REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE:	Academic Affairs	**NO**:	AAC 14-03
		COMMITTEE DATE:	October 22, 2013
		BOARD DATE:	October 29, 2013

APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE MASTER OF ARTS AND DOCTOR OF PHILOSPHY DEGREES IN GLOBAL INCLUSION AND SOCIAL DEVELOPMENT

MOVED: The Board of Higher Education hereby approves the application of **the University of Massachusetts Boston** to award the **Master of Arts and Doctor of Philosophy in Global Inclusion and Social Development.**

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Dr. Carlos Santiago, Senior Deputy Commissioner for Academic Affairs

BOARD OF HIGHER EDUCATION

October 2013

University of Massachusetts Boston
Master of Art and Doctor of Philosophy in Global Inclusion and Social Development

INTENT AND MISSION

The proposed programs have obtained all necessary governance approvals on campus and were approved by the University of Massachusetts Boston (UMB) Board of Trustees on June 19, 2013. The required letter of intent was circulated on July 10, 2013. No comments were received.

The proposed master's and doctoral programs in Global Inclusion and Social Development respond to UMass Boston's mission as a public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. Scholarship, teaching, and engaged public service are combined to create new knowledge while serving the greater public good.

The proposed graduate programs will lie at the heart of UMB's new School for Global Inclusion and Social Development (SGISD) and address the institutional mission by sourcing and expanding prior work of the university's Institute for Community Inclusion (ICI). The proposed programs will engage culturally diverse community-based organizations, enabling students to utilize settings for training and collaborative work experiences. It is planned that students will also work abroad with ICI faculty and staff on projects such as building capacity in Turkey in collaboration with local university faculty, or developing policies to increase the inclusion of persons with disabilities in Saudi Arabia and Japan. The proposed programs also align with the university's 2010-2025 Strategic Plan goals to advance student success and development, enrich and expand academic programs and research, improve the learning, teaching and working environment, and establish a financial resources model consistent with the university's vision statement.

NEED AND DEMAND

National and State Labor Market Outlook

The need for graduates, skilled in research, training and capacity development for communities are reflected at both state and national levels. Recent Bureau of Labor statistics data indicate that nearly one million jobs across a range of industry sectors need to be filled in Massachusetts between 2010 and 2016. These include 216,650 jobs created through economic growth and 768,330 jobs created through worker replacement due to retirement and changes in industries or occupations. The two fastest growing industry sectors in Massachusetts (2006–2016) are Professional, Scientific, and Business Services (+18.1%) and Education and Health Services (+16.8%). These two sectors together will represent 86% of all new jobs. Social Assistance employment in Massachusetts is projected to grow by 30.4% (19,060 jobs) with Health Care employment growing by 16.7% (64,630 jobs) and Education Services employment by 11.8% (18,330 jobs). These sectors will need leadership professionals with trans-disciplinary knowledge and experience with the intersections of wellness, social and economic development. Employment in the not-for-profit sector shows similar needs and demands. In Massachusetts, more than 41,000 not-for-profit organizations address education, health care, and social issues.

At the national level, there are more than 1.2 million such organizations. All indicators demonstrate the need for professionals who are educated in social and economic development.

Student Demand

UMB surveyed 728 students and active members of the Association of University Centers on Disabilities (AUCD) network. The purpose of the survey was to determine student demand for the proposed graduate programs and understand student interest in the proposed courses and concentration topics. There was a 14% response rate and results showed a demand for trans-disciplinary, international, and affordable graduate programs with an integrated focus on wellness, social and economic development. The areas of interest most frequently cited included research and program evaluation with diverse populations; principles, values and ethical behavior in professional practice in global inclusion and social development; and leadership styles, practices, and implications in the context of policy, practice, and systemic change.

An online survey of 580 UMB students in the College of Education and Human Development, the College of Management, the College of Nursing and Health Sciences, and the McCormack Graduate School for Policy and Global Studies had a 15% response rate. Responses indicated that students enrolled in a master's or doctoral program were most interested in research and program evaluation with diverse populations, cultural competency in policy and practice, and cross-sector collaborations to address pressing societal issues. The concentrations most cited were disability studies, managing programs and services that address social inclusion, and developing not-for-profit organizations that serve special populations. Concentrations of most interest included intellectual and developmental disabilities, autism spectrum disorders, and supporting the transition of youth with disabilities from school to adult life.

Duplication

Programs in the University of Massachusetts system that focus on public international and global health, social international development, and global studies include those at the University of Massachusetts Lowell (UML)and the University of Massachusetts Boston (UMB). UML is the only university in the system that offers a master's degree in Economic and Social Development of Regions with a concentration in Global Development. No options to pursue doctoral level studies in economic and social development of regions with a global focus are available. The John W. McCormack Graduate School of Policy and Global Studies at UMB recently launched a doctoral program in Global Governance and Human Security. UMB has also proposed a Transnational Cultural and Community Studies Ph.D. program, in the early stages of development.

There are four private universities in Massachusetts with graduate programs that focus on development with a concentration in health or economic development. Boston College offers a Ph.D. in Social Welfare that focuses on the international dimension of social problems and social work. Boston University offers two global development master's programs, Global Development Policy and Global Development Economics. Students of the Global Development Policy program can choose between two study concentrations: governance, and political economy and international public health. Brandeis University offers master's degree programs in Sustainable International Development, Global Studies with a concentration in Global Health, and Social Policy with a concentration in Global Health and Development Policy. Northeastern University offers a master's degree in Global Studies and International Affairs with a concentration in Global Development and another concentration in Global Health.

ACADEMIC AND RELATED MATTERS

Admission

Applicants submit an application, official transcripts of all undergraduate and graduate records, GRE scores, TOEFL/IELTS scores (for international applicants), three letters of recommendation, two examples of their academic writing, and a statement of purpose as part of the admissions process. Applicants are required to address the purpose for pursuing graduate study and their post-Masters professional goals in their statement.

Minimum requirements for the master's program include a bachelor's degree in education, social sciences, or a related area from an accredited college or university or international equivalent and a minimum grade-point average of 3.0. Bachelor level applicants only are required to submit official GRE verbal and quantitative scores

Students may be admitted to the Ph.D. program with either a master's degree or a bachelor's degree. Minimum requirements for students with a master's degree are a GPA of 3.25. Minimum requirements from students with a Bachelor's degree are a minimum GPA of 3.0 and GRE scores in the top third nationally. Applicants with disabilities may be eligible to receive specific testing accommodations.

Projected Program Enrollment for Master's Program

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19	Year 7 2019-20	Year 8 2020-21
New FT	4	8	8	8	8	8	8	8
Attrition	-	1	2	2	2	2	2	2
Graduates	-	3 (Cohort 2011-12)	6 (Cohort 2012-13)	6 (Cohort 2013-14)	6 (Cohort 2014-15)	6 (Cohort 2015-16)	6 (Cohort 2016-17)	6 (Cohort 2017-18)
FT Total Enrolled	4	8	8	8	8	8	8	8
New PT	6	20	25	25	30	30	35	35
Continuing PT (Incl. Attrition)	-	6-2 =4	20-5 =15	25-6 =19	25-6 =19	30-6 =24	30-6 =24	35-8 =27
Graduates in Two-Year Period	-	-	4 (Cohort 2011-12)	15-3 =12 (Cohort 2012-13)	19-4 =15 (Cohort 2013-14)	19-4 =15 plus 3 prior yrs (Cohort 2014-15)	24-7 =17 plus 4 prior yrs (Cohort 2015-16)	24-7 =17 plus 8 from Prior yrs (Cohort 2015-16)
PT Total Enrolled	6	24	40-4 =36	44-12 =32	49-15 =34	54-18 =36	59-21 =38	63-25 =38
FT & PT TOTAL ENROLLED	10	32	44	40	42	44	46	46

Projected Program Enrollment for Doctoral Program

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21	Year 8 2021-22
New FT	3	6	6	6	6	6	6	6
Continuing FT (Incl. Attrition)	-	3-1 =2	8-2 =6	12-2 =10	16-2 =14	18-2 =16	18-2 =16	18-2 =16
Graduates[a]	-	-	-	-	2 (Cohort 2011-12)	4 (Cohort 2012-13)	4 (Cohort 2013-14)	4 (Cohort 2014-15)
FT Total Enrolled	3	8	12	16	20-2 =18	22-4 =18	22-4 =18	22-4 =18
New PT	2	4	4	4	4	4	4	4
Continuing PT (Incl. Attrition)	-	2-1 =1	5-1 =4	8-1 =7	11-1 =10	14-1 =13	17-1 =16	19-1 =18
Graduates[a]	-	-	-	-	-	-	1 (Cohort 2011-12)	3 (Cohort 2012-13)
PT Total Enrolled	2	5	8	11	14	17	20-1 =19	22-3 =19
FT & PT TOTAL ENROLLED	5	13	20	27	32	35	37	37
[a]The graduation rate is based on average time of program completion (5 years for full-time students and 7 years for part-time students).								

Program Effectiveness

Goals for Program Years 1 - 5	Measurable Objective	Strategy for Achievement	Timetable
Program Staffing			
Fill 7 tenure faculty lines	7 faculty additions	Extensive outreach and recruitment	2 lines in Year 1, 3 lines in Year 2, and another 2 lines in Year 3
Recruit 2 administrative staff	2 administrative staff additions	Extensive outreach and recruitment	1 staff in Year 1 and another staff in Year 5
Program Administration and Operation			
Appoint graduate program director (GPD) for master's and doctoral programs	GPD appointed	Appoint GPD from among program faculty	One in 2014
Create an external program advisory board	A 6-8 member external review board	Extensive outreach and recruitment	2014
Expand MA program's options for study concentrations	Three concentrations in first year Two additional study concentrations Three additional concentrations	2013 2014 2016	Transition, Vision and Rehab in Year 1: Disability Studies and Autism by Year 2, 2014
Assure that all full-time doctoral students secure graduate assistantships (GA) for first 4 years of study	All full-time doctoral students assigned as graduate assistants.	Work with program faculty, school and ICI staff to secure grants that provide GA funding	2014 and on

Goals for Program Years 1 - 5	Measurable Objective	Strategy for Achievement	Timetable
Assure that all doctoral candidates secure final year/dissertation research funding	All doctoral candidates conducted funded dissertation research	Provide grant-seeking resources, training and mentoring to students; work with program faculty and school/ICI staff to create opportunities for funded dissertations as part of larger projects	2019
Graduate the first cohort of master's students (full-time and part-time)	All comprehensive exams completed.	Support advising to students	2014 and 2015
Graduate the first cohort of doctoral students (full-time)	Two dissertations completed and defended.	Support students in dissertation and defense	2018
Place program graduates into employment	All graduates find a job commensurate with their education within 9 months of graduation (100% job placement rate)	Provide job-seeking resources to students; work with external advisory board to help each student develop a job strategy	Masters 2014 Doctoral 2018
Conduct the first program review	Report of review results and action plan for program enhancement	Complete internal and external review; adjust program curriculum and practices based on review results	2016
Program Space and Facilities			
Assure appropriate classroom, office and meeting space	Space has been assigned to both programs and their staff	Work with UMass Boston Provost and Strategic Planning Team to review Master Plan and develop strategies and options to address current and future space issues	2014

Curriculum (Attachment A)

The proposed master's and doctoral programs are designed to be trans-disciplinary. Program curricula will integrate with those of the John W. McCormack Graduate School of Policy and Global Studies, the College of Nursing and Health Sciences, the College of Education and Human Development, the College of Public and Community Service, and the College of Management. School faculty and staff plan to work closely with University College to develop distance learning capacity and respond to needs for online instruction. Course offerings in other colleges are planned to be integrated into the proposed program.

The proposed M.A. program requires 39-credit hours. Requirements for graduation are planned to include six core courses, for a total of 18 credits; a six-credit Innovations Seminar, and a 12- or 15-credit concentration with four to five required courses that address major areas of knowledge development, inquiry, and/or service delivery. Students choosing a 12-credit concentration must also complete a three-credit elective course related to their individually developed study plan. The M.A. program will be offered as a full-time (one-year) option and as a part-time (two-year) option.

The proposed Ph.D. program requires 67 credit hours including the 39-credit proposed M.A. program of six core courses (18 credits), the Innovations Seminar (six credits), and either a 12- or 15-credit concentration. Students electing the 12-credit concentration will also take a three-credit elective course related to their study plan. This proposed program is planned to be available online with an emphasis on in-class learning for doctoral students. It is expected that doctoral students will be in residence and have additional responsibilities in the areas of research, innovation, and policy/practice activities.

The proposed doctoral requirements also include two Trans-disciplinary Research to Practice Groups (12 credits), two courses in research, policy, or management (6 credits), and Dissertation Research Seminars (10 credits). Students will also take two comprehensive examinations and demonstrate research and/or practice competence in a language other than English. It is anticipated that full-time doctoral students will be offered a graduate assistantship (GA) for their first four years of study. Responsibilities for those assistantships are expected to be over and above course and seminar requirements. After meeting course requirements, each student will prepare a dissertation under the direction of a primary advisor. A faculty committee including the student's advisor, at least two other faculty members, and one external member is expected to examine the student dissertation.

Field Resources and Internships

Doctoral students will be required to complete a 12 credit four course sequence over a two year period, of which 6 credits will be earned through independent studies linking students with faculty researchers or staff researchers of the ICI working on specific projects. Students who have already had the necessary research coursework may take all 12 credits as independent study.

The proposed Trans-disciplinary Research to Practice experience is designed to build a research knowledge foundation as well as give students an opportunity to apply what they have learned to real-life research settings. It is anticipated that this experience will prepare students to conduct their own dissertation research, and to develop leaders in global inclusion and social development. It is expected that students will learn how to implement and manage research projects that cross disciplinary boundaries; develop, test, and administer data collection instruments; protect the confidentiality and privacy of human research subjects; involve stakeholders in providing input on key aspects of the research; collect and analyze data using a

variety of methods and strategies; and translate research results to practice, to meet stakeholder needs.

There are no field and/or internship requirements for the master's students in the proposed master's or doctoral programs.

RESOURCES AND BUDGET

Fiscal (Attachment B)

Major budget expense categories for the proposed programs include personnel, UMB faculty scholars, visiting scholars and staff salary, fringe benefits, graduate assistant support, and equipment. It is planned that these expenses will be covered through revenues from tuition and fees, grants received by the Institute for Community Inclusion (ICI), campus budget allocations and Research Trust Fund Support (RTF) from ICI. It is expected that the RTF resources, provided by ICI over the initial five year period, will cover the traditional administrative and program costs of the ICI; the costs of the annual rent for ICI; and the expenses of the master's and doctoral program of the School for Global Inclusion and Social Development (SGISD).

It is expected that the proposed master's and doctoral program will hire seven faculty members over a three-year period. Faculty lines will be reassigned from UMB faculty lines available as a result of vacancies and changes in focus of the university. It is expected that two administrative support positions will be hired, one in year one and one in year five. Other personnel support includes part time faculty, UMB faculty scholars and visiting faculty scholars.

The proposed program anticipates that it will provide 85% of the support for all graduate assistants (GA) through ICI resources, with UMB providing the remaining 15%. UMB expects to support an increasing number of GA at the doctoral level through return on the ICI's indirect income. It is anticipated that by Year 5, this will include 27 doctoral GA and 8 master's GA. On average 85% of the stipends for these students are expected to be provided through the RTF as well as grants to the ICI with the remaining provided through University resources. UMB plans to support up to 6 postdoctoral fellows annually through the RTF and grant income of the ICI.

Equipment support for online course offerings is expected to be varied with an estimated total cost over a five-year period of $44,000. These costs are planned to include computers, printers, video conferencing materials, and equipment and software for online instruction. Costs are anticipated to be supported by a combination of UMB annual budgeting and ICI RTF resources.

The RTF and grant income to the ICI will support five UMB faculty scholars who will serve as a development team in the identification of new revenue streams and grants. It is planned that two visiting faculty scholars will be supported annually for a one year fellowship. These two positions will also be supported through RTF and grant income to the ICI Marketing and Recruitment.

Faculty and Administration (Attachment C)

The proposed graduate programs anticipate that seven core faculty members will support the launch and it is planned to hire two faculty members in the first year, three in the second and another two for the third year. Research faculty members are expected to supplement core program faculty by assisting with teaching and student supervision. As part of the strategy to engage UMB tenured faculty to secure research and external resources, SGLSD will host five

UMB faculty members as visiting SGISD faculty. They will work at SGLSD one day a week to develop trans-disciplinary projects and grant applications. It is expected that visiting SGISD faculty members will network with the doctoral students, support the expansion of the SGISD and ICI's research platform and the UMB research platform. SGISD expects to host two additional visiting scholars annually, one national and one international, who will serve as mentors and advisors-in-residence for students and faculty of SGISD.

Facilities, Library and Information Technologies

The initial footprint for the SGISD is expected to be small at the outset. As the school develops its graduate programs in Years 1- 3, it is anticipated that demand for office space, meeting rooms, classroom space, and equipment will grow. SGISD is expected to eventually be located on the Bayside campus of UMB along with other professional programs. In the interim, space for the dean and faculty, classroom and meeting space for students, is planned to be made available at the university's main harbor point campus and at ICI, currently located in university rental space at 20 Park Plaza in downtown Boston. The ICI, which is part of the new school, will also eventually be located at Bayside, but for the next three years will remain at 20 Park Plaza. SGISD long-term needs are expected to be part of the UMB master plan as it is revised.

The Healey Library serves the entire UMB community. Students are able to use the library on site or by remote access. In addition to book collections, Healey Library subscribes to print and electronic journals and offers individual, group and class library instruction and extensive reference services. The university's library holdings are viewable through a public access catalog available online within or outside the library. Its services provide access to databases, library catalogs, and academic resources throughout the world. UMB students may obtain borrowing privileges at more than 46 local colleges and universities. Healey Library's services include a 24-hour chat reference service from the Boston Library Consortium (BLC) that provides librarians from any BLC institution to assist with short questions and database searches. Databases provide access to all the major national and international journals, research institute publications, and data sources.

It is anticipated that the proposed GISD program will need basic computer equipment for all program faculty, staff, and students and access to Wi-Fi in offices, conference and seminar rooms, and meeting spaces. It is also expected that there will be a need for licensing and access to IT support for software programs including SPSS and Stata for quantitative data analysis, HLM for multi-level modeling, MPlus for structural equation modeling, and Atlas for qualitative data analysis.

Affiliations and Partnerships

Affiliation agreements provide GISD with clear links to programs and universities that work in area of wellness, economic and social development, have a footprint in another country, or will provide opportunities for students at UMB to work collaboratively with students in programs internationally and serve as a resource for student recruitment. Other benefits to affiliation agreements include the development of post-doctoral opportunities for UMB students and students from other universities, visiting scholar options for selected scholars and opportunities to provide in-service training, consultation and technical assistance.

Affiliation agreements have been developed with the Center for Global Pediatrics at Children's Hospital Boston, providing services in 40 countries, Perkins (formerly Perkins School for the Blind) providing services in 63 counties, the University of Salamanca in Spain, providing on-line training and disability services in South America, and Curtin University in Perth, Australia providing trans-disciplinary services with a focus on health and health related training. In all cases the affiliations serve to promote collaborative learning, include visiting scholar opportunities, staff development and community capacity development through shared in-service learning in the US and other countries. Local, national and international research activities will study the support practices, procedures or policies effecting persons and populations frequently excluded due to economic, cultural, religious, gender, disability, sexual orientation or other issues. Research activity will include the production of shared journal articles, special reports, and innovations in service delivery. Affiliations will additionally support other academic activities such as team teaching, international conferences, symposia, seminars, and guest speaker series.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

Dr Lucille Zeph, University of Maine Interim Associate Provost, Dean, and Associate Professor of Education, Division of Lifelong Learning, Director of Center for Community Inclusion & Disability Studies (UCEDD) and Director, Interdisciplinary Disability Studies and Dr. Tamar Heller, University of Illinois at Chicago, Professor and Head, Department of Disability and Human Development, College of Applied Health Sciences and Director, Institute on Disability and Human Development (UCEDD) and Director, Rehabilitation Research and Training Center (RRTC) on Aging with Developmental Disabilities, served as the two external reviewers who evaluated the proposed program.

The reviewers found that the core courses provide an excellent grounding in global inclusion, social development, leadership, cultural competency, systems change, and ethics. They suggested that, it would be useful to integrate disability more fully into the curriculum and earlier in the courses. The reviewers further found that although the principles of universal design are implied in the program's overall focus on inclusive global development, the curriculum could be further enhanced through the explicit incorporation of universal design theory, principles, and practices into all aspects of the curriculum. They suggested that all faculty and lecturers should be required to model these practices in their courses and students should be required to use them as well. The review team also recommended that as the curriculum is implemented, it may be beneficial to follow masters students who choose different course options to determine the effectiveness of the choices they make and if any core competencies are lost though some choices. In that case, the faculty may decide to either integrate some additional competencies into the three core courses, or to limit choices for the master's students in one or more areas.

The institution's response was a commitment to developing a concentration in disability studies as part of both the master's and doctoral programs, that will address the need for a more concentrated effort around disability studies and for course offerings that look at disability as a culture. Content on the evolution of disabilities and the relationship of disability to other disenfranchised groups will be integrated into more of the course offerings as recommended by the reviewers. UMB is developing a concentration on Universal Design for Learning (UDL), including the development of course offerings in UDL, and plans to incorporate this recommendation into the detailed plan for evaluating program effectiveness. UMB further decided that the reviewers as well as the staff and faculty of the School for Global Inclusion and Social Development, along with other disability serving IHEs, will develop a network for cross University

planning to address issues of inclusion and disability studies. This informal group will serve as a shared area for curricular development and well as research project work.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the University of Massachusetts Boston and external reviewers. Staff recommendation is for approval of the master's and doctoral programs in Global Inclusion and Social Development.

Curriculum Outline (Attachments A)

Master of Arts in Global Inclusion and Social Development
Concentration in Transition Leadership

Major Required (Core) Courses (Total courses required = 7)		
Course Number	Course Title	Credit Hours
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
	SubTotal # Core Credits Required	24
Concentration Course Choices (Total courses required = 5) (attach list as needed)		
SPE-G 654	Youth Development and Self-Determination	3
SPE-G 655	Career Development and Competitive Employment	3
SPE-G 656	Postsecondary Education for Youth with Disabilities	3
SPE-G 657	Transition Topics	3
SPE-G 658	Transition Leadership	3
	SubTotal # Concentration Credits Required	15
Other/Elective Course Choices (Total courses required = 0) (attach list as needed)		
	Non available or required	0*
	SubTotal # Elective Credits Required	0

Curriculum Summary	
Total number of courses required for the degree	12
Total credit hours required for degree	39

Prerequisite or Other Additional Requirements:
- A Bachelors Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores

* Note that in this concentration 5 three credit courses are required so no electives are available.

Master of Arts in Global Inclusion and Social Development
Concentration in Vision

Major Required (Core) Courses (Total courses required = 7)		
Course Number	**Course Title**	**Credit Hours**
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
	SubTotal # Core Credits Required	24
Concentration Course Choices (Total courses required = 4) (attach list as needed)		
SPE-G 614 (VISN 604)	Visual Functioning: Education and Medical Rehabilitation of the Eye	3
SPE-G 616 (VISN 605)	Implications of Low Vision	3
SPE-G 640 (VISN 612)	O&M and Independent Living	3
SPE-G 623 (VISN 640)	Psychosocial Aspects of Visual Impairment	3
	SubTotal # Concentration Credits Required	12
Other/Elective Course Choices (Total courses required = 1) (attach list as needed)		
	See list of options below	3*
	SubTotal # Elective Credits Required	0

Curriculum Summary	
Total number of courses required for the degree	12
Total credit hours required for degree	39

Prerequisite or Other Additional Requirements:
- A Bachelors Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores

* Note that in this concentration 4 three credit courses are required so one elective is available.

Potential Electives include:
Transition
SPE-G 654, Youth Development and Self-Determination:
SPE-G 655, Career Development and Competitive Employment:
SPE-G 656, Postsecondary Education for Youth with Disabilities:
SPE-G 657, Transition Topics:
SPE-G 658, Transition Leadership:

Rehabilitation
COUREH 602, Medical and Psychological Aspects of Disabilities:
COUNSEL 603, Foundations in Rehabilitation:
COUNSEL 605, Principles of Vocational, Educational and Psychological Assessment:
COUREH 610, Case Management and Planning in Rehabilitation:
COUREH 612, Vocational Rehabilitation and Placement:

Sociology
SOCIOL 601: Complex Organizations.
SOCIOL 609: Qualitative Methods and Field Research.
SOCIOL 620: Social Problems.
SOCIOL 644: Gender, Ethnicity and Migration.

Gerontology
PPOL-G 748, Contemporary Issues in Health Politics and Policy

Management
CM 751: Organization and Social Change

Other Course options are available with approval of advisor

Master of Arts in Global Inclusion and Social Development
Concentration in Rehabilitation Counseling

Major Required (Core) Courses (Total courses required = 7)		
Course Number	Course Title	Credit Hours
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
	SubTotal # Core Credits Required	24
Concentration Course Choices (Total courses required = 5) *(attach list as needed)*		
COUREH 602	Medical and Psychological Aspects of Disabilities	3
COUREH 603	Foundations in Rehabilitation	3
COUNSL 605	Principles of Vocational, Educational and Psychological Assessment	3
COUREH 610	Case Management and Planning in Rehabilitation	3
COUREH 612	Vocational Rehabilitation and Placement	3
	SubTotal # Concentration Credits Required	15*
Other/Elective Course Choices (Total courses required = 0) **(***attach list as needed*)		
		0*
	SubTotal # Elective Credits Required	0

Curriculum Summary	
Total number of courses required for the degree	12
Total credit hours required for degree	39

Prerequisite or Other Additional Requirements:
- A Bachelors Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores

* Note that in this concentration 5 three credit courses are required so no electives are available.

PhD in Global Inclusion and Social Development
(Concentration in Transition Leadership)

Major Required (Core) Courses (Total courses required =9)		
Course Number	Course Title	Credit Hours
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
SGISD 898	Transdisciplinary Research to Practice	12*
SGISD 899	Dissertation Seminars	10
	SubTotal # Core Credits Required	46
Concentration Course Choices (Total courses required = 5) *(attach list as needed)*		
SPE-G 654	Youth Development and Self-Determination	3
SPE-G 655	Career Development and Competitive Employment	3
SPE-G 656	Postsecondary Education for Youth with Disabilities	3
SPE-G 657	Transition Topics	3
SPE-G 658	Transition Leadership	3
	SubTotal # Concentration Credits Required	15**
Other/Elective Course Choices (Total courses required = 2) **(***attach list as needed)*		
	Elective in Research	3
	Elective in Policy or Management	3
	Other Electives	0
	Other Electives	0
	SubTotal # Elective Credits Required	6

Curriculum Summary	
Total number of courses required for the degree	16
Total credit hours required for degree	67

Prerequisite or Other Additional Requirements:
- A Master's Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores
- Foreign Language Requirement
- Comprehensive Exam

*Within the Transdisciplinary Research to Practice courses, 6 credits will be completed by most students through course offerings in either Sociology or Gerontology addressing research methods or statistics. Below are the course numbers and titles. The student will select either the two courses from Sociology in research methods or those from Gerontology in statistics. The remaining 6 credits (SGISD 898) will be provided through independent studies linking students with faculty researchers working on specified projects. Students who have already had the necessary research coursework may take all 12 credits as independent study.

SOCIOL 650: Methods of Research I and
SOCIOL 651: Methods of Research II
 OR
GER 603, Statistics I
GER 604, Statistics II

** Note that in the transition leadership concentration the full concentration is 15 credits thus there are only two electives remaining for the student who may pick from the list below with one in research and the other either policy or management.

Research
MGT 770: Research Methods Social Sciences:
GER 701, Advanced Statistical Methods in Gerontology:
GER 732, Demographic Methods in Aging:
SOCIOL 606: Social Semiotics and Cultural Analysis.
SOCIOL L609: Qualitative Methods and Field Research.

Policy
PPOL-G 751, Public Policy Challenges Facing Urban Non-Profit Organizations:
PPOL-G 748, Contemporary Issues in Health Politics and Policy:

Management
CM 751: Organization and Social Change:
SOCIOL 601: Complex Organizations.
SOCIOL 620: Social Problems.

Students may with permission take another course other than those noted above.

PhD in Global Inclusion and Social Development
(Concentration in Vision)

Major Required (Core) Courses (Total courses required =9)		
Course Number	**Course Title**	**Credit Hours**
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
SGISD 898	Transdisciplinary Research to Practice	12*
SGISD 899	Dissertation Seminars	10
	SubTotal # Core Credits Required	46
Concentration Course Choices (Total courses required = 4) (attach list as needed)		
SPE-G 614 (VISN 604)	Visual Functioning: Education and Medical Rehabilitation of the Eye	3
SPE-G 616 (VISN 605)	Implications of Low Vision	3
SPE-G 640 (VISN 612)	O&M and Independent Living	3
SPE-G 623 (VISN 640)	Psychosocial Aspects of Visual Impairment	3
	SubTotal # Concentration Credits Required	12**
Other/Elective Course Choices (Total courses required = 3) (attach list as needed)		
	Elective in Research	3
	Elective in Policy	3
	Elective in Management	3
	Other Electives	0
	SubTotal # Elective Credits Required	9
Curriculum Summary		
Total number of courses required for the degree	16	

Total credit hours required for degree	67

Prerequisite or Other Additional Requirements:
- A Master's Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores
- Foreign Language Requirement
- Comprehensive Exam

*Within the Transdisciplinary Research to Practice courses, 6 credits will be completed by most students through course offerings in either Sociology or Gerontology addressing research methods or statistics. Below are the course numbers and titles. The student will select either the two courses from Sociology in research methods or those from Gerontology in statistics. The remaining 6 credits (SGISD 898) will be provided through independent studies linking students with faculty researchers working on specified projects. Students who have already had the necessary research coursework may take all 12 credits as independent study.

SOCIOL 650: Methods of Research I and
SOCIOL 651: Methods of Research II
 OR
GER 603, Statistics I and
GER 604, Statistics II

** Note that in the vision concentration the full concentration is only 4 courses or 12 credits thus there are three electives remaining for the student who may pick from the list below with one in research, one in policy and one in management.

Research
MGT 770: Research Methods Social Sciences:
GER 701, Advanced Statistical Methods in Gerontology:
GER 732, Demographic Methods in Aging:
SOCIOL 606: Social Semiotics and Cultural Analysis.
SOCIOL L609: Qualitative Methods and Field Research.

Policy
PPOL-G 751, Public Policy Challenges Facing Urban Non-Profit Organizations:
PPOL-G 748, Contemporary Issues in Health Politics and Policy:

Management
CM 751: Organization and Social Change:
SOCIOL 601: Complex Organizations.
SOCIOL 620: Social Problems.

Students may with permission take another course other than those noted above.

PhD in Global Inclusion and Social Development
(Concentration in Rehabilitation Counseling)

Course Number	Course Title	Credit Hours
Major Required (Core) Courses (Total courses required =9)		
Course Number	*Course Title*	*Credit Hours*
SGISD 601	Current and Historical Perspectives on Global Inclusion and Social Development	3
SGISD 605	International Responses to Social Inclusion	3
SGISD 606	Research and Evaluation in Diverse Settings: Methods and Implications	3
SGISD 608 or 609	Ethics and Professionalism in Global Inclusion and Social Development **OR** Cultural Competency: Impacts on Innovations and Model Development	3
SGISD 610 or 611	Strategies for Systemic Change **OR** Managing Change: Supporting Communities and Embracing Cultures	3
SGISD 615 or 616	Leadership in Global Inclusion and Social Development **OR** Population Needs and Global Practices	3
SGISD 801	Innovations Seminar	6
SGISD 898	Transdisciplinary Research to Practice	12*
SGISD 899	Dissertation Seminars	10
	SubTotal # Core Credits Required	46
Concentration Course Choices (Total courses required = 5) (attach list as needed)		
COUREH 602	Medical and Psychological Aspects of Disabilities	3
COUREH 603	Foundations in Rehabilitation	3
COUNSL 605	Principles of Vocational, Educational and Psychological Assessment	3
COUREH 610	Case Management and Planning in Rehabilitation	3
COUREH 612	Vocational Rehabilitation and Placement	3
	SubTotal # Concentration Credits Required	15**
Other/Elective Course Choices (Total courses required = 2) (attach list as needed)		
	Elective in Research	3
	Elective in Policy or Management	3
	Other Electives	0
	Other Electives	0
	SubTotal # Elective Credits Required	6
Curriculum Summary		
Total number of courses required for the degree	16	

Total credit hours required for degree	67

Prerequisite or Other Additional Requirements:

- A Master's Degree in Social Science or related major from an accredited university or international equivalent
- A minimum GPA of 3.0 (any courses)
- GRE Scores
- Foreign Language Requirement
- Comprehensive Exam

*Within the Transdisciplinary Research to Practice course (SGISD 898) 6 credits will be course offerings in either Sociology or Gerontology addressing research methods or statistics. Below are the course numbers and titles. The student will select either the two courses from Sociology in research methods or those from Gerontology in statistics. The remaining 6 credits (SGISD 898) will be provided through independent studies linking students with faculty researchers working on specified projects. Students who have already had the necessary research coursework may take all 12 credits as independent study.

SOCIOL 650: Methods of Research I and
SOCIOL 651: Methods of Research II
 OR
GER 603, Statics I
GER 604, Statistics II

** Note that in the rehabilitation concentration the full concentration is 15 credits thus there are two electives remaining for the student who may pick from the list below with one in research and the other either policy or management.

Research
MGT 770: Research Methods Social Sciences:
GER 701, Advanced Statistical Methods in Gerontology:
GER 732, Demographic Methods in Aging:
SOCIOL 606: Social Semiotics and Cultural Analysis.
SOCIOL L609: Qualitative Methods and Field Research.

Policy
PPOL-G 751, Public Policy Challenges Facing Urban Non-Profit Organizations:
PPOL-G 748, Contemporary Issues in Health Politics and Policy:

Management
CM 751: Organization and Social Change:
SOCIOL 601: Complex Organizations.
SOCIOL 620: Social Problems.

Students may with permission take another course other than those noted above.

Program Budget (Attachment B)

UMass New Program Approval Budget											
Template -Page 1											
REVENUE ESTIMATES											*Row Notes*
	Year 1		**Year 2**		**Year 3**		**Year 4**		**Year 5**		
	2014		**2015**		**2016**		**2017**		**2018**		*TUITION AND FEES REFLECT MASTERS STUDENTS ONLY*
Full-Time Tuition Rate: In-State	**1944**		**1944**		**1944**		**1944**		**1944**		Current in-state Grad. tuition = $108/credit; assume 18 credits/year for FT students; 0% increase per year
Full-Time Tuition Rate: Out-State	**7326**		**7326**		**7326**		**7326**		**7326**		Current out-of-state Grad. tuition = $407/credit; assume 18 credits/year for FT students; 0% increase per year
Mandatory Fees per Student (In-state)	**8435**		**8688**		**8948**		**9217**		**9493**		Current (AY13) in-state grad. Mandatory fee rate = $454.95/cr

											edit (combined mand. fee and ed. operations fee); assume 3% increase in fees per year; AY14 rate = $468.60; assume 18 credits/year for FT student
Mandatory Fees per Student (out-state)	12677		13057		13449		13852		14268		Current out-of-state grad. Mandatory fee rate = $683.75/credit (combined mand. fee and ed. operations fee); assume 3% increase in fees per year; AY14 rate = $704.26; assume 18 credits/year for FT student
FTE # of New Students: In-State	5		14		18		23		29		Assume 7 FTE students in Year 1; 17 FTE students in Year 2; 22

										FTE students in Year 3; 29 FTE students in Year 4; 36 FTE students in Year 5; assume 80% total students are in-state; assume 20% total students are out-of-state
FTE # of New Students: Out-State	**2**		**3**		**4**		**6**		**7**	Assume 7 FTE students in Year 1; 17 FTE students in Year 2; 22 FTE students in Year 3; 29 FTE students in Year 4; 36 FTE students in Year 5; assume 80% total students are in-state; assume 20% total students are out-of-state

	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	
# of In-State FTE Students transferring in from the institution's existing programs	**32**		**32**		**32**		**32**		**32**		Assumes 40 students admitted per year for other University programs that will fall under School; assume 80% total students are in-state; assume 20% total students are out-of-state
# of Out-State FTE Students transferring in from the institution's existing programs	**8**		**8**		**8**		**8**		**8**		
Tuition and Fees	Newly Gener-ated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	
First Year Students											
Tuition											
In-State	$9,720	$62,208	$27,216	$62,208	$34,992	$62,208	$44,712	$62,208	$56,376	$62,208	
Out-of-State	$14,652	$58,608	$21,978	$58,608	$29,304	$58,608	$43,956	$58,608	$51,282	$58,608	
Mandatory Fees	$67,527	$371,327	$160,801	$382,467	$214,867	$393,941	$295,102	$405,759	$375,184	$417,932	
Second Year Students											

Tuition											
In-State			$9,720	$62,208	$27,216	$62,208	$34,992	$62,208	$44,712	$62,208	
Out-of-State			$14,652	$58,608	$21,978	$58,608	$29,304	$58,608	$43,956	$58,608	
Mandatory Fees			$69,553	$382,467	$165,625	$393,941	$221,313	$405,759	$303,955	$417,932	
Third Year Students											
Tuition											
In-State					$0	$0	$0	$0	$0	$0	
Out-of-State					$0	$0	$0	$0	$0	$0	
Mandatory Fees					$0	$0	$0	$0	$0	$0	
Fourth Year Students											
Tuition											
In-State							$0	$0	$0	$0	
Out-of-State							$0	$0	$0	$0	
Mandatory Fees							$0	$0	$0	$0	
Fifth Year Students											
Tuition											
In-State									$0	$0	
Out-of-State									$0	$0	
Mandatory Fees									$0	$0	
Gross Tuition and Fees	$91,899	$492,143	$303,920	$1,006,566	$493,982	$1,029,514	$669,380	$1,053,150	$875,465	$1,077,496	
Grants	$90,600	$0	$294,450	$0	$475,650	$0	$634,200	$0	$792,750	$0	Estimated grant support for program
Contracts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	

Campus budget allocation	$214,400	$0	$542,432	$0	$779,929	$0	$803,327	$0	$827,426	$0	Assume funds for faculty salaries and fringe benefits allocated during budget process
Other Revenues (RTF Support from ICI)	$163,500	$0	$250,500	$0	$346,000	$0	$416,000	$0	$416,000	$0	Based on 90% RTF overhead allocation agreement
Total	$560,399	$492,143	$1,391,302	$1,006,566	$2,095,561	$1,029,514	$2,522,907	$1,053,150	$2,911,641	$1,077,496	

UMass New Program Approval Budget											
Template - Page 2											
EXPENDITURE ESTIMATES											
	Year 1		Year 2		Year 3		Year 4		Year 5		
	2014__		2015__		2016__		2017__		2018__		Notes
	New Expend--tures required for Program	Expend-itures from current resour-ces	New Expend-itures required for Program	Expend-itures from current resources	New Expend-itures required for Program	Expend-itures from current resources	New Expend-itures required for Program	Expend itures from current resourc es	New Expenditure s required for Program	Expend-itures from current resources	
Personnel Services											
Faculty	$160,000	$0	$404,800	$0	$582,036	$0	$599,497	$0	$617,482	$0	Assume 2 new faculty in Year 1; 3 additional new faculty in Year 2; and 2 additional faculty in Year 3; assume average salary of $80,000 each plus 3% increase per year
Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	

Support Staff	$55,000	$0	$56,650	$0	$58,350	$0	$60,100	$0	$116,903	$0	Assume 1 new staff member in Year 1 and another new staff member in Year 5; assume average salary of $55,000 plus 3% increase per year
Others	$103,000	$0	$190,000	$0	$190,000	$0	$190,000	$0	$190,000	$0	Assume part-time/adjunct faculty teaching 10 sections in Year 3; 15 sections in Year 4; and 20 sections in Year 5 with salary of $5,000 per section; assume

											3 faculty scholars in Year 1 at 0.2 FTE and 5 in each of following years; assume $80,000 average salary per 1.0 FTE faculty scholar; assume 1 visiting scholar in Year 1 and 2 additional visiting scholars in Years 2-5 with average honorarium of $55,000 per scholar
Fringe Benefits __34__%	$73,100	$0	$156,893	$0	$217,731	$0	$224,263	$0	$249,691	$0	Assume 34% fringe benefit rate for faculty, administrators, and

										support staff
Total Personnel	**$391,100**	**$0**	**$808,343**	**$0**	**$1,048,117**	**$0**	**$1,073,861**	**$0**	**$1,174,076**	**$0**	
Operating Expenses											
Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Marketing/Promotional Expenses	$15,000	$0	$15,000	$0	$15,000	$0	$25,000	$0	$25,000	$0	
Laboratory Expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
General Administrative Overhead	$1,350	$0	$1,350	$0	$1,350	$0	$2,250	$0	$2,250	$0	9% of all direct operating costs
Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Total Operating Expenses	**$16,350**	**$0**	**$16,350**	**$0**	**$16,350**	**$0**	**$27,250**	**$0**	**$27,250**	**$0**	
Net Student Assistance											
Assistantships	$66,344	$0	$222,087	$0	$369,527	$0	$507,497	$0	$653,406		GAs for doctoral program: assume 5 in Year 2; 13 in Year 3; 20 in Year 4; 27 in Year 5; GAs for

										masters program: assume 4 in Year 1 and 8 in Years 2-5; all assistantships are $14,850 plus $1,252 each in FY13 (total of $16,102); assume 3% increase per year
Fellowships	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Stipends/Scholarships	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Total Student Assistance	**$66,344**	**$0**	**$222,087**	**$0**	**$369,527**	**$0**	**$507,497**	**$0**	**$653,406**	**$0**	
Capital											
Facilities / Campus recharges	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Equipment	$15,000	$5,500	$15,000	$5,500	$21,000	$11,000	$21,000	$11,000	$21,000	$11,000	Part of funds for equipment costs to be allocate

											d during annual budget process
Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Total Capital	**$15,000**	**$5,500**	**$15,000**	**$5,500**	**$21,000**	**$11,000**	**$21,000**	**$11,000**	**$21,000**	**$11,000**	
Total Expenditures	**$488,794**	**$5,500**	**$1,061,780**	**$5,500**	**$1,454,994**	**$11,000**	**$1,629,608**	**$11,000**	**$1,875,733**	**$11,000**	

Faculty Form (Attachment C)

Form
Summary of Faculty Who May Be Appointed to Teach in the Proposed Programs

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Bozeman, Laura PhD in Vision Impairment and Multiple Disabilities; Associate Professor, Graduate Program Director	Tenure track	• Education of Students with Visual Impairment • Visual Functioning • Implications of Low Vision • Practicum Seminar- Teachers for Students of Visual Impairment • Adult Assessment in Orientation and Mobility • Practicum Seminar- Orientation and Mobility • Orientation and Mobility and ADL- Orientation and Mobility Lab • Orientation and Mobility Methods Lab • NB all courses are offered on-line	(6) (7) (5) (2) (2) (6) (4) (1)	SGISD (UMass Boston)	Part-time	Yes	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Burr, Jeffrey Allan Ph.D. in Sociology; Chair, Professor, Graduate Program Director	Yes	• Dissertation Research Seminar • Introduction to Sociology • Professional Development Seminar • Research Methods and Experimental Design • Research Practicum in Gerontology • Seminar on Productive Aging • Social Aspects of Aging (OL) • Social Demography and Public Policy • Social Demography • Social Research Methods • Sociology of Aging • Special Target Populations in Aging: Older Immigrants		McCormack Graduate School of Policy and Global Studies (UMass Boston)	Part-time	Yes	Main Campus
Butterworth, John Ph.D. in Special Education; Senior Research Fellow, Director: Employment Systems Change and Evaluation	No	•	[0]	Institute for Community Inclusion (UMass Boston)	Part-time	Yes: Boston Children's Hospital	Main Campus
Fesko, Sheila Lynch PhD in Special Education and Rehabilitation; Program Manager	No	•	[0]	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	20 Park Plaza

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Gamel-McCormick, Michael PhD in Human Development and Education; Senior Education and Disability Policy Analyst	Yes	•	[0]	Senate HELP Committee, Senator Tom Harkin, Chair; Dean CEHD	Full-time	Yes	Main Campus
Grigal, Meg PhD in Special Education; Senior Research Fellow	No	• Field Placement: Secondary and Transition I • Field Placement: Secondary and Transition II • Field Placement: Secondary and Transition III • Special Problems in Special Education • Student Teaching: Secondary Transition • Fieldwork in Psychology: Developmental Disabilities	(3) (3) (3) (2) (2) (1)	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	20 Park Plaza
Hall, Allison Cohen Ph.D. in Social Policy; Senior Research Associate	No		[0]	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	20 Park Plaza

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Helm, David T. Ph.D. in Sociology; Director, Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program	No		[0]	Institute for Community Inclusion (UMass Boston)	Part-time	Yes: Harvard School of Public Health, Boston Children's Hospital	20 Park Plaza Main Campus
Kiang, Peter Nien-chu Ed.D.; Professor, Director, Intercollegiate Asian American Studies Program	Yes	• Asian Minorities in America • Southeast Asians in America • Boston's Asian American Communities	[0]	Graduate College of Education (UMass Boston)	Part-time	Yes	Main Campus
Kiernan, William E. MBA, Ph.D. in Rehabilitation and Special Education; Research Professor and Director of the Institute for Community Inclusion	Research Professor	• Rehabilitation Counselor Practicum	[0]	SGISD Dean and ICI Director	Part-time	Yes: Boston Children's Hospital	Main Campus 20 Park Plaza

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Munir, Kerim M. D.Sc. in Maternal Child Health and Psychiatric Epidemiology; Associate Professor, Attending Physician	No	• Psychopathology and Introduction to Clinical Psychiatry • Mental Health/Developmental Disabilities • Doctoral Student Special Interest Colloquium • Psychiatry Interest Group • Mental Health Policy Colloquium for Doctoral Students • Colloquium on Children, Trauma, and Migration	[0]	Boston Children's Hospital, Harvard Medical School	Part-time	Yes	Main Campus
Paiewonsky, Maria C. Ed.D., Leadership in Urban Schools, Special Education, and Disability Policy; Transition Specialist	No	• Youth Development and Self Determination • Career Development and Competitive Employment • Introduction to Transition Topics • Access to Postsecondary Education • Working with Families/Transition • Secondary Curriculum for Diverse Learners • Introduction to Transition/Alternative Strategies • Secondary Curriculum Strategies for Students with Disabilities	(3) (2) (2) (1) (2) (1) (2) (1)	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Rosen-Reynoso, Myra Ph.D. in Applied Developmental Psychology; Research Associate	No	• Culture, Community, and Change • Family, School, and Society • Child Growth and Development • Adolescent Psychology • Implications of Racism for the Practice of Social Work • Cultural Anthropology • Role of Women Throughout History • Principles of Inclusive Early Childhood Education in a Diverse Society • Sociocultural Perspectives: Building Family, Community, and School Relationships • Early Childhood Program of Study: Teacher of Students with Disabilities and without Disabilities	(2) (8) (7) (2) (1) (1) (1) (1) ( ) (upcoming Spring 2012)	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	Main Campus
Schutt, Russell K. Ph.D. in Sociology; Professor	Yes	• Methods of Research • Social Statistics • Complex Organizations • Sociology of Law • Foundations of Applied Sociology • Sociology of Homelessness • Computer Applications in Social Analysis • Sociology of Work • Introductory Sociology	[0]	Dept of Sociology (UMass Boston)	Part-time	Yes: Department of Psychiatry, Harvard Medical School	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Sulewski, Jennifer Sullivan Ph.D. in Social Policy; Research Associate	No		[0]	Institute for Community Inclusion (UMass Boston)	Part-time	Yes	Main Campus
Warren, M.R. Ph.D. in Sociology; Associate Professor	Yes	• Public Policy and Social Justice • Dissertation Workshop • Community Organizing, Education, and Democracy	[0]	Department of Public Policy and Public Affairs (UMass Boston)	Part-time	Yes	Main Campus

Name of faculty member	Tenured Y/N	Courses taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or college of employment	Full- or part- time in program	Full- or part- time in other dept. or program	Sites where individual will teach program courses
Wilczenski, Felicia L. Ed.D. in Education; Interim Dean, Professor	Yes	• Developmental Psychology • Educational Psychology • Psychology of the Exceptional Child • Applied Behavior Analysis • Psychoeducational Assessment and Planning • Research Methods • Behavior Modification • Behavioral Counseling • School Consultation • Issues and Ethics in School Psychology • Social, Emotional, Behavioral Assessment and Interventions • Personality Assessment • Remedial and Preventive Individual and Systems Interventions • School Psychology Practicum • School Psychology Internship • Principles of School Guidance Counseling • School Counseling Internship • School Psychology Internship Seminar (OL) • School-Based Consultation (OL)	[0]	College of Education and Human Development (UMass Boston)	Part-time	Yes	Main Campus