 614 - Assessment & Instructional Strategies for Students with VI Including Those with Additional Dis II

Formerly Instructional Strategies for Teaching Students with VI including Multiple Disabilities

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines and explores the unique educational needs of children with visual impairments and children with visual and additional impairments as well as the techniques for assessment and instruction related to teaching these children in a full array of educational settings from ages 3-22. Topics include assessment and program planning for the core curriculum and expanded core curriculum as well as adaptive techniques and diverse communication systems. This course requires a field-based placement/pre-practicum requirement of a minimum of 30 hours. The necessity for a transdisciplinary approach will be stressed. The course requires (a) classroom lectures, discussions and group work, (b) reading and video assignments, (c) research assignments, (d) varying field-based experiences, and (e) completion of several case studies.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

031759:1

VISN 619 - Teacher of the Visually Impaired Practicum

4 Credit(s) | Practicum | Multi-Term (year long)

Not repeatable for credit

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039110:1

VISN 621 - Orientation and Mobility Assessment and Instructional Strategies: Children

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is the first of two instructional strategy courses. It applies foundations and methods to the specific populations of preschool, elementary, and transition-age visually impaired children, including those with additional disabilities. Assessment tools are introduced and applied with an emphasis on the development of participants' skills in observation, information gathering, and task analysis. Participants develop specific objectives and design lessons for instructing children.

Course Note

This course requires an additional minimum daytime participation of six to eight hours per week to acquire 80 hours of instructional experience.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028826:1

VISN 622 - Orientation and Mobility Assessment- Adult

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

028827:1

VISN 625 - Methods of Orientation and Mobility

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines the foundations of learning and teaching orientation and mobility. The weekly lectures provide an introduction to the principles of concept development, spatial orientation, and environmental analysis as these topics relate to independent travel by visually-impaired individuals. In addition, a teacher-guided practicum lab meets for weekly sessions, totaling 120 hours throughout the semester.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039532:1

VISN 628 - Orientation and Mobility Praxis Lab

1 Credit(s) | Laboratory | Graded

Not repeatable for credit

Description:

In this lab, students will learn techniques and training approaches that will enable them to teach people who are blind and visually impaired to travel safely and efficiently. Through use of blindfold and low vision simulators, students will have the opportunity to learn, experience, and teach orientation and mobility skills and techniques. Emphasis will be placed on knowledge of skills and techniques, ability to communicate

while teaching, ability to safely and effectively monitor others whole teaching and class participation.

Course Note

This required course is to be taken concurrently or before VISN 620 Methods of Orientation and Mobility.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039516:1

VISN 629 - Orientation and Mobility Practicum

4 Credit(s) | Lecture | Multi-Term (year long)

Not repeatable for credit

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039118:1

VISN 630 - Introduction to Vision Rehabilitation Therapy

4 Credit(s) | Lecture, Discussion, and Laboratory | Graded

Not repeatable for credit

Description:

This course is designed to provide the learner with hands-on instruction, independent learning and laboratory practice in the methodologies and adaptive techniques utilized by the professional Vision Rehabilitation Therapist. This course examines the functional implications of vision loss on primary activities of daily living, with emphasis in basic methodologies of Orientation and Mobility and Vision Rehabilitation Teaching. Exploration of life skills essential to independence will be addressed with consideration to student and adult populations. Weekly lecture content will be enhanced by functional lab activities designed to give the student the opportunity to experience and critically assess the effectiveness of current methodology.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039754:1

VISN 631 - Methods of Vision Rehabilitation Therapy I

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to provide the learner with hands-on instruction, independent learning and laboratory practice in the methodologies and adaptive techniques utilized by the professional Vision Rehabilitation Therapist in the personal management, recreation and leisure areas of Independent Living Skills. This course will emphasize the utilization of adaptive techniques and resources gathering, and will address skills that are applicable for adults and older adults as well as children and adolescents. Laboratory experience with blindfolds and low vision simulators will provide each learner with the opportunity to practice recommended techniques and adaptations that will facilitate the teaching of selected independent Living

Skills to students, clients and consumers who are blind or who have low vision.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

037000:1

VISN 632 - Methods of Vision Rehabilitation Therapy II

*4 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to provide the learner with hands-on instruction, independent learning and laboratory practice in the methodologies and adaptive techniques utilized by the professional vision rehabilitation therapist in the Communications/Technology areas of Independent Living Skills. This course will emphasize the utilization of adaptive techniques and resources gathering, and will address skills that are applicable for adults and older adults as well as children and adolescents. Laboratory experiences with blindfolds and low vision simulators will provide each learner with the opportunity to practice recommended techniques and adaptations that will facilitate the teaching of selected Independent Living Skills to students, clients, and consumers who are blind or who have low vision.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

037695:1

VISN 639 - Visual Rehabilitation Therapy Practicum

*4 Credit(s) | Lecture | Multi-Term (year long)
Not repeatable for credit*

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039119:1

VISN 640 - Psychosocial Aspects of Visual Impairment

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

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

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

033027:1

VISN 646 - Introduction to Audiology and the Human Auditory System

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will cover the nature of sound and how humans perceive it. Sound in the environment and how sound is used by humans to move through their environment will also be explored. Topics include the basics of sound, anatomy and physiology of the auditory system with an emphasis on function, common disorders of the auditory system, and how these disorders are manifested. The principles of basic audiology and how to understand and relate to the audiologist provide a foundation for hearing both clinically and functionally. Students will learn hearing aid technology and the application of that technology to various auditory disorders in a functional sense.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

038155:1

VISN 648 - Cortical/Cerebral Visual Impairment

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides an in-depth study of CVI and resources available for assessment and instructional strategies. Participants will further examine and explore the unique educational needs of children with CVI and the skills related to teaching these children in a full array of educational settings; Pre-K through grade 12. Topics include teaching strategies in the core and expanded core curriculums, such as: literacy, career-vocational skills, visual efficiency and compensatory auditory strategies. Instruction will also address material modifications and accommodations.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

039521:1

VISN 651 - Vision and the Brain: Neurolog

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students will learn about the neuroanatomy associated with visual processing, brain development in the context of vision, as well as understand how and where various aspects of functional vision are processed in the brain and how early developmental brain damage may impact these processes. Specifically, concepts including motion processing, visual attention, object and face processing, visuomotor integration, and agnosias will be covered. Students will also learn about the principles that govern neuroplasticity and vulnerability; learn what makes a good study and a scientifically valid and reliable assessment; and also

understand why a common language between educators, clinicians, and parents is imperative for serving children with CVI.

041555:1

VISN 652 - Assessment for Students with Cortical/Cerebral Visual Impairment

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students will learn how traditional ocular functional vision assessments do not accurately and completely assess the visual processing and visual recognition difficulties of the child with brain based visual impairment. Students will understand concepts including the limitation of clinical vision functional testing and the need for functional vision testing by a licensed TVIs, O&M specialist and Vision Rehabilitation professionals. Students will show ability to interpret ophthalmology, low vision and neurology reports. Students will learn to effectively perform CVI functional vision assessments and Learning Media Assessments with the consideration that neuroplasticity can lead to visual improvements and that each child needs a unique consideration of all skills and abilities. Assessment of compensatory skill use is also essential to understand the total child.

041556:1

VISN 653 - Promising Practices for Teaching Students with CVI

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students will learn current promising practices in teaching learners with CVI including how to apply the assessment results to report writing, IEP development, ECC application, materials creation, environmental adaptations, social support creation, behavior strategies, service delivery decisions, and literacy based on each student's unique profiles.

041557:1

VISN 654 - Consultation and Collaboration Strategies

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

Students will learn the knowledge and skills necessary for collaborative consultation and technical assistance to parents, school-based teams and medical professionals of learners with a diagnosis of CVI. Collaboration strategies for effective information sharing with parents, teams and medical professional will be reviewed and applied.

041558:1

VISN 660 - Introduction to Assistive Technology for People with Visual Impairments

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This fully online course will provide an introduction to the profession of Assistive Technology Instructional Specialist for People with Visual Impairments. Students will learn through demonstrations, hands-on activities, and independent learning exercises about a variety of assistive technology solutions for people of all ages who are blind or visually impaired, including: screen magnification software, screen reading software, OCR software, braille technologies, low vision devices, smart phone and tablet accessibility features, as well as other specialized devices designed for people with visual impairments. The benefits and limitations of accessibility features that are built-in to mainstream technologies compared to specialized assistive technology devices and software will be discussed. Techniques for determining the most appropriate assistive technology solutions will also be discussed. The course explores strategies for integrating assistive technology in different settings, such as in schools, homes, colleges/universities, jobsites, and avocational settings.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

041188:1

VISN 661 - Assistive Technology Assessment and Instruction for People with Visual Impairments

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This fully online course provides participants with a thorough overview of assessment and instruction techniques for teaching assistive technology to people with visual impairments of all ages. Topics include: task analysis; lesson and training plan development; learning development and evolution of assistive technology skills during instruction; learning theories as applied to children and adults; instructional strategies for assistive technology; conduction assistive technology assessments; making decisions regarding appropriate devices; choosing appropriate learning modalities; justifying recommendations; applying different AT assessment techniques, such as HAAT, WATI, and SETT; ethical issues related to AT assessment and services; and writing AT assessment reports. We will explore ethical issues at AT, evaluation the effectiveness at AT services, using AT with productivity platforms on different operating systems, developing curriculum for teaching screen magnification and screen reading software on different operation systems, developing curriculum for teaching accessible apps on mobile devices, as well as developing curriculum for teaching accessible stand-alone devices, accessible third-party applications, and built-in accessibility features.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

041189:1

VISN 662 - Configuration and Exploration of Assistive Technology solutions for People with Visual Impairments

4 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This fully online course will assist participants in understanding and applying configuration and exploration strategies for mainstream and assistive technologies. We will explore a variety of topics, including: Operating systems and computing devices, various PC components, operational procedures for professionalism and effective communication, technical support resources for accessibility for major operating systems, tools used for computer maintenance and repair, installing software and operating system updates, setting up and using built-in accessibility features in different operation systems, operating system maintenance procedures, setup and configuration of systems and devices for remote training, determining if remote training and support is appropriate, conferences and educational opportunities to keep up-to-date with various technologies, computer maintenance tools and procedures, disabling and removing of unnecessary or inaccessible third-party software, troubleshooting computing technology, virtualized operation systems, display technologies, options for self-teaching and continuing education to remain current with various technologies, local networking, wireless networking, wireless troubleshooting internet issues, portable and mobile-computing technology, and security measures for computing technology.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

041190:1

VISN 663 - Technological Methods of Accessibility and Accommodations for People with Visual Impairments

4 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This fully online course will provide an overview of best practices for providing assistive technology services to people with visual impairments, as well as digital accessibility and usability, accommodations, and universal design in educational, vocational, avocational, and home environments. Students will learn through demonstrations, hands-on activities, and independent learning exercises about strategies for creating accessible instructional materials, in a variety of formats and learning modalities, customizing screen readers on various operation systems for compatibility with third-party applications, and personalizing assistive technology options. This course explores a variety of assistive technologies, techniques, and strategies for working with people who have visual impairments, as well as additional disabilities.

Enrollment Requirements:

Pre-requisite = Matriculated student in Vision Studies masters or certificate program

041191:1

VISN 669 - Assistive Technology for People with Visual Impairments Practicum

4 Credit(s) | Practicum | Multi-Term (year long)

Not repeatable for credit

Description:

The assistive Technology for People with Visual Impairments Practicum consists of a supervised practicum for pre-service professionals within the Assistive Technology Program working with students who are visually impaired, ranging from school aged students to adult vocational and geriatric populations. Pre-registration for the Assistive Technology for People with Visual Impairments Practicum is required on

semester prior to enrollment, along with documentation of completion of all required courses and successful completion of a minimum of 25 integrated field hours for assistive technology experiences. The practicum site must be approved by the Program Coordinator. In addition to the field-based experience, students are expected to obtain a passing score on the national professional certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS examination through the Academy for Certification for Vision Rehabilitation and Education Professional (ACVREP)

Enrollment Requirements:

Prerequisites: VISN 660 and 661 and 662 and 663

041192:1

VISN 696 - Independent Study

1-6 Credit(s) | Independent Study | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent study in Vision Studies.

041335:1

VISN 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course offering intensive study of selected topics in this subject area.

038120:1

School for the Environment

School for the Environment

Website <https://www.umb.edu/environment/>

Dean Bob Chen, PhD

Dean's Office McCormack Hall, 2nd Floor, Suite 600

617.287.7440

SFE@umb.edu

Programs

- Environmental Sciences
- Urban Planning and Community Development

Centers and Institutes

- Anderson Cabot Center for Ocean Life
- Center for Coastal Environmental Sensing Networks
- Center for Coastal Studies
- Center for Excellence in Biodiversity and Natural Resource Management, Rwanda
- Center for Rebuilding Sustainable Communities After Disasters
- Environmental Analytical Facility
- Institute for New England Native American Studies
- Large Pelagics Research Center
- Living on Earth, Public Radio's Environmental News Source
- Marine Operations
- Nantucket Field Station
- Sustainable Solutions Lab @ UMASS Boston
- The Coastal Processes and Ecosystems Laboratory (CaPE Lab)
- The MakerSpace
- Urban Harbors Institute

Center for Rebuilding Sustainable Communities after Disasters

Website www.umb.edu/crscad

Office Healey Library, 10th Floor, Room 1

617.287.7112

crscad@umb.edu

Director Adenrele Awotona, PhD

Adenrele.Awotona@umb.edu

Rebuilding Sustainable Communities after Disasters

CRSCAD 522 - Migrants and Refugees

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will provide students with a broad overview of challenges faced by migrant and refugee populations that have been displaced by socio-political upheavals and natural disasters.

037061:1

CRSCAD 527 - GIS in Emergency and Disaster Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course provides an introduction to spatial technologies and desktop GIS software via real-world scenarios and research questions in humanitarian relief, disaster management, International development and environmental issues. In particular, students will learn to analyze, map, and publish spatial information at community, regional and global scales using powerful GIS tools. Students will develop skills in cartography, spatial data management and analysis, collaborative online mapping, manipulation of satellite and aerial imagery as well as toolsets, workflows and strategies common to disaster management and international development fields.

039428:1

CRSCAD 595 - Independent Study

1-6 Credit(s) | Independent Study | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

Students may conduct independent research under the supervision and guidance of members of the faculty. Students wishing to register for independent study must do so through the department.

038205:1

CRSCAD 597 - Special Topics

1-6 Credit(s) | Lecture | Graded
Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course offers study of selected topics within this subject. Course content and credits vary according to topic and are announced prior to the registration period.

038207:1

CRSCAD 601L - Social Vulnerability to Disasters

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

By means of a multi-disciplinary approach, this course introduces students to an understanding of hazards and disasters grounded in social vulnerability analysis. It examines different theories of social vulnerabilities as well as the historical, geographical, social, and cultural factors and conditions that put people differentially at risk before, during, and after disasters. In particular, the course focuses on global, national, regional, and local patterns of development. Students will explore how vulnerable social groups are affected by and cope with various types of disasters, and strategies for community-based mitigation engaging those most at risk.

Course Note

CRSCAD 601L and UPCD 601L are the same course.

This course is cross-listed as UPCD 601L

037057:1

CRSCAD 602L - Climate Change, Food & Water Resources

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will examine the causes and consequences of climate change with a special focus on food and water resources. We will analyze proposals to prevent and mitigate global warming with both proactive and responsive policies. As a global society, food and water security is the most important goal we face, yet many people in the developing world lack even basic food security and more than a billion people worldwide lack access to safe drinking water. Food and water shortages are exacerbated and caused by climate change, environmental degradation and natural and human-caused disasters. It is projected that unless drastic efforts to cut greenhouse gas emission are implemented global warming will lead to massive crop failures as early as 2040 and become a worldwide phenomenon by 2080. Because poor nations will be most adversely affected by climate change it is incumbent upon the global society to prepare for and avert disaster.

Course Note

CRSCAD 602L and UPCD 602L are the same course.

This course is cross-listed as UPCD 602L

037058:1

CRSCAD 603L - Reconstruction After the Cameras Have Gone

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces the student to the complex process of post-disaster reconstruction and the roles of government, Non-Governmental Organizations, humanitarian and development agencies, multilateral establishments, and the private sector as well as the ways in which they can all support vulnerable populations during and after disasters. It also examines institutional, regulatory and policy frameworks for implementing reconstruction programs and projects. At the end of the semester, the student submits a research paper on a topic selected by him/her and approved by the instructor.

Course Note

UPCD 603L and CRSCAD 603L are the same course.

This course is cross-listed as UPCD 603L

037059:1

CRSCAD 621L - Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The course will explore the intersection dynamics of human dignity, humiliation, and human rights in the context of post-disaster reconstruction.

Course Note

CRSCAD 621L and UPCD 621L are the same course.

This course is cross-listed as UPCD 621L

037060:1

CRSCAD 624L - Survival Skills for the 21st Cent: Develop Personal, Organizational, & Community Resilience Skills.

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will examine resilience and the power to adapt to stress, adversity, and trauma. Coping with and managing tragedy and crisis is important to the individual, his/her family and friends, employment, and other relationships that are part of our lives.

Course Note

CRSCAD 624L and UPCD 624L are the same course.

This course is cross-listed as UPCD 624L

037582:1

CRSCAD 643L - The Political Economy of International Migration

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The aim of the course is to introduce students to the major issues associated with the economic consequences of migration. Students will gain an understanding of the theoretical reasons why people

migrate. Many of these reasons are economic, but the resulting dynamic is a lasting relationship between the sending and receiving country. As a result of the development of transnational identities these ties include remittances, political participation, and economic opportunities for both countries.

Course Note

CRSCAD 643L and UPCD 643L are the same course.

This course is cross-listed as UPCD 643L

037583:1

Environmental Sciences

Website environment.umb.edu/graduate-programs

Office Science Center, 1st Floor, Room 12

617.287.7440

SFE@umb.edu

Department Chair Michael Tlusty, PhD

michael.tlusty@umb.edu

617.287.7444

Integrated Sciences Complex, 1st Floor, Room 1730

Master's

Environmental Sciences (MS)

Environmental Sciences | School for the Environment

Environmental Sciences (MS) - Thesis Track

Environmental Sciences (MS) - Non-Thesis Track

Environmental Sciences (MS) - Professional Science Track

Marine Science and Technology (MS)

Environmental Sciences | School for the Environment

Marine Science and Technology (MS) - Thesis Track

Marine Science and Technology (MS) - Non-Thesis Track

Doctorate

Environmental Sciences (PhD)

Environmental Sciences | School for the Environment

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete at least 60 credits from 13 or more courses including two core courses, one skills course, one ethics course, one School for the Environment seminar, 18 credits of dissertation research, and 25 to 26 credits of electives.

Doctoral candidacy: Completion of written & oral qualifying exams by the end of the sixth semester. If the presentation and successful defense of the dissertation do not take place within five years of admission to candidacy, the candidate must repeat the comprehensive examination.

Dissertation: Compose and defense a dissertation based on original research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete the core course requirements and comprehensive examinations.

Minimum grade: No courses with grade below B can be applied to the program. Students who earn B- in two courses will be considered no longer in good standing and may be dismissed from the program. Students who receive a grade below C in any graduate course will be dismissed from the program.

Grading basis: Courses must be taken graded unless the course is only offered on a satisfactory/unsatisfactory basis.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: Graduate course credits earned at another institution, as a non-degree student, or in another department may only be applied to the program with approval from the dissertation committee and graduate program director.

Course level: No more than one course taken at UMass Boston at the 300/400-level may be applied toward the program with approval of the thesis/project advisor and graduate program director.

Statute of limitations: Ten years.

Course Requirements

Core Courses (8 Credits)

- ENVSCI 603 - Coasts and Communities I *4 Credit(s)*
- ENVSCI 604 - Coasts and Communities II *4 Credit(s)*

Skills Course (3 or 4 Credits)

Complete one from below.

Another course may be taken with approval of the student's dissertation committee.

- ENVSCI 601 - Introduction to Probability and Applied Statistics 3 *Credit(s)*
- ENVSCI 611 - Applied Statistics 3 *Credit(s)*

Ethics Course (1 Credit)

- ENVSCI 600 - Responsible Conduct in Research 1 *Credit(s)*

School for the Environment Seminar (4 Credits)

All PhD students must attend seminar each week throughout their enrollment in the program but will receive no more than 4 credits for seminar.

- ENVSCI 791 - Seminar in Environmental Sciences 1 *Credit(s)*

Dissertation Research (18 Credits)

PhD students must complete 18 credits of dissertation research. More than 18 credits may be taken but only 18 will be applied to the degree.

- ENVSCI 899 - Dissertation Research 1-12 *Credit(s)*

Electives (25 or 26 Credits)

Complete 28 credits of additional courses and research hours in order to reach the 60 credits required for the program.

Students may select from any of the courses above not already taken or from 600-level or higher courses approved by their faculty mentor.

Marine Science and Technology (PhD)

Environmental Sciences | School for the Environment

[About the Program](#)

[Admission Requirements](#)

Program Requirements

Complete 54 credits from at least 14 courses including three marine science core courses, one marine policy core course, two School for the Environment seminars, 21 to 22 credits of concentration electives, and 18 credits of dissertation research.

Concentration: Students must select a concentration in coastal systems science, integrated coastal management, living marine resources science and management, marine and atmospheric system modeling

and analysis, marine biogeochemistry and environmental change, marine observation technologies, or oceans and human health.

Doctoral candidacy: Successful completion of a comprehensive written and oral qualifying examination by the end of the sixth semester. If the presentation and successful defense of the dissertation do not take place within five years of admission to candidacy, the candidate must repeat the comprehensive examination.

Dissertation: Compose and defend a dissertation based on original empirical research.

En Route Master's Degree: Students may, with the approval of the program director, apply to receive an MS degree en route to the PhD. To qualify, students must complete all core course requirements and the written and oral examinations.

Minimum grade: No courses with grade below B can be applied to the program. Students who earn B- in two courses will be considered no longer in good standing and may be dismissed from the program. Students who receive a grade below C in any graduate course will be dismissed from the program.

Grading basis: Courses must be taken graded unless the course is only offered on a satisfactory/unsatisfactory basis.

GPA: A minimum GPA of 3.0 is required from all courses applied toward the program.

Residency: Excluding intercampus marine science courses taken at UMass campuses, graduate course credits earned at another institution, as a non-degree student, or in another department may only be applied to the program with approval from the dissertation committee and graduate program director.

Course level: No more than one course taken at UMass Boston at the 300/400-level may be applied toward the program with approval of the thesis/project advisor and graduate program director.

Statute of limitations: Eight years.

Course Requirements

Marine Science Core (9 to 10 Credits)

Complete three from below.

- ENVSCI 630 - Biological Oceanography 3 *Credit(s)*
- ENVSCI 640 - The Chemistry of Natural Waters 3 *Credit(s)*
or
- ENVSCI 641 - The Geochemistry of a Habitable Planet 3 *Credit(s)*
- and ENVSCI 642 - Laboratory for the Geochemistry of a Habitable Planet 1 *Credit(s)*
- ENVSCI 650 - Physical Oceanography 3 *Credit(s)*

Marine Policy Core (3 Credits)

Complete one from below.

- ENVSCI 670L - Environmental and Energy Economics 3 *Credit(s)*
- ENVSCI 674L - Climate and Energy: Law, Policy and Management 3 *Credit(s)*
- ENVSCI 675L - Economics of Renewables: Marine and Energy Resources 3 *Credit(s)*
- ENVSCI 726L - Coastal Zone Policy, Planning, and Management 3 *Credit(s)*

School for the Environment Seminar (2 Credits)

All PhD students must attend seminar each week throughout their enrollment in the program but will receive no more than 2 credits for seminar.

- ENVSCI 791 - Seminar in Environmental Sciences *1 Credit(s)*

Concentration Electives (21 to 22 Credits)

Complete courses and independent research hours to fulfill the 54 credit hour requirement.

Students may select from any of the courses above not already taken or from 600-level or higher courses approved by their faculty mentor.

Dissertation Research (18 Credits)

PhD students must complete 18 credits of dissertation research. More than 18 credits may be taken but only 18 will be applied to the degree.

- ENVSCI 899 - Dissertation Research *1-12 Credit(s)*

Environmental Sciences

ENVSCI 530 - Ecosystem Based Fishery Management

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Intercampus Registration Course

040351:1

ENVSCI 555 - Introduction to Physical Oceanography

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

UMass Dartmouth course

038367:1

ENVSCI 600 - Responsible Conduct in Research

1 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This first year graduate course will introduce students to the many aspects of scientific integrity and responsible conduct in research (RCR). We seek to provide a learning experience for students that will enable them to: 1. Develop and refine skills needed to solve problems involving relevant topic areas of responsible scientific conduct; 2. Be able to clearly articulate --both verbally and in writing --ethically and legally acceptable solutions to problems posed about scientific conduct; 3. Develop a positive attitude towards life long learning in the matters of scientific integrity and responsible research conduct.

038638:1

ENVSCI 601 - Introduction to Probability and Applied Statistics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course will analyze basic probability theory, probability distributions useful for modeling environmental processes - including binomial, Poisson, exponential, normal, geometric, hypergeometric, Chi-square, F, and Student's t - conditional probabilities & Bayes' theorem, random variables, & expected values, the central limit theorem, and parameter estimation. The course focuses on software-based hypothesis testing including p-values & confidence limits, Monte Carlo simulations, Type I and II error & power, Student's t tests and non-parametric alternatives, contingency tables & goodness-of-fit tests, regression, correlation, and one-way randomized block ANOVA. The course will make extensive use of programming software (e.g., Matlab or R). Calculus is a prerequisite.

Enrollment Requirements:

Pre-req: MATH 141 or MATH 146 or permission of instructor.

000809:1

ENVSCI 603 - Coasts and Communities I

4 Credit(s) | Lecture and Discussion | Graded
Not repeatable for credit

Description:

This course defines and explores methods of linking critical disciplinary perspectives important to defining and solving environmental problems. The course will focus on the relation among natural and human systems in coastal regions of the world. Through the lens of climate change and urbanization this course will cover fundamental aspects on earth system interactions including hydrology, geology, geochemistry, physical oceanography, and ecology. This course is combination lecture and discussion.

Course Note

Students are required to register for both the lecture and a discussion section.

038967:1

ENVSCI 604 - Coasts and Communities II

4 Credit(s) | Lecture and Discussion | Graded
Not repeatable for credit

Description:

This course explores human system interactions with the environment through the lens of climate change and urbanization. The course uses conceptual modeling and problem solving to explore the role of governance, business, and communities in the development and implementation of sustainable solutions to environmental problems.

Enrollment Requirements:

Pre-Req: ENVSCI 603 or permission of instructor

038968:1

ENVSCI 607 - Introduction to Environmental Innovation Clinic

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course gives students a new set of tools for and experience in finding and developing innovative approaches for addressing environmental problems. The course explores various creativity methodologies and identifies, in collaboration with stakeholders, prospects for applying innovative strategies to address current environmental challenges.

038969:1

ENVSCI 611 - Applied Statistics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to prepare students to design and analyze experiments and field studies using ANOVA (Analysis of Variance) and regression techniques, including generalized linear regression. Analyses will be performed using Matlab, SPSS/PASW or R. both online and in-person versions will use discussion boards extensively and 2-3 hours of virtual office hours will provide 1-on-1 help with computer analyses and statistical concepts.

Enrollment Requirements:

Pre-Req: EEOS 601 or permission of instructor

000808:1

ENVSCI 615 - Introduction to Environmental Health

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces graduate students to key areas of environmental health including the physical, chemical, and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Using the perspectives of the population and community, the course provides an opportunity to think creatively about solutions to the complex issues.

041541:1

ENVSCI 622 - Introduction to Zooplankton Ecology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Zooplankton can be called the cows of the sea. These animals range in size from 200 μ m to .1 mm and are the food supply for many commercially important fish, whales, and other large animals. This course will examine the different classes and functional groups of marine zooplankton, with an emphasis on copepods and tunicates. Zooplankton morphology, physiology, ecology, and geographical distributions will be discussed in detail and related to larger environmental issues, e.g., global warming, eutrophication.

014106:1

ENVSCI 623L - Introduction to Geographic Information Systems

4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

This course teaches the concepts, principles, approaches, techniques, and technologies of geographic information systems (GIS). The specific topics include essential elements of a GIS, hardware requirements and system integration, technologies and techniques for acquiring spatial data, spatial data models, data structures, data formats, database models, spatial analysis and modeling, cartographic design, implementation of a GIS, and environmental and socioeconomic applications. Hands-on exercises on ArcView are assigned each week.

Course Note

A term project on the use of a GIS in solving a specific environmental or socio-economic problem is required. ENVSCI 623L and UPCD 623L are the same course.

This course is cross-listed as UPCD 623L

000805:1

ENVSCI 625 - Principles and Applications of Remote Sensing

4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

In this course, students learn the physical principles of remote sensing and become familiar with the capabilities and limitations of current and future remote-sensing systems. They also learn the techniques commonly used for interpreting aerial photographs, satellite remote-sensing data, and thermal and radar imagery, and gain practical lab experience in image interpretation. They are exposed to a wide variety of applications in environmental mapping and monitoring, natural resource management, urban and regional planning, and global change research.

000804:1

ENVSCI 629 - Advanced Topics in GIScience

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is an advanced GIS graduate course focusing on quantitative methods in spatial analysis. It is meant to promote critical thinking and explore current technical advances in GIS. Students will examine GIS applications in detail, and gain "hands-on" experience with current spatial modeling software in an applied area. Students will also gain experience in planning and outlining an applied GIS project, learning the specific techniques required for the project, and advancing the project through to completion.

033330:1

ENVSCI 630 - Biological Oceanography

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course analyzes the processes governing the population dynamics of phytoplankton, zooplankton, and benthos. The course stresses the interaction between marine biology and relevant aspects of physical, chemical and geological oceanography. The course has a special emphasis on applied benthic ecology, especially the effects of pollution on the coastal zone. Other topics include the microphytobenthos, modeling competition, predation & benthic community structure, zooplankton grazing & predation, satellite remote sensing, and the effects of climate change on marine populations.

Course Note

Calculus recommended, but not required.

000803:1

ENVSCI 635 - Environmental Toxicology

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course will impart basic principles of environmental toxicology, focusing on toxicological assessment, types and mechanisms of toxicological response, the properties and effects of specific groups of toxicants released into the environment (e.g., PAH, PCB, pesticides, metals, dioxins/dibenzoofurans), and an overview of current issues facing the rather broad field of environmental toxicology. Toxicological responses will be discussed at all levels of biological organization, from the molecular/biochemical, cellular, and organismal up through the population, community, and ecosystem. Biochemical toxicology will be particularly emphasized with respect to toxicant absorption, internal partitioning/transport, metabolism/detoxification, sequestering, targeting, and elimination.

014107:1

ENVSCI 640 - The Chemistry of Natural Waters

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

A basic description of the chemistry of natural and especially marine waters designed to lay the foundation for more advanced course work. Emphasis will be on the chemical composition of natural waters and the identification of the important chemical, physical, and biological processes controlling their composition. A case study, emphasizing the multidisciplinary nature of these processes, will be given at the end of the course.

000802:1

ENVSCI 641 - The Geochemistry of a Habitable Planet

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Geochemistry is a unique field integrating geology and chemistry to tell the story of a planet. In this class, we will use geochemistry to reconstruct the story of our Earth, a habitable planet. Along the way, we will explore principles in isotope geochronology, trace element geochemistry, aqueous chemistry, stable isotope geochemistry and chemical proxies in dynamic systems.

040955:1

ENVSCI 642 - Laboratory for the Geochemistry of a Habitable Planet

1 Credit(s) | Laboratory | Graded
Not repeatable for credit

Description:

This course is designed to introduce the theory, applications, and operation of modern instrumental methods for geochemical analysis earth materials. The course aligns laboratory activities with ENVSCI 641 to reinforce key geochemical concepts through discovery. Students will be introduced to a wide spectrum of instrumental techniques and will gain an understanding of the analytical approach to problem solving.

Enrollment Requirements:

Co-requisite: ENVSCI 641

040956:1

ENVSCI 646 - Global Ecology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course reveals key examples of the vast network of long distance ecological connections across the biosphere. Emphasizing a visual, interactive, and interdisciplinary approach, students explore the impacts of air currents, symbiosis, bacteria as global organism, biogenic depositions, algal interactions, and climate disruption. Students are also introduced to inspiring science-based grassroots and indigenous leaders around the world.

040975:1

ENVSCI 650 - Physical Oceanography

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces the physical processes active in the ocean environment, including coastal and estuarine regions, and investigates the connection between those processes and observed physical characteristics of the ocean. (Course offered in the fall only.)

000800:1

ENVSCI 657 - Fluvial Hydrology

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will introduce the student to streamflow hydrology and fluvial processes. Topics will include field measurement techniques, the hydrodynamics of moving water, channel form, sediment transport and commonly used statistical methods such as flow duration and flood frequency analysis. Students will learn how these topics and techniques are linked and utilized in water management and river restoration.

Enrollment Requirements:

Pre-requisite = ENVSCI 601 or ENVSCI 261 or equivalent introductory statistics course

035085:1

ENVSCI 668 - Social Ecological Systems Dynamics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will advance students understanding of social- ecological systems, how social-ecological systems change over time, and how a system dynamics modeling approach is ideal for understanding social-ecological systems. Students will focus on fundamental concepts of system dynamics and the modeling process by using real-world environmental issues. System Dynamics is an ideal methodology for studying sustainability research questions because it provides the qualitative and quantitative tools for: (i) Understanding the feedbacks, accumulation, nonlinearities, surprises, delays within social ecological systems; (ii) Tracing the roots of the problem by studying in depth the structure and the processes underlying the relationships between social and ecological systems; (iii) Testing alternative policy and management scenarios and designing sustainable pathways of development.

042195:1

ENVSCI 670L - Environmental and Energy Economics

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course introduces students to the economist's approach to solving environmental problems and related aspects of energy markets. The first part of the course concentrates on the economic theory used to solve environmental problems, including those associated with energy production and utilization. In the latter half of the course, the theory will be used as a framework to approach a wide range of environmental and energy issues. The purpose of the course is to expose students to sufficiently rigorous economic analysis to enable them to appreciate the usefulness of the economic approach to environmental and energy-related problem solving and to enable them to critique economic analyses they may be presented with in future decision-making roles.

Course Note

ECON 670L and ENVSCI 670L and UPCD 670L are the same course.

This course is cross-listed as ECON 670L and UPCD 670L

000796:1

ENVSCI 674L - Climate and Energy: Law, Policy and Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course examines legal, public policy and management issues related to Climate Change as well as those related to the siting, development and distribution of renewable energy. It begins with an international overview of the socio-economic forces shown to influence climate change, the legal and economic mechanisms that have emerged to address such change and the evolving global energy portfolio (particularly efforts to develop renewable energy).

Course Note

ENVSCI 674L and MBAMGT 674L and UPCD 674L are the same course.

This course is cross-listed as MBAMGT 674L and UPCD 674L

036478:1

ENVSCI 675L - Economics of Renewables: Marine and Energy Resources

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces students to the use of economic analysis in helping to solve marine and energy related natural resource problems. The first part of the course focuses on the economic theory used to analyze natural resource and energy issues. In the latter half of the course these theoretical tools will be used as a framework to analyze a wide range of issues dealing with marine resources and renewable energy. The purpose of the course is to expose students to sufficiently rigorous economics analysis to enable them to appreciate the usefulness of the economic approach to resource and renewable energy problem solving and to critique economic analyses they may be presented with in future decision-making roles.

Course Note

ECON 675L and ENVSCI 675L are the same course.

This course is cross-listed as ECON 675L

000795:1

ENVSCI 676 - Optical Methods for Monitoring Aquatic Environments

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed for student interested in using optical methods to monitor aquatic environments. It will introduce students to basic concepts and principles of optical relationships, various methods in measuring optical properties of aquatic environments, the variations of these properties in different environments, as well as steps to obtain large-scale data products from satellite remote sensing. The course will also provide examples on remotely sensing oil spills, harmful algae blooms, etc. and on skills and analyzing aquatic environment. Students are expected to have basic knowledge in oceanography and remote sensing as well as statistical skills to evaluate relationships between various environmental properties.

039846:1

ENVSCI 691 - Current Literature in Environmental Sciences

1 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 99 / total completions: 99

Description:

A series of one-credit seminar courses focusing on subfields of environmental science, designed to help students develop the habit of keeping up with recent developments through reading scientific journals. The seminars also provide a forum for discussion of significant new findings in the field as well as discussion and critique of the students' own research.

000787:1

ENVSCI 697 - Special Topics in Environmental Sciences

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

This course provides an opportunity for presentation of particularly timely lecture/laboratory/field material which does not fall under the purview of any other course.

000784:1

ENVSCI 698 - Projects in Environmental Sciences

1-6 Credit(s) | Lecture | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 99 / total completions: 99

Description:

A practicum resulting in a substantial written report based on library, laboratory, or field research which involves an original project. Up to 6 credits from this course may be applied to the MS degree, over more than one semester.

Course Note

Please note: This course is required for all master's-level students taking the non-thesis option; it is not open to doctoral students. Students may not take both ENVSCI 698 and 699.

014125:1

ENVSCI 699 - Thesis Research

*1-10 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99 / total completions: 99*

Description:

Research conducted under faculty supervision which leads to the presentation of a master's thesis. Up to 10 credits from this course may be applied to the MS degree, over more than one semester.

Course Note

Please note: This course is required for all master's-level students taking the thesis option; it is not open to doctoral students. Students may not take both ENVSCI 698 and 699.

000776:1

ENVSCI 726L - Coastal Zone Policy, Planning, and Management**Formerly ENVSCI 726**

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course introduces and evaluates the legal, political, and social factors that most directly affect the planning, policy and management of coastal area resources. Both conceptual and case-oriented literature are reviewed, in order to familiarize the student with the evolution and practice of coastal zone policy, planning and management generally in the U.S., and particularly in the Commonwealth of Massachusetts.

This course is cross-listed as UPCD 726L

Department consent required for enrollment

016616:1

ENVSCI 791 - Seminar in Environmental Sciences

*1 Credit(s) | Lecture | Satisfactory/Unsatisfactory
Repeatable for credit - total credits: 99 / total completions: 99*

Description:

Presentations and discussions of current topics in environmental sciences by students and visiting lecturers.

Course Note

Registration required each semester.

014128:1

ENVSCI 796 - Independent Study in Environmental Science

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

Independent laboratory and/or library studies under the direction of a faculty member.

000764:1

ENVSCI 798 - Internship in Environmental Sciences

1-10 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 10 / total completions: 2

Description:

Students are placed individually at private-sector or government institutions in order to gain practical training and professional experiences not available on campus. Each placement is jointly supervised by an individual at the host agency or company and by a faculty member.

032346:1

ENVSCI 899 - Dissertation Research

1-12 Credit(s) | Research | Satisfactory/Unsatisfactory

Repeatable for credit - total credits: 99 / total completions: 15

Description:

Research, conducted under faculty supervision, which leads to the presentation of a doctoral dissertation.

014130:1

Urban Planning and Community Development

Website <https://www.umb.edu/environment/planning/>

Office Science Center, 1st Floor, Room

617.287.7440

sfe@umb.edu

Program Director Kenneth Reardon, PhD
Kenneth.Reardon@umb.edu
617.287.7440
Integrated Sciences Center, 2nd Floor, Room 2140

Master's

Urban Planning and Community Development (MS)

Urban Planning and Community Development | School for the Environment

About the Program
Admission Requirements

Program Requirements

Complete 49 credits from 15 courses including nine core courses, three concentration required courses, two concentration electives, and one capstone course.

Concentration: Select a concentration in environmental land use and planning, housing and community development planning, or community resiliency planning.

Capstone: Completion of UPCD 750.

Statute of limitations: Five years.

Course Requirements

Core Courses (28 Credits)

- ENVSCI 623L - Introduction to Geographic Information Systems *4 Credit(s)*
- PUBADM 621 - Analytic Skills II: Research Methods *3 Credit(s)*
- UPCD 600 - History and Theory of Urban Planning *3 Credit(s)*
- UPCD 601L - Social Vulnerability to Disasters *3 Credit(s)*
- UPCD 611 - The City in History *3 Credit(s)*
- UPCD 620 - Analytic Methods for Urban Planning and Community Development *3 Credit(s)*
- UPCD 630 - Urban Information and Institutional Systems *3 Credit(s)*
- UPCD 631 - Land Use Controls *3 Credit(s)*
- UPCD 632 - Law, Ethics, and Practice in Planning *3 Credit(s)*

Concentration Required Courses (9 Credits)

Complete three courses from one of the concentrations below.

Community Resiliency Planning Concentration
Environmental and Land Use Planning Concentration
Housing and Community Development Concentration

Concentration Electives (6 Credits)

Complete two additional courses approved by your advisor.

Capstone Course (6 Credits)

- UPCD 750 - Planning Studio I 3 *Credit(s)*

Urban Planning and Community Development

UPCD 600 - History and Theory of Urban Planning

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

As activity and professional practice, Urban Planning is commonly understood, as the deliberate set of actions taken by societies to organize the built environment to facilitate and enhance human activity. After a review of foundational readings, the course focuses on the way urban planning came about in the United States and the underlying forces shaping its discourse and logic, including the changing roles of public/private actors, and the planning mentality shaping the theory and practice of the profession. The course also de-couples urban planning theory from urban theory by examining three premises; (a) Urban Planning Theory's historical roots and justification are based on a vision of the city rather than arriving at prescriptions, (b) the dependence of effective planning on its context, which means that planning activity needs to be rooted in an understanding of the field in which it is operation, and (c) the objective of planning as conscious creation of the just city, which requires a substantive normative framework (Fainstein 2005:120)

038939:1

UPCD 601L - Social Vulnerability to Disasters

3 *Credit(s)* | *Lecture* | Graded
Not repeatable for credit

Description:

By means of a multi-disciplinary approach, this course introduces students to an understanding of hazards and disasters grounded in social vulnerability analysis. It examines different theories of social vulnerabilities as well as the historical, geographical, social, and cultural factors and conditions that put people differentially at risk before, during, and after disasters. In particular, the course focuses on global, national, regional, and local patterns of development. Students will explore how vulnerable social groups are affected by and cope with various types of disasters, and strategies for community-based mitigation engaging those most at risk.

Course Note

CRSCAD 601L and UPCD 601L are the same course.

This course is cross-listed as CRSCAD 601L

037057:2

UPCD 602L - Climate Change, Food & Water Resources

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will examine the causes and consequences of climate change with a special focus on food and water resources. We will analyze proposals to prevent and mitigate global warming with both proactive and responsive policies. As a global society, food and water security is the most important goal we face, yet many people in the developing world lack even basic food security and more than a billion people worldwide lack access to safe drinking water. Food and water shortages are exacerbated and caused by climate change, environmental degradation and natural and human-caused disasters. It is projected that unless drastic efforts to cut greenhouse gas emission are implemented global warming will lead to massive crop failures as early as 2040 and become a worldwide phenomenon by 2080. Because poor nations will be most adversely affected by climate change it is incumbent upon the global society to prepare for and avert disaster.

Course Note

CRSCAD 602L and UPCD 602L are the same course.

This course is cross-listed as CRSCAD 602L

037058:2

UPCD 603L - Reconstruction After the Cameras Have Gone

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces the student to the complex process of post-disaster reconstruction and the roles of government, Non-Governmental Organizations, humanitarian and development agencies, multilateral establishments, and the private sector as well as the ways in which they can all support vulnerable populations during and after disasters. It also examines institutional, regulatory and policy frameworks for implementing reconstruction programs and projects. At the end of the semester, the student submits a research paper on a topic selected by him/her and approved by the instructor.

Course Note

UPCD 603L and CRSCAD 603L are the same course.

This course is cross-listed as CRSCAD 603L

037059:2

UPCD 611 - The City in History

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is organized into three parts. First is an overview of the idea of cities throughout history. The second explores the link between industrialized and urbanization (the causal relationship for the rise of industrial cities -- the case of European and US cities), and urbanization without industrialization in former European colonies in Africa, Latin America and Asia (particularly during the Twentieth Century leading to the rise of Mega-cities in so-called developing countries). The third centers on theoretical reflections on cities as the fundamental development theaters, e.g., the spatial formations for the production of all social, economic, political cultural and technological arenas of societies (with a particular focus on four US cities: New York, Chicago, Los Angeles and Miami). Each of these cities may be representative of different periods in US urban history, and also being the "models" giving rise for much of urban theory in the USA. The course will identify key thinkers, events, theories shaping the history and theory of cities.

038940:1

UPCD 615 - Urban Real Estate Markets and Development Process

*3.0 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to provide urban planners, policy makers, and community development professionals with an introduction to the key factors shaping urban real estate markets. This class will examine the role changing demographics patterns and regional economic trends play in influencing the location, density, and type of urban development taking place within metropolitan regions. The course will give special attention to the tools urban planners and policy makers use to encourage responsible forms of Smart Growth and inspired examples of attractive, sustainable, and resilient place-making that improve the quality of life in towns, cities, and regions. The class will also introduce students to the formal land use review process developers must follow to either improve a parcel of land or redevelop an existing structure.

Enrollment Requirements:

Pre-requisite: UPCD 600 and UPCD 613 and UPCD 620

042224:1

UPCD 620 - Analytic Methods for Urban Planning and Community Development

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides students with an introduction to quantitative and qualitative analytic methods appropriate to propose, support and evaluate localized and regional initiatives in planning and community development. Technical skills associated with these methods will be taught with a focus on the needs of community-based organizations which typically have limited time, human, financial and technical resources to perform detailed analyses in support of their programs and initiatives.

038941:1

UPCD 621L - Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The course will explore the intersection dynamics of human dignity, humiliation, and human rights in the context of post-disaster reconstruction.

Course Note

CRSCAD 621L and UPCD 621L are the same course.

This course is cross-listed as CRSCAD 621L

037060:2

UPCD 622 - Citizen Participation and the Right to the City

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

Today's City Planner faces new challenges working in the USA. During the past decades, urban scholars and practitioners have raised critical questions on the need to address these challenges (many times in apparent contradiction to each other) and face the limits of urban planning. Campbell (1996) identified three areas, environmental wellness, economic development and growth, and equitability. The Urban Planning and Community Development Program aims to develop urban planners with a clear social justice and equitability vision. The practicing urban planner faces an array of challenges in the globalizing world. Among these, access to rights previously taken for granted that may be limited under neoliberal regimes. This course is designed to explore some of the challenges urban planners face in these areas by reviewing critical literature, planning methodologies, and case studies of successful projects. The focus is to maximize citizen participation.

038942:1

UPCD 623L - Introduction to Geographic Information Systems

4 Credit(s) | Lecture and Laboratory | Graded
Not repeatable for credit

Description:

This course teaches the concepts, principles, approaches, techniques, and technologies of geographic information systems (GIS). The specific topics include essential elements of a GIS, hardware requirements and system integration, technologies and techniques for acquiring spatial data, spatial data models, data structures, data formats, database models, spatial analysis and modeling, cartographic design, implementation of a GIS, and environmental and socioeconomic applications. Hands-on exercises on ArcView are assigned each week.

Course Note

A term project on the use of a GIS in solving a specific environmental or socio-economic problem is required. ENVSCI 623L and UPCD 623L are the same course.

This course is cross-listed as ENVSCI 623L

000805:2

UPCD 624L - Survival Skills for the 21st Cent: Develop Personal, Organizational, & Community Resilience Skills.

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course will examine resilience and the power to adapt to stress, adversity, and trauma. Coping with and managing tragedy and crisis is important to the individual, his/her family and friends, employment, and other relationships that are part of our lives.

Course Note

CRSCAD 624L and UPCD 624L are the same course.

This course is cross-listed as CRSCAD 624L

037582:2

UPCD 625 - Analytical Methods II for Planners: Qualitative Techniques

*3.0 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course is designed to expose participants to the purpose, scope and procedures of qualitative research, applied in difference disciplines but especially in geography and urban planning/studies. It provides an opportunity for students to create qualitative research design schemes, and critically analyze research using these methods. Initially, the seminar will focus on the philosophy of science, the construction of knowledge, the place of qualitative methods in the academy (and the people who use them), and positivistic/non-positivistic models. Next, with this epistemological base students will explore specific techniques/processes in qualitative research including: focus groups, ethnography (both participant and non-participant observation), feminist ethnography, both guided and open ended interviews, case studies, action research, visceral methods, discourse analysis, photo voice, body mapping and autobiographical essays. Students will critically examine the epistemological assumptions, the comparative strengths and weaknesses, and the appropriate domains of qualitative case study methods and alternative approaches.

Enrollment Requirements:

Pre-requisite: UPCD 600 and UPCD 620

042225:1

UPCD 626 - Spatial Analysis for Urban Design

*3.0 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course covers basic concepts and traditions of urban design, for the purpose of providing students with

strong foundations in the field. The course is designed to offer a collaborative and interactive environment for the development of spatial thinking, a place-based understanding of cities, and a preliminary foundation on how to intervene in the physical design of contemporary cities. In class, students will explore fundamental paradigms in urban design with a special emphasis on the primary goals, methods and techniques belonging to various and rival approaches. Students will be expected to critically reflect upon themes and issues characterizing local and international debates, through a systematic comparison of urban design experiences carried out in the United States and overseas. Bridging theory and practice, the main goal of this class is to encourage participating students to understand the relationship between cities' physical development and their political, economic, cultural, environmental, and social dynamics.

Enrollment Requirements:

Pre-requisite: UPCD 600

042226:1

UPCD 630 - Urban Information and Institutional Systems

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course will provide students with an understanding of administrative and information systems that are directly involved with urban planning and community development initiatives. Students completing this course will gain the ability to evaluate the configurations of government, private-sector and non-profit stakeholders and information sources and technologies that they control in order to manage relationships across stakeholders and decision makers, and disparate information systems, that are essential to the success of planning initiatives. Students will be prepared to engage in hands-on planning at the community and institutional level, and to identify appropriate administrative and data infrastructures consistent with time and resources limitations.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 620

038943:1

UPCD 631 - Land Use Controls

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

The course provides an understanding of the regulatory and non-regulatory techniques for managing land use in the U.S. The course begins with an overview of the history and evolution of the policy and the planning and legal frameworks for land use controls. The essential components of municipal zoning ordinance and maps are covered along with more innovative and flexible development controls. The course exposes students to the administrative procedures and the land development process. Specific contemporary urban planning topics and the associated regulatory mechanisms and issues are presented as case studies.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 620

038944:1

UPCD 632 - Law, Ethics, and Practice in Planning

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines issues related to the practice and management of planning including the legal and ethical standards of such practice. It delineates and distinguishes laws, professional rules and community expectations by introducing students to applicable standards and criteria. Students will consider management, ethical and social justice scenarios determine approaches to addressing a variety of real-world situation and consider the impacts and consequences of decisions made in planning practice.

038945:1

UPCD 635 - Master Planning: Principles and Practice

*3.0 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course provides an introduction to the origins, evolution, and contemporary practice of comprehensive planning in the United States. The course focuses special attention on the role Smart Growth values, policies, and techniques planning professionals and local/regional planning commissioners use to integrate land use, transportation, and economic development planning in order to create more compact, walkable, connected, safe and attractive neighborhoods, cities, and regions.

This course investigates emerging methods and techniques planners are using to overcome the field's traditionally siloed land use, transportation and economic development activities which has resulted in significant suburban sprawl in order to encourage the development of more compact and sustainable communities that offer a wide range of attractive and affordable housing options, high quality municipal services and facilities, convenient retail and commercial services, accessible regional employment opportunities, a variety of business, and cultural centers, maximum transportation choice, as well as opportunities to collaborate with other stakeholders to encourage more functional, sustainable, resilient and equitable patterns of development at the neighborhood, city-wide, and regional scales.

Enrollment Requirements:

Pre-requisite: UPCD 600 and UPCD 625 and UPCD 613 and UPCD 626 and UPCD 620

042227:1

UPCD 643L - The Political Economy of International Migration

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

The aim of the course is to introduce students to the major issues associated with the economic consequences of migration. Students will gain an understanding of the theoretical reasons why people migrate. Many of these reasons are economic, but the resulting dynamic is a lasting relationship between the sending and receiving country. As a result of the development of transnational identities these ties

include remittances, political participation, and economic opportunities for both countries.

Course Note

CRSCAD 643L and UPCD 643L are the same course.

This course is cross-listed as CRSCAD 643L

037583:2

UPCD 662 - Citizen Participation in Community Development

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course addresses methods, approaches and techniques urban planners need working in/with or for a CDC or similar organization. The course extends knowledge/skills explored in UPCD 620 and other research methods-approaches-techniques in the curriculum. The course is projected/field-based working with a Community Development organization. Choice of activity and/or organization is based on the work and research agenda of faculty and staff of the Urban Planning and community Development Department. This research agenda is the product of the program's relationship with several UMass Boston Institutes and other internal and external partners. The course is part of the UPCD program's long-term academic record on civic engagement/engaged scholarship/and social justice.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 611 and ECON 610 and UPCD 620 and UPCD 630 or EEOS 623

038946:1

UPCD 667 - Environmental Planning and Impact Assessment

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Environmental impact evaluation is a vital component of any planning effort. This course surveys major areas of government involvement in environmental and socio-economic impact assessment as it related to planning including: National Environment Policy Act (NEPA); State environmental policy acts (SEPA's); Municipal and regional planning authorities; Wildlife and land conservation laws; and, Environmental media laws (e.g., Clean Water Act, Clean Air Act, etc.). In doing so, the course provides an overview on how an environmental impact assessment can/must be developed in light of important public policies. The course also examines the legal 'standing' and political voice employed by stakeholder groups in planning and impact assessment activities.

038947:1

UPCD 670L - Environmental and Energy Economics

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:



This course introduces students to the economist's approach to solving environmental problems and related aspects of energy markets. The first part of the course concentrates on the economic theory used to solve environmental problems, including those associated with energy production and utilization. In the latter half of the course, the theory will be used as a framework to approach a wide range of environmental and energy issues. The purpose of the course is to expose students to sufficiently rigorous economic analysis to enable them to appreciate the usefulness of the economic approach to environmental and energy-related problem solving and to enable them to critique economic analyses they may be presented with in future decision-making roles.

Course Note

ECON 670L and ENVSCI 670L and UPCD 670L are the same course.

This course is cross-listed as ECON 670L and ENVSCI 670L

000796:3

UPCD 671L - Introduction to Environmental Management

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course focuses on the critical factors for building competitive and environmental strategies for business in the areas of environmental management and sustainability. It examines the drivers behind the 'green wave', the factors and tools for developing successful environmental initiatives and how to integrate environmental thinking into the business strategy. Key topics covered in the course will include clean energy, green design, product life-cycle assessment, green chemistry, eco-branding, circular business, practices, and sustainability reporting.

Course Note

MBAMGT 671L and UPCD 671L are the same course.

This course is cross-listed as MBAMGT 671L

022644:2

UPCD 674L - Climate and Energy: Law, Policy and Management

*3 Credit(s) | Lecture | Graded
Not repeatable for credit*

Description:

This course examines legal, public policy and management issues related to Climate Change as well as those related to the siting, development and distribution of renewable energy. It begins with an on international overview of the socio-economic forces shown to influence climate change, the legal and economic mechanisms that have emerged to address such change and the evolving global energy portfolio (particularly efforts to develop renewable energy).

Course Note

ENVSCI 674L and MBAMGT 674L and UPCD 674L are the same course.

This course is cross-listed as ENVSCI 674L and MBAMGT 674L

036478:3

UPCD 684L - Social Enterprise

Formerly Social Enterprise & Poverty Alleviation

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

Social enterprise represents an organization crossbreed, blending elements of for-profit and nonprofit models. Like a business, social enterprises earn income derived from buying and selling, and like a nonprofit, they aim to address a particular social or environmental issue. In this course, students will develop an understanding of the context and domain of social enterprise, learn about the opportunities and challenges of building a social enterprise, learn about how social entrepreneurs create innovative business models in response to social issues like hunger, poverty, inner city education, and global warming, and build a foundation to help prepare personally and professionally for meaningful employment by reflecting on the issues addressed by social enterprises.

Course Note

MBAMGT 684L and UPCD 684L are the same course.

This course is cross-listed as MBAMGT 684L

036487:2

UPCD 687L - Nonprofit Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

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

Course Note

MBAMGT 687L and UPCD 687L are the same course.

This course is cross-listed as MBAMGT 687L

037495:2

UPCD 697 - Special Topics

1-6 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

040102:1

UPCD 701 - Urban and Regional Environmental Planning

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The focus of the course is on environmental issues that transcend local boundaries, but that impact the quality of urban life. Topics covered include the concept of ecological boundaries, watershed, surface and groundwater protection; habitat fragmentation; urban sprawl; solid waste management; farmland preservation; and natural hazards, particularly as exacerbated by human development. Each contemporary issue will be explored for its root causes, and its impact on the environment, community life and public health. The federal, state, regional and municipal government planning, program, and regulatory responses, as well as market strategies developed to counteract these problems and trends will be covered.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 623L

038948:1

UPCD 720 - Community Development for Urban Planners

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course integrates several bodies of knowledge that made up the bases of community development and urban planning. The course is a critical exploration of the intersection of urban planning and social movements and responses to the post-WWII urban crisis by government(s), particularly the Federal level. It also traces the rise of community development during the 1960's by weaving three interrelated trends; rise of new social movements; changes to the production of space: globalism; and the advent of the post-industrial/informational society; and responses by government at all levels. All three trends transformed urban planning and urban planning theory and practice. The course also adds skills knowledge for urban planners working closely with or wishing to become part of community development organizations in the US or elsewhere.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 611 and ECON 610 and UPCD 620 and UPCD 622 and EEOS 623

038949:1

UPCD 721 - Social/Class/Multicultural Goals in Community Development

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

The overall goal of this course is to enable students to effectively identify, understand, and support the needs of diverse communities. Like the rest of the urban professions and US society at large, Urban Planning has not been impervious to race, class, gender, and other "differences." The course explores the paradoxes urban planners must deal with to achieve optimum impact in their professional practice. This includes identifying institutionalized barriers and historical challenges faced by certain groups within American society; developing culturally-relevant skills for interacting with diverse stakeholders from a wide-range of backgrounds; and understanding best practices in urban planning that have been developed by learning from the rich tapestry of culture in American cities.

Course Note

This course is taught in collaboration with various UMass Boston centers and institutes and community-based partners.

Enrollment Requirements:

Pre-Req: UPCD 600 and UPCD 620

038950:1

UPCD 725 - Contemporary Community Development

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course is designed to explore and examine the challenges and opportunities confronting community developers today. It will examine how the field has evolved since its birth in the 1960s and the 1970s and how it is different today from the past. We will learn how the field is currently organized, including the role of different players such as community based organizations, community development financial institutions, local, state and federal government agencies, banks, and other stakeholders. We will explore core community development issues and strategies, including community planning, community organizing, real estate development and business, development, while also looking at some of the emerging innovations in the field. We will look at the connections being developed between the CD field and other sectors such as health, environment, public safety and education. By the end of the course, students should have a broad understanding of the key issues in the field and be better prepared to enter a professional opportunity in the community development sector. Students will gain a nuanced understanding of the many debates that currently exist within the field and begin to develop their own views on these tough questions. Students will gain experience communicating about community development issues in ways that are effective for different audiences, including practitioners, policy makers and non-professional community leaders. Finally, students will gain a deeper understanding of the particularly exciting community development found here in Boston through guest presentations, readings, and hopefully some touring of nearby neighborhoods.

038952:1

UPCD 726L - Coastal Zone Policy, Planning, and Management

3 Credit(s) | Lecture | Graded

Not repeatable for credit

Description:

This course introduces and evaluates the legal, political, and social factors that most directly affect the planning, policy and management of coastal area resources. Both conceptual and case-oriented literature are reviewed, in order to familiarize the student with the evolution and practice of coastal zone policy, planning and management generally in the U.S., and particularly in the Commonwealth of Massachusetts.

This course is cross-listed as ENVSCI 726L

016616:2

UPCD 730 - Housing and Community Development Finance

3.0 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course will introduce students to the structure and organization of the capital markets and state and federal programs available to fund the establishment and expansion of business enterprises in underserved urban and rural programs. The course exposes students to the basic economic and financial analyses needed to secure funding for the construction and/or rehabilitation of buildings to house community-serving business and affordable housing programs. The course exposes students to the basics of managerial accounting needed to document compliance with public and private financing of community economic development projects.

This course is the last of three required courses for students enrolled in UPCD's Housing and Community Development Finance Concentration. It has been designed to provide graduate students with an introduction to the capital markets, government programs, and philanthropic initiatives currently available to finance community development and affordable housing programs in underserved urban and rural communities.

Enrollment Requirements:

Pre-requisite: ECON 613 and UPCD 730

042228:1

UPCD 750 - Planning Studio I

3 Credit(s) | Studio | Graded
Not repeatable for credit

Description:

The goal of this course is to provide students with hands-on experience in developing plans that enable government agencies or nonprofit organizations to direct housing, economic development or physical infrastructure initiatives that improve quality of life for residents, workers and visitors in specific urban neighborhoods. These plans reflect many dimensions of community life: physical appearance of buildings and streetscapes, demographic and economic characteristics of those affected by the plan, transportation, employment, housing and quality of life. Such plans should reflect participation by a broad-range of stakeholders, demonstrate social and environmental benefits that exceed the costs of development, and incorporate values of sustainability, local involvement and a critical perspective on the role of planning in urban development.

Students will gain experience in translating multiple and sometimes conflicting values, priorities and objectives of a real-world client (i.e. neighborhood associations, CDCs, municipal planning agencies) into deliverables that provide clear guidance on multiple development tasks. Clients will benefit from plans that help them achieve short-term development goals as well as help fulfill their organizational mission. The highly participatory approach to community planning featured in the course will also serve to enhance the organizing, planning, design and development capacity of the non-profit organizations, community-based businesses, and municipal planning and development organizations collaborating in the creation and implementation of these neighborhood plans.

Enrollment Requirements:

Pre-Requisite: UPCD 600 and UPCD 620 and UPCD 626 and UPCD 631 and UPCD 625

038953:1

UPCD 752 - Professional Planning Report I

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is the first of a two-class sequence that serves as an alternative capstone for students unable to take UPCD 750 Planning Studio I and II. This course offers students the opportunity to partner with a non-profit or public planning agency to cooperatively design and carryout a planning/policy related research project that produces a workable solution to a critical urban challenge confronting a specific community within the Greater Boston Region.

Course Note

This and the second course, in this newly developed capstone sequence, will provide students whose family and/or work-lives do not give them the flexibility needed to participate in a highly structured studio course a more flexible, self-directed, and faculty supervised field research project to pursue.

Enrollment Requirements:

Pre-requisite: UPCD 600 and UPCD 620 and UPCD 625 and Co-requisite: UPCD 626 and UPCD 631

042229:1

UPCD 753 - Professional Planning Report II

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This course is the second part of a two-course sequence that serves as an alternative capstone option for students enrolled in the MS in Urban Planning and Community Development Program. This class offers students the opportunity to work with representatives of a non-profit and/or public planning and development agency to produce an empirically based report offering workable solutions to a critical environmental, economic, and social problem facing a local community within the Greater Boston Region. This collaborative research project will offer "best practice" planning/policy solutions to a pressing urban problem based upon careful analysis of a wide range of quantitative and qualitative research. The course will culminate in the student's production of a professional-quality planning report that is presented to and accepted by the community-based organization and or municipal agency that is the sponsor of the project. It requires students to integrate and apply planning theory, methods, and techniques they have acquired through their participation in the program to solve a challenging urban problem confronting a local community within the Greater Boston Region.

Course Note

This course has been designed as an alternative option for MS in Urban Planning and Community Development students to complete their "capstone" requirement. As such, it is the final required course for students seeking to complete their professional planning degrees.

Enrollment Requirements:

Pre-requisite: UPCD 600 and UPCD 626 and UPCD 620 and UPCD 631 and UPCD 625 or UPCD 752

042230:1

Admission Requirements

NOTE: If you have only a bachelor's degree, please indicate on the application form that you're applying to the MEd program. You will complete the MEd and EdS requirements (total of 66 credits) to get licensed. If you have a completed relevant master's degree (special education, etc.) please note that you are applying to the EdS program only (minimum 30 credits).

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A statement of purpose describing your understanding of school psychology practice and detailing personal career objectives. Please answer this question and not the one from the Office of Graduate Admissions.
- Transcripts of all previous college work, undergraduate and graduate. Undergraduate and graduate cumulative grade point averages (GPA) should be at least 3.0 overall, and 3.0 in psychology courses as well.
- Prerequisite course work includes a minimum of five (5) psychology courses including introductory psychology, human development, and statistics.
- Two letters of recommendation. At least one letter should address academic promise and ability to succeed in advanced graduate training, and at least one letter should address the ability to work with children and adolescents and develop into a thoughtful and responsive practitioner.
- Scores for the Communication & Literacy Skills (reading and writing) portions of the Massachusetts Educator Licensure Test (MTEL). Students may be admitted provisionally without having taken the MTEL, but will be required to take the tests during the first semester of attendance and pass them prior to the internship.

About the Program

The school psychology curriculum at UMass Boston is based on a problem-solving, consultative model informed by recent research and best practices recommended by the National Association of School Psychologists (NASP). The program addresses the knowledge bases of psychology and education. It emphasizes data-based decision-making and collaboration. Students must attain the skills necessary to deliver effective services that result in positive outcomes. Course work and field experience emphasize appreciation and sensitivity toward individual differences and cultural diversity.

The NASP Practice Model (2010) guides the curricula of the School Psychology Program at UMass Boston. Faculty address the domains in the courses they teach and fieldwork they supervise. They assess student growth in all 10 domains at key points in the program. Students must demonstrate themselves to be competent in the model as a requirement for graduation.

The EdS level of the program is designed to enable individuals who have advanced degrees to enhance their professional competencies or satisfy state and national certification requirements. The program is particularly suited to those with a master's or doctorate in a related field, such as counseling, special education, or clinical psychology. Those applicants who enter the program at the EdS level must complete all of the courses and fieldwork requirements for the MEd and EdS levels. The program faculty as a group makes final decisions on whether to accept graduate level courses taken previously. The university requires a minimum of 30 credits for the degree, but most EdS students complete considerably more since they must meet all program requirements for the MEd (see description above) aside from the master's comprehensive and the MEd degree application.

About the Program

The school psychology curriculum at UMass Boston is based on a problem-solving, consultative model informed by recent research and best practices recommended by the National Association of School

Psychologists (NASP). The program addresses the knowledge bases of psychology and education. It emphasizes data-based decision-making and collaboration. Students must attain the skills necessary to deliver effective services that result in positive outcomes. Course work and field experience emphasize appreciation and sensitivity toward individual differences and cultural diversity.

The NASP Practice Model (2010) guides the curricula of the School Psychology Program at UMass Boston. Faculty address the domains in the courses they teach and fieldwork they supervise. They assess student growth in all 10 domains at key points in the program. Students must demonstrate themselves to be competent in the model as a requirement for graduation.

The MEd level of the School Psychology Program is for students who only have a bachelor's degree or a master's degree in a non-relevant field. Once students satisfy the MEd requirements, they will complete a change of level form and matriculate into the EdS.

About the Program

The doctoral program is an innovative approach to sociology and its application to resolving national and international issues. Taught by faculty actively engaged in research and advocacy, students will be prepared for academic careers as well as for leadership roles as applied sociologists in public / private agencies and research organizations.

The program is heavily grounded in research methodology and students engage in detailed study of theory, methodology and statistics as well as their own individual areas of focus. Doctoral students will find a community of scholars and numerous opportunities to work collaboratively with each other and with faculty through conference presentations, journal articles and fieldwork.

Admission Requirements

In addition to the criteria below, applicants must complete general graduate admission requirements.

- Applicants for the 36-credit post-MA PhD program must have an MA degree in sociology or a related field from a nationally accredited college or university or its international equivalent. The review committee will admit applicants with degrees in other disciplines at their discretion. *Note: Students who apply for admission to the PhD program without an MA from a nationally accredited college or university or its international equivalent must first complete requirements for UMass Boston's 30-36 credit MA degree in applied sociology.*
- Preference will be given to all applicants whose transcripts show completion of these courses with a minimum undergraduate GPA of 3.25 and graduate GPA of 3.50, taken within the past seven years.
- Three letters of recommendation from persons with whom the applicant has had extensive academic and/or professional contact
- Academic writing sample
- An essay of no more than 1,500 words addressing the following:
 - Specific interest in a PhD in sociology and rationale for pursuing the PhD
 - Current major research and interests in the field of sociology
 - Description of professional post-PhD goals

About the Program

Individuals completing this certificate fulfill the Massachusetts Department of Elementary and Secondary Education requirements for Initial Licensure as Teacher of Students with Moderate Disabilities. The certificate offers matriculated students a 27-credit sequence of course work, including 150 hours of monitored pre-practicum field-based experience, and a minimum semester-long supervised practicum (including hours in an inclusive setting).

This program is especially suitable for teachers who seek a second license in Moderate Disabilities. For teachers who currently hold an initial licensure in early childhood, elementary education, and middle/secondary education, part of their practicum hours will be waived. Upon completion of this program, these teachers will be dual licensed.

About the Program

For those seeking both Initial Licensure and coursework for Professional Licensure in Moderate Disabilities within a Master's degree, we offer a 39-credit graduate program which meets the academic requirements for both licenses. This program focuses on using data-based teaching practices to develop academic and social skills in a range of learners, emphasizing strategies to combat disproportional representation. The core courses emphasize cross-disciplinary instruction informed by assessment and adapted for a range of learners, including those whose first language is other than English. In the capstone project, students implement units they have developed and evaluate the impact of this instruction on their own students.

About the Program

This Master's degree program is suitable for individuals who are not seeking teacher licenses, but are interested in gaining knowledge and skills in working with students with mild to moderate disabilities.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- A statement of purpose explaining the applicant's reasons for pursuing graduate study in the field of moderate disabilities. This statement should have two parts:
 - an initial section of up to 300 words describing your reasons for wishing to pursue graduate studies
 - a second section of approximately 1,200 words describing your specific interests, the kind of work you intend to perform, and your goals within the program to which you are applying
- A distinguished undergraduate transcript, with a minimum grade point average of 3.0.
- A score report of the Communications and Literacy Massachusetts Tests for Educator Licensure (MTEL). Out-of-state applicants may submit scores from either the Miller Analogies Test or the Graduate Record Examination. Please note: While MTEL scores are required, the MAT and/or GRE is waived if the applicant already holds a graduate degree in a related field in the United States.
- Three letters of recommendation submitted by individuals who are knowledgeable about teaching students with disabilities, who have worked closely with the applicant, and who have direct knowledge of the applicant's teaching skills and academic performance.
- A writing sample indicating the applicant's ability to write in a clear, concise, and professional manner. This sample may be in the form of a recent term paper or research paper. The writing sample should NOT be an Individualized Education Program (IEP), an evaluation report, and a

lesson/unit plan. The College of Education and Human Development has as its basic goal that the students who graduate are thoughtful and responsive educators, committed to change for social justice. NOTE: This writing sample is in addition to the statement of intent requirement for the Special Education Program.

About the Program

In response to the House Bill 3720, the Transition Leadership Program is designed to prepare initially or professionally licensed professionals who wish to obtain an education specialist endorsement in transition services. Students in the program will gain the skills necessary to focus on employment, college preparation, and independent living skills for students with disabilities ages 14–22. They will also develop the leadership skills necessary to promote system-wide transition supports and services in their school district.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

1. **Letter of Intent:** This letter must clearly explain the applicant's reasons for pursuing a graduate study in the field of Transition Leadership.
2. **Grade Point Average:** A minimum cumulative undergraduate GPA of 3.0 is required for admission to the program.
3. **Letters of Recommendation:** Two letters of recommendation must be submitted by persons who are knowledgeable about supporting students with disabilities, who have worked closely with the applicant, and who have direct knowledge of the applicant's transition skills and academic performance.
4. **Copy of appropriate licensure:** Must be license to teach students with moderate disabilities, students with severe disabilities, students with visual impairments, or students who are deaf or hard of hearing; School Guidance Counselor or School Social Worker/School Adjustment Counselor; are licensed as a Rehabilitation Counselor (as described in 262 CMR 4.00 Requirements for Licensure as a Rehabilitation Counselor); or have certification as a Rehabilitation Counselor as determined by the Commission on Rehabilitation Counselor Certification
5. **Academic writing sample:** A writing sample indicating the applicant's ability to write in a clear, concise, and professional manner is needed. This sample may be in the form of a recent term paper. A priority for the School for Global Inclusion and Social Development is that the students who graduate are thoughtful and responsive educators, and committed to change for social justice. Please ensure that your writing sample demonstrates how you and your work match such a description. Your writing sample should also exemplify the experiences or values in your life that match this philosophy.

About the Program

This 15-credit graduate certificate program is designed for survey research professionals working in the academic, governmental, nonprofit, and commercial research sectors. The program's focus is balanced to give students an appreciation of the theoretical foundations of survey methodology and proficiency in practical aspects of survey design. Core courses introduce students to the major areas of the field of survey research: sampling; data collection methods; question writing and questionnaire design; question evaluation and pretesting; post-survey processing; and analysis. Elective courses allow students to learn about specific topics of interest and receive hands-on experience in the field.

Admission Requirements

About the Program

Transition leadership involves the transition from high school to adult life for young people with a wide range of disabilities. This certificate program bridges the gap between special education and adult services by creating a cohort of professionals who connect these two fields. Students complete five certificate courses, as well as a hands-on practicum requirement. Graduates are well positioned to excel in a new role: that of transition specialist.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Admission to the Transition Leadership program begins with an initial interview and informational webinar.
- Documentation that certifies that the applicant is an initially licensed special educator, school guidance counselor, school adjustment counselor, school social worker, or vocational rehabilitation counselor is required.

University-Wide Programs and Curricula

University-Wide Programs and Curricula

Office of the Provost and Vice Chancellor for Academic Affairs

Website	Provost's Office - UMass Boston (umb.edu)
Office	Quinn Administration Building, 3rd Floor, Room 61A 617.287.5600
Provost and Vice Chancellor for Academic Affairs	Joseph Berger
Vice Provost	Mya Mangawang

Vice Provost for Academic Support Services	Liya Escalera
Vice Provost for Research and Strategic Initiatives; Dean of Graduate Studies	Bala Sundaram
Associate Provost, Institutional Research, Assessment, and Planning	James J. Hughes
Associate Provost	Andrew Perumal
Associate Provost	Rosanna DeMarco
Associate Vice Chancellor for Academic Affairs	Anita Miller
Associate Vice Chancellor Academic Administration & Finance	Thomas Miller
Budget and Reporting Manager	Katie Bates
Dean of Faculty	Rajini Srikanth
Director, Office of Community Partnerships	Cynthia Orellana
Senior Acquisitions Editor, UMass Press	Brian Halley
Executive Assistant to the Provost	Janette White
Registrar	Valerie Corrente
Personnel and Financial Process Coordinator	Joana Gomez

Departments

- Graduate Studies
- Information Technology Services Division
- Joseph P. Healey Library
- Office for Faculty Development
- Office of Institutional Research, Assessment, and Planning
- Office of the Registrar

Research Institutes & Centers

- Institute for Asian-American Studies
- Center for Social Development and Education
- Center for Survey Research
- Gaston Institute
- Trotter Institute

- William Joiner Institute

Graduate Studies

Interdisciplinary Studies

INTR-D 602 - Introduction to Quantitative Research Methods using R

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a workshop-based course that draws material from two SAGE campus courses, Introduction to R and Practical Data Management with R to teach statistical concepts and methods for quantitative research methods using the public domain software R. This course will have two main foci. The first is a statistical focus that includes descriptive and inferential statistical concepts and the interpretation of statistical results. The second is applied quantitative data management and analysis in R, an open-source software that allows researchers to perform a wide variety of procedures. A primary goal of the course is to provide students with a near-complete foundation to use R for all commonly encountered tasks in political, social, economic and health science research. The course is designed to be relevant to a wide range of disciplinary graduate programs.

Enrollment Requirements:

Prerequisite: MATH 125 or Intro to Stats or permission of instructor

041765:1

INTR-D 603 - Data Analysis with Python

3 Credit(s) | Lecture | Graded
Not repeatable for credit

Description:

This is a workshop-based course that draws material from two sequential SAGE campus courses, Introduction to Python and Intermediate Python Skills. This beginner-level course requires no prior experience. It provides an introduction to the Python programming language with applications in statistical analyses using practical examples in the social sciences. It starts with the fundamentals of Python programming and explores the different types of data and methods that students are likely to encounter as they work through real life statistical cases, including the basics of statistical theory and hypothesis tests. Topics covered include: how to download and install Python, Anaconda, and PyCharm software, core elements of the Python programming language, importing and exporting data files from multiple sources, preparing data for analysis, cleaning and transforming data using NumPy and Pandas, to writing functions for data analysis, creating meaningful data visualizations, how to do web scraping using HMTL and BeautifulSoup4, and statistical concepts including hypothesis test and modeling. Throughout this course, the content is reinforced through applications of social science-based examples and case studies with Python programs to teach students how to make methodologically appropriate decisions.

Enrollment Requirements:

Pre-requisite: MATH 125 or Intro to Stats or Permission of Instructor

041855:1

INTR-D 697 - Special Topics

1-3 Credit(s) | Lecture | Graded

Repeatable for credit - total credits: 12 / total completions: 4

Description:

An advanced course offering intensive study. Course content varies according to the topic and will be announced prior to the advance pre-registration period.

041764:1

INTR-D 899 - Doctoral Dissertation Research

1-15 Credit(s) | Research | Multi-Term (year long)

Repeatable for credit - total credits: 24 / total completions: 24

Description:

Conduct research within the student's area of specialization. Course content varies according to the student's PhD dissertation topic.

Instructor consent required for enrollment

041540:1

About the Program

Students pursuing an EdD in Urban Education, Leadership, and Policy Studies will be particularly suited to careers in administrative and leadership positions in preK-12 educational institutions; district, state, and national-level administrative and leadership positions; leadership positions in non-formal educational institutions; and faculty of education schools. EdD candidates may choose a concentration in administration and leadership or teaching, learning, and leadership. Dissertation topics in the EdD program may focus more on problems in professional practice that inform local educational policy and leadership. Research projects for the EdD are smaller in scale than for the PhD.

EdD and PhD students in urban education share a common learning experience in a rigorous core curriculum that reflects the state-of-the-art in the field of K-12 urban education, leadership and policy studies. All students will develop advanced research skills and discipline-based theoretical knowledge through a set of concentration courses and electives that they customize to meet their individual learning needs. Coursework for the Urban Education Program begins in the summer and consists of 3 summers and 4 academic years. During the first two summer sessions, students attend two courses (one in the morning, one in the afternoon), Monday through Thursday for three weeks. These courses are typically scheduled for mid-July to early August. During the academic year, for the first two years, students typically attend two evening classes in the spring and fall, and one integrative seminar each fall. The integrative seminars meet 4 Saturdays out of the semester. In the remaining two years, students enroll in various seminars designed to assist them with designing and conducting their dissertation research.

Admission Requirements

Applicants must meet general graduate admission requirements.

About the Program

Students pursuing an PhD in Urban Education, Leadership, and Policy Studies will be particularly suited to careers in the faculty at higher education institutions; research appointments at educational institutions, research institutes, government agencies, and non-government organizations; policy analysis in governmental, non-governmental, and educational institutions; and policy, research, and faculty position in international organizations, universities, and global governance institutions. PhD candidates may choose a concentration in research and evaluation or comparative and international education. Dissertation topics in the PhD program may focus more on theoretical and empirical problems that inform national and/or international educational policy and leadership. Research projects for the PhD are larger in scale than for the EdD.

EdD and PhD students in urban education share a common learning experience in a rigorous core curriculum that reflects the state-of-the-art in the field of K-12 urban education, leadership and policy studies. All students will develop advanced research skills and discipline-based theoretical knowledge through a set of concentration courses and electives that they customize to meet their individual learning needs. Coursework for the Urban Education Program begins in the summer and consists of 3 summers and 4 academic years. During the first two summer sessions, students attend two courses (one in the morning, one in the afternoon), Monday through Thursday for three weeks. These courses are typically scheduled for mid-July to early August. During the academic year, for the first two years, students typically attend two evening classes in the spring and fall, and one integrative seminar each fall. The integrative seminars meet 4 Saturdays out of the semester. In the remaining two years, students enroll in various seminars designed to assist them with designing and conducting their dissertation research.

About the Program

Designed to meet the needs of traditional and working professional students, the Urban Planning and Community Development program brings together the expertise of faculty from several colleges within the university and builds upon decades of research and community engagement by the university's institutes and centers, which collectively focus on the metropolitan area's diverse population, governance, and its built and natural environments. In addition, the program takes advantage of partnerships with community-based organizations to promote economic development, affordable housing, and small business development, with a deliberate agenda to address social and environmental inequity and serve the needs and interests of underrepresented communities.

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Personal statement - Express interest in promoting robust, equitable, and resilient neighborhoods, communities, and regions.

About the Program

This certificate-qualifying program provides students with a sequence of coursework, field-based experiences, and practicum-fulfilling requirements prescribed by the Association for the Education and

Rehabilitation of the Blind and Visually Impaired (AERBVI) for those students with an existing bachelor's degree in a related field. Integrated prepracticum hours and a practicum composed of a minimum of 350 hours supports candidate preparation as well as community engagement. Successful completion of the curriculum, along with faculty recommendation, qualifies students to sit for the international professional examination in vision rehabilitation therapy offered by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Admission Requirements

In addition to the criteria below, applicants must meet general graduate admission requirements.

- Transcripts - Official transcripts from all undergraduate and graduate institutions attended. A 3.0 undergraduate GPA is required.
- Three letters of recommendation - Emphasis should be on academic and professional references.
- Statement of interest and intent (required writing sample) - Submit a two-part essay. This statement will be reviewed for both your overall message and your ability to write at the graduate level. Proofread your writing carefully; it is ranked according to its clarity, grammar, and syntax.
 1. Explain your reasons for wishing to pursue graduate studies (approximately 300 words).
 2. Indicate your specific interest in Vision Rehabilitation Therapy, and discuss the type of work you would like to do in this field (at least 1,200 words).
- Personal interview with faculty member - When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).

About the Program

The University of Massachusetts Boston offers a Master of Education (MEd) in Vision Studies for individuals who are interested in qualifying for certification as an Assistive Technology Instructional Specialist. For those individuals with existing qualifying academic credentials or experience, two certificate options are available in Assistive Therapy as options. The Vision Studies program is offered by the UMass Boston School for Global Inclusion and Social Development and the Northeast Resource Center for Vision Education (NERCVE) through the Institute for Community Inclusion. This is a fully online program but does include required integrated field experience hours and locally-based practicum field experiences.

Students who complete the program of study qualify to sit for the national professional examination and resulting certification provided by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP). Graduates of the program can expect to find employment opportunities in various settings, including state and federal agencies, private agencies, as well as public and private schools.

About the Program

UMass Boston's School for Global Inclusion and Social Development is New England's only academic center for preparing teachers of students with visual impairment, orientation and mobility specialists, and visual rehabilitation therapists. These are three key specialties that assist people with visual impairment to achieve their goals of high-quality education, fulfilling employment, and safe independent travel.

This degree track provides students with a specialized 37-credit sequence of coursework, field-based experiences, and practicum, fulfilling requirements prescribed by the University Review Standards of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AERBVI). Integrated prepracticum hours (100), community engagement, and a practicum composed of a minimum of 350 hours support candidate preparation. Successful completion of the curriculum, along with faculty recommendation, qualifies students to sit for the international professional examination in orientation and mobility offered by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

About the Program

UMass Boston's School for Global Inclusion and Social Development is New England's only academic center for preparing teachers of students with visual impairment, orientation and mobility specialists, and visual rehabilitation therapists. These are three key specialties that assist people with visual impairment to achieve their goals of high-quality education, fulfilling employment, and safe independent travel.

This degree track offers matriculated students a specialized 37-credit sequence of coursework, including 100 hours of monitored prepracticum, field-based experiences, and a practicum (300 clock-hours minimum), leading to initial licensure as a Teacher of Students with Visual Impairments. To receive initial licensure, K-12, students must meet additional Department of Education requirements, as described in the section titled "State Licensure Requirements" below.

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements .

- **Transcripts.** Official transcripts from all undergraduate and graduate institutions attended. A 3.0 undergraduate GPA is required.
- **Three Letters of Recommendation.** Use the forms provided by the Office of Graduate Admissions. Emphasis should be on academic and professional references.
- **Test Score: MTEL.** Communication & Literacy, Foundations of Reading, and General Curriculum.
- **Statement of Interest and Intent (Required Writing Sample).** Submit a two-part essay:
 - Explain your reasons for wishing to pursue graduate studies (approximately 300 words).
 - Indicate your specific interest in Orientation and Mobility, and discuss the type of work you would like to do in this field (at least 1,200 words).

This statement will be reviewed for both your overall message and your ability to write at the graduate level. Proofread your writing carefully; it is ranked according to its clarity, grammar, and syntax.

- **Personal Interview with Faculty Member.** When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference). We will contact qualified candidates.

About the Program

UMass Boston's School for Global Inclusion and Social Development is New England's only academic center for preparing teachers of students with visual impairment, orientation and mobility specialists, and visual rehabilitation therapists. These are three key specialties that assist people with visual impairment to achieve their goals of high-quality education, fulfilling employment, and safe independent travel.

This degree track provides students with a specialized 37-credit sequence of coursework, field-based experiences, and practicum, fulfilling requirements prescribed by the University Review Standards of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AERBVI). Integrated prepracticum hours and a practicum composed of a minimum of 350 hours supports candidate preparation as well as community engagement. Successful completion of the curriculum, along with faculty recommendation, qualifies students to sit for the international professional examination in Vision Rehabilitation Therapy offered by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Admission Requirements

In addition to the criteria listed below, applicants must also meet general graduate admission requirements.

- **Transcripts.** Official transcripts from all undergraduate and graduate institutions attended. A 3.0 undergraduate GPA is required.
- **Three Letters of Recommendation.** Emphasis should be on academic and professional references.
- **Statement of Interest and Intent (Required Writing Sample).** Submit a two-part essay:
 - Explain your reasons for wishing to pursue graduate studies (approximately 300 words).
 - Indicate your specific interest in Orientation and Mobility, and discuss the type of work you would like to do in this field (at least 1,200 words).

This statement will be reviewed for both your overall message and your ability to write at the graduate level. Proofread your writing carefully; it is ranked according to its clarity, grammar, and syntax.

- **Personal Interview with Faculty Member.** When the Office of Graduate Admissions has notified us of your completed application, we will contact qualified candidates to arrange an interview (either in person or via teleconference).