GRADUATE
College of Fine Arts, Humanities and Social Sciences

ACADEMIC CATALOG 2015 - 2016
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Programs, Policies & Courses

This online academic catalog provides the latest information on all graduate areas of study and degree programs at the University of Massachusetts Lowell and supersedes all previous versions of the catalog.

Bachelor’s to Master’s Programs

Earn Two Degrees in as Little as Five Years

- Eligibility
- Course Credits
- How to Apply

In order to encourage outstanding UMass Lowell undergraduate degree students to continue their studies towards an advanced degree, qualified students may apply for the Bachelors to Masters Degree Option (Bachelor’s to Master’s programs include the Fast Track to Teaching and Plus 1 programs.)

This option carries distinct benefits. Graduate Record Examination (GRE) scores are not required (except in the Graduate School of Education), GMAT is waived for applicants for the Masters in Business Administration (MBA) with a 3.2 or higher GPA and the application fee is waived. In addition, many departments offer course credit benefits. (For detailed information regarding specific course credit benefits, please see the Graduate Coordinator in the respective masters degree granting department.)

- Information on the GRE / GMAT / MAT Waivers (https://www.uml.edu/Grad/gre-mat-waivers.aspx)

Eligibility

Any UMass Lowell undergraduate junior or senior with a grade point average of 3.0 or better may apply to a Masters degree program at UMass Lowell under the Accelerated Bachelors to Masters Degree Option. However, to be accepted into this option the following minimum conditions must be met (individual departments may have more stringent requirements):

1. The student must have a cumulative grade point average of 3.0 or above at the time the baccalaureate degree is conferred in order to maintain eligibility for this option.
2. The student must apply for and receive his/her baccalaureate degree before matriculating into the graduate program.
3. Once accepted a student is expected to begin his/her graduate studies in the semester immediately following conferral of the baccalaureate degree unless the student submits a written request for deferral. A student is allowed to defer for a maximum of one year from the date of acceptance. For example, if accepted for the Spring 2015 semester, an individual can defer to either the Fall 2015 or Spring 2016 semesters. A student defers acceptance by submitting a written request to the Office of Graduate Admissions (mailto:Graduate_Admissions@uml.edu). All deferral requests must specify which semester the student wishes to enroll. Any applicant accepted to the Bachelors to Masters Degree Option who opts not to enroll in at least one course within the graduate department to which they have been accepted in the semester immediately following conferral of the bachelors degree and who does not submit a deferral request forfeits his/her rights to benefits under this program. Should the student decide to begin his/her studies at a later time he/she will be required to take the GRE, pay an application fee, and have his/her application reassessed.

Course Credits

The graduate degree granting department may allow course credit benefits; however, the following requirements apply:

1. Any graduate courses taken by a baccalaureate degree student that are credited towards the Masters degree must have been obtained with a grade of B or better.
2. Only courses of 500 level or higher may count toward the Masters degree.
3. As defined by the graduate degree granting department, a maximum of 12 graduate credits (5000 level or above) may be used for the masters degree provided these graduate credits were taken in excess of the university minimum of 120 baccalaureate degree credits, or, for programs requiring fewer than 33 credits, a maximum of up to six credits of graduate (5000 level or higher) courses may be used by a student in the Accelerated
Bachelor’s to Master’s Degree Option for both the graduate and undergraduate degrees; or, for program requiring 33-35 credits, at the discretion of the affected department, a maximum of up to nine credits of graduate (5000 level or higher) courses may be used by a student in the Accelerated Bachelor’s to Master’s Degree Option for both the graduate and undergraduate degrees; or, for programs requiring 36 or more credits, at the discretion of the affected department, a maximum of up to twelve credits of graduate (5000 level or higher) courses may be used by a student in the Accelerated Bachelor’s to Master’s Degree Option for both the graduate and undergraduate degrees.

4. Students must petition to have specific courses (5000 level or above) taken during their undergraduate career apply towards their graduate degree via an Academic Petition.

How to Apply

Applicants are requested to use the standard paper application form and submit requisite materials to the Office of Graduate Admissions, normally in the second semester of their third year as an undergraduate (up until the last day of classes in their final semester before graduation). Application forms and details on applying may also be obtained by contacting the Graduate Admissions Office at 978-934-2390.

Master's Programs Offered

Listed by Degree Earned

- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Music
- Master of Public Health
- Master of Science
- Master of Science in Engineering
- Education Specialist

Master of Arts (MA)

- Community Social Psychology
- Criminal Justice
- Economic & Social Development of Regions - This program is no longer accepting students.
- Peace & Conflict Resolution
- Security Studies

Master of Business Administration (MBA)

- General Business
- Accounting
- Finance
- Information Technology
- Marketing
- International Business

Master of Education (M.Ed.)

- Curriculum & Instruction
- Autism Studies
- Curriculum & Instruction: Initial Certification
- Curriculum & Instruction: Science Education, beyond initial
- Curriculum & Instruction: Math Education, beyond initial
- Teaching English to Speakers of Other Languages
- Educational Administration
- Higher Education
- Reading & Language

Master of Music (MM)

- Music Education
- Community Music
- Sound Recording Technology

Master of Public Health (MPH)

- Public Health
- Epidemiology
- Global Environmental Sustainability & Health
- Healthcare Management
- Nutrition
- Population Health
Master of Science (MS)

- Accounting
- Autism Studies
- Biological Sciences
  - Applied Biotechnology
  - Biotechnology Biosafety (PSM)
  - Environmental Biotechnology (PSM)
  - Project Management for Life Sciences (PSM)
- Biomedical Engineering & Biotechnology
- Business Analytics
- Chemistry
  - Chemistry & Polymer Science
  - Pharmaceutical Biochemistry (PSM)
- Clinical Laboratory Sciences
- Computer Science
  - Bio/Chemical Informatics Software Engineering
  - Entrepreneurship
  - Entrepreneurship (PSM)
- Engineering Management
- Environmental Studies
  - Atmospheric Sciences
  - Environmental Engineering Sciences
  - Environmental Geoscience (PSM)
- Finance
- Health Informatics & Management
- Information Technology
- Innovation & Technological Entrepreneurship
- Marine Sciences & Technology
  - Coast & Ocean Administration
  - Science/Technology (PSM)
- Mathematics
  - Applied & Computational Mathematics
  - Industrial Mathematics (PSM)
  - Mathematics for Teachers
  - Probability & Statistics
- Nursing
  - Adult / Gerontological Nursing
  - Adult Psychiatric & Mental Health Nursing
  - Family Health Nursing
- Pharmaceutical Science
- Physics
- Public Health
- Radiological Science & Protection
- Security Studies
- Work Environment
- Master of Science in Engineering (M.S.E.)
  - Chemical Engineering Leadership
  - Civil Engineering Leadership
  - Electrical Engineering Leadership Optics
  - Energy Engineering Leadership Nuclear Solar
  - Mechanical Engineering Leadership
  - Plastics Engineering Leadership Coatings & Adhesives
  - Fibers & Composites
  - Synthetic Fibers
- Education Specialist (EdS)
  - Administration, Planning & Policy
  - Curriculum & Instruction Education of Diverse Populations
  - Reading & Language

About Graduate Certificates

Most graduate certificate are comprised of four courses designed to provide specific knowledge and expertise vital to
today’s changing and complex needs in the work place. In most cases courses may be applied toward a degree program.

Requirements to Complete a Graduate Certificate

The courses to complete the certificate must be completed within a five year period with a minimum 3.0 grade point average, and with no more than 3 credits below B. Courses completed for one certificate may not be used for another certificate.

Certificate Application Process

Individuals must complete a simplified application and provide an official undergraduate transcript indicating that a baccalaureate degree has been awarded. GRE’s are not required. NOTE: If your bachelor’s degree is from outside of the U.S., you may be required to take the TOEFL examination.

- Graduate Certificate Application Form
  (https://www.uml.edu/docs/Post%20Bachelor%20Certificate%20Application_tcm18-229777.pdf) (pdf)

Gainful Employment Disclosure Information

Completion rates, median loan debts and program costs are outlined for each certificate program and available in PDF format.

- Graduate Programs

Doctoral Programs Offered

Listed by Degree Earned

- Doctor of Education
- Doctor of Engineering
- Doctor of Nursing Practice
- Doctor of Philosophy
- Doctor of Physical Therapy
- Doctor of Science

Doctor of Education

- Leadership in Schooling
- Language Arts & Literacy

- Mathematics & Science Education
  Doctor of Engineering (D.Eng./Ph.D.)

- Business Management Curriculum
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Energy Engineering

- Mechanical Engineering
- Mechanical Engineering/Chemical Engineering
- Mechanical Engineering/Civil &Environmental Engineering
- Mechanical Engineering/Energy Engineering
- Mechanical Engineering/Manufacturing Engineering

- Plastics Engineering
  Doctor of Nursing Practice (DNP)

- Nursing
  Doctor of Philosophy (Ph.D.)

- Applied Psychology and Preventative Science
  (http://www.uml.edu/Catalog/Graduate/FAHSS/Psychology/DoctoralAppliedPsychology.aspx)

- Biomedical Engineering & Biotechnology

- Business Administration
- Technology
  Management
  International
  Business
  Accounting
  Leadership
  Finance
  Management
  Information Systems

- Chemistry
  Biochemistry
  Environmental Studies
  Green Chemistry

- Computer Science
  Bio/Chemical
  Informatics
  Computational Mathematics

- Criminology and Criminal Justice
  Crime, Criminals
  Community
  Global Perspectives on Crime
  & Justice
  System
  Policy
  Technology & Criminal Justice
  Victims, Crime & Justice

- Global Studies
  (https://www.uml.edu/catalog-AY16/pdf/Graduate.pdf) Security
  & Human Rights Socio-
Economic Development
Comparative Cultures

- **Marine Sciences & Technology**
- **Nursing**
- **Pharmaceutical Science**
- **Physics**
  - Applied Mechanics
  - Energy
  - Engineering
  - Atmospheric Sciences
  - Radiological Sciences
- **Polymer Science**
  - Polymer Science/Plastics Engineering

**Doctor of Physical Therapy (DPT)**
- **Physical Therapy**

**Doctor of Science**
- **Work Environment**
  - Cleaner Production & Pollution Prevention
  - Ergonomics
  - Epidemiology
  - Hygiene
  - Policy

**Graduate Certificates Offered**

- **Applied Statistics**
  (https://www.uml.edu/Catalog/Graduate/sciences/Mathematical-Sciences/Graduate-Certificates.aspx)
- **Behavioral Intervention in Autism**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/psychology/Certificate-Program.aspx)
- **Biomedical Engineering**
  (https://www.uml.edu/Catalog/Graduate/Engineering/Electrical-Computer-Engineering/Graduate-Certificates.aspx)
- **Biotechnology & Bioprocessing**
  (https://www.uml.edu/Catalog/Graduate/sciences/Biology/Graduate-Certificate.aspx)
- **Chemistry**
  (https://www.uml.edu/Catalog/Graduate/sciences/Chemistry/Graduate-Certificates-in-Chemistry.aspx)
- **Clinical Pathology**
- **Communications Engineering**
  (https://www.uml.edu/Catalog/Graduate/Engineering/Electrical-Computer-Engineering/Graduate-Certificates.aspx)
- **Composites and Materials**
  (https://www.uml.edu/Catalog/Graduate/Engineering/Mechanical-Engineering/Graduate-Certificates.aspx)
- **Criminal Justice Leadership & Policy Development**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/Criminal-Justice/Certificate-Program.aspx)
- **Medical Plastics Design and Manufacturing Engineering**
- **Design and Manufacturing Engineering**
  (http://www.uml.edu/Catalog/Graduate/Engineering/Mechanical-Engineering/Graduate-Certificates.aspx#1)
- **Diversity in the Workplace**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/psychology/Certificate-Program.aspx)
- **Domestic Violence Prevention**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/Criminal-Justice/Certificate-Program.aspx)
- **Energy Conversion**
  (https://www.uml.edu/Catalog/Graduate/Engineering/Electrical-Computer-Engineering/Graduate-Certificates.aspx)
- **Environmental Atmospheric Science**
- **Environmental Biotechnology**
  (https://www.uml.edu/Catalog/Graduate/sciences/Biology/Graduate-Certificate.aspx)
- **Environmental GeoScience**
- **Family Studies**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/psychology/Certificate-Program.aspx)
- **Field Programming Gate Array**
- **Financial Management**
  (http://www.uml.edu/Catalog/Graduate/Business/Graduate-Certificate.aspx)
- **Forensic Criminology**
  (https://www.uml.edu/Catalog/Graduate/FAHSS/Criminal-Justice/Certificate-Program.aspx)
- **Foundations of Business**
• Molecular & Cellular Biotechnology

• Health Informatics

• Health Management

• Integrated Engineering Systems

• Criminal Justice: Leadership & Policy Development

• Materials Sciences & Engineering

• Mathematics for Teachers

• Medical Plastics Design & Manufacturing

• Microelectromechanical Systems/Nano electromechanical Systems (interdisciplinary)

• Microwave and Wireless Engineering

• Modeling, Simulation, and Control of Systems and Processes

• Network Security

• New Venture Creation

• Nutritional Sciences

• Peace and Conflict Studies

• Pharmaceutical Science

• Photonics & Opto-Electronic Devices

• Plastics Design

• Plastics Engineering Fundamentals

• Plastics Materials

• Plastics Processing

• Professional Leadership

• Public Health Laboratory Sciences
The Professional Science Master’s (PSM) is an innovative, non-thesis degree option designed for students to pursue advanced training in science, health or engineering while simultaneously developing professional leadership skills highly valued by employers. PSM programs typically consist of 8 core courses in science, health or engineering, 3 professional courses in leadership, communication and project management, a paid internship or professional development project and a reflective seminar. PSM programs have been developed in concert with industry in response to employer demands for specific skills and knowledge above and beyond the core science curriculum.

In contrast to typical Masters degrees, which require a thesis as a step toward preparation for an academic career, PSM programs are designed as terminal degrees that prepare candidates to compete in the global market. In essence, PSM programs are the MBAs of the 21st century. The National PSM Association offers networking and professional workshops to promote continued career development for PSM alumni across the country.

What PSM programs are available at UMass Lowell?

UMass Lowell offers 19 PSM programs. Graduates earn a Masters degree in Science with a PSM Option in the fields indicated below.

**Biological Sciences**

- Applied Biotechnology
- Environmental Biotechnology
- Biosafety
- Project Management in Life Sciences

**Biomedical Engineering and Biotechnology**

**Chemistry**

- Chemistry and Polymer Science
- Pharmaceutical Biochemistry

**Clinical Laboratory Sciences**
Environmental Sciences
(http://www.uml.edu/Catalog/Graduate/Sciences/Environmental/Default.aspx)

- Atmospheric Sciences
- Geosciences

Marine Sciences
(http://www.uml.edu/Catalog/Graduate/Sciences/Marine/Default.aspx)

- Coastal and Ocean Administration, Science and Technology

Mathematics
(http://www.uml.edu/Catalog/Graduate/Sciences/Mathematical-Sciences/Default.aspx)

- Industrial Mathematics

Physics
(http://www.uml.edu/Catalog/Graduate/Sciences/Physics/Default.aspx)

- Radiological Sciences

Professional Leadership
(http://www.uml.edu/Catalog/Graduate/Programs/Professional-Leadership.aspx)

Work Environment
(http://www.uml.edu/Catalog/Graduate/Health-Sciences/Work-Environment/Default.aspx)

- Cleaner Production & Pollution Prevention
(http://www.uml.edu/Catalog/Graduate/Health-Sciences/Work-Environment/Default.aspx)
- Environmental Epidemiology
- Ergonomics and Safety
- Occupational & Environmental Hygiene

For more information regarding PSM programs at UMass Lowell contact William Smith (mailto:william_smith@uml.edu).

Recommended PSM Science Courses:

Students should consult with faculty advisers to determine best course choice for their career advancement needs. All PSM students should include at least 1 course (basic or enhanced) that incorporates communication into their curriculum. Course descriptions can be found on the Recommended Courses (https://www.uml.edu/docs/PSM%20Online%20Course%20Descriptions%2007012014_tcm18-149327.pdf) (pdf).

Doctoral Degree Requirements

Doctoral Research
Dissertation Committee
Dissertation Credits
Dissertation Preparation
Dissertation Defense
Doctoral Degree Requirements
Procedure for Opting Out with a Master’s Degree

Doctoral Research
In addition to the other requirements of the University, a candidate for a doctoral degree must complete an acceptable dissertation. The dissertation must satisfy the following criteria:

1. It should demonstrate the candidate’s intellectual competence and maturity in the field of concentration;
2. It should make an original and valid contribution to knowledge; and
3. It should be an individual achievement and the product of independent research.

Although doctoral dissertations may result from a project involving collaboration of several scholars, the individual contribution of each doctoral candidate must be substantial, clearly identifiable, and presented separately. The Committee will judge the completed dissertation in terms of the candidate’s ability to review and make critical use of the literature; to formulate a problem, develop appropriate methodology, and work systematically toward a solution; and to summarize the material or data and draw conclusions from them. The writing should be of publishable quality.

Dissertation Committee

After a student has chosen an area of research and a research supervisor, a Dissertation Committee is selected by the student and his or her research advisor in accordance with the policy of the department. The Dissertation Committee shall consist of at least three members, one of whom is the research supervisor and at least two of whom shall be from the student’s major department. An outside expert from industry or another university may be a member of the committee, but that individual must possess academic credentials which would qualify him or her to serve as a member of the University of Massachusetts Lowell faculty. The responsibilities of the Dissertation Committee shall be to:

1. Approve the research topic;
2. Supervise the progress of the dissertation;
3. Read, evaluate, and approve or disapprove of the written dissertation;
4. Hear, evaluate and approve or disapprove of the oral defense of the dissertation;
5. Report the completion of all dissertation requirements to the department and the Registrar’s Office.


Dissertation Credits

If the graduate student requires the use of University resources to continue his or her dissertation but has completed the required number of credits for doctoral research, he or she may sign up for 3, 6, or 9 credits of Continuing Graduate Research (see General Policies).

Graduate students who have completed all the requirements except the writing and defense of the dissertation and who do not need to use university resources must register for Continued Matriculation (CM.601.201) and pay a fee each semester until they graduate.

Note: International students on F-1 or J-1 visas must be registered for a minimum of nine credits each semester. Contact the International Students and Scholars Office for more information.

Dissertation Preparation

Every graduate student who completes a dissertation is required to bear the cost of binding two copies of the manuscript for the University’s files. Copywriting is optional and available for an additional fee.

Dissertation Defense

One week prior to the dissertation defense, announcements of the defense, listing the graduate student’s name, dissertation title, and place and time of the defense, must be submitted to the chairperson of the department, the college dean, the Registrar’s Office and posted and distributed throughout the University. The defense is open to the public.

Doctoral Degree Requirements

The doctoral degree is conferred upon graduate students who have met all the requirements listed below:

1. The student must successfully complete the graduate courses in the major field, including the GPA requirement, and the number of course and dissertation credits required by the particular program.
2. If indicated, the language requirement specified by the major department must be satisfactorily completed.
3. A qualifying examination, oral and/or written, conducted by the major department, must be passed before any work is begun on the dissertation. If the student fails the qualifying examination he or she may, at the discretion of the department, be permitted a second and final opportunity. At this point, having completed steps 1 through 3, the student is admitted to candidacy for the doctorate.
4. A dissertation based upon the results of original research, and which is satisfactory to the Dissertation Committee of the major department, must be completed.
5. A final oral dissertation defense conducted by the Dissertation Committee, based primarily upon, but not necessarily limited to, the contents of the candidate’s dissertation must be passed. The examination cannot be scheduled until all members of the Dissertation Committee have had seven working days in which to read the dissertation. The oral examination is to be conducted by the Dissertation Committee, whose membership may be augmented by the non-voting faculty. In order to pass the defense, the candidate may not receive more than one dissenting vote from the members of the Dissertation Committee.
6. All financial obligations (tuition, fees, and expenses) must be satisfied as evidenced by the completion and submission of a Graduate Degree Clearance form to the Registrar’s Office.

Procedure for Opting Out with a Master’s Degree

Students accepted into a doctoral program who elect to instead obtain the master’s degree and leave the university must follow the following procedure:

1. The student must file an Academic Petition requesting to be changed from the doctorate to the master’s degree program.
2. The student must complete all required courses for the master’s degree, compile a minimum 3.0 grade point average, successfully defend his/her thesis, and complete the clearance process at the Registrar’s Office.

3. All graduate courses (and undergraduate coursework used for graduate credit), whether taken for the original doctoral program or for the master’s degree, will be included in the grade point average and listed on the student’s graduate transcript.

Financial Information

University-related costs include tuition and mandatory fees. Please contact the Student Financial Services (https://www.uml.edu/thesolutioncenter/bill/tuition-fees/default.aspx) for more information.

- New England Regional Program
- Health Insurance
- Veterans
- Residency Classification
- Overdue Accounts
- Payment Plans
- University Charges

New England Regional Student Program

Massachusetts and the University participate in a reciprocal program in which qualified and legal residents of other New England states may attend graduate school in an approved program at the University of Massachusetts Lowell and pay 150% of the Massachusetts in-state tuition charges. (All other applicable fees apply.) Applicants are considered for unique and distinctive graduate level studies not available in their home state university system. Full details regarding eligible programs are available from the New England Board of Higher Education, 45 Temple Place, Boston, Massachusetts 02111 (617-357-9620), or at the University Graduate Admissions (https://www.uml.edu/Grad/default.aspx) office (www.uml.edu/grad (https://www.uml.edu/grad/default.aspx)).

*UMass Lowell also participates in the Proximity Allowance of the New England Regional Program. This program allows New Hampshire residents from selected towns within a 20 mile radius of UMass Lowell to be eligible for a tuition discount for most majors. Please visit www.uml.edu/admissions/proximity (http://www.uml.edu/Grad/Costs/default.aspx) for details.

Health Insurance (https://www.uml.edu/student-services/Health/default.aspx)

Mandatory on-campus (accident) insurance is charged to all graduate students. All graduate students enrolled in 9 or more credit hours will be charged for health insurance as required by state law. Graduate students may waive student health insurance charges if they maintain comparable insurance coverage and complete an insurance waiver form by the required deadline. Forms are available in the Office of Graduate Admissions and Accounts Receivable Office, Dugan Hall, UMass Lowell South. Family health insurance plans are also available with options for coverage of spouses and/or spouses and dependent children.

International Students: As authorized under the insurance laws for higher education students in Massachusetts (section 275 of Chapter 151 of the Acts of 1996), the University of Massachusetts Lowell requires that all international students must enroll in the University’s Student Health Insurance Plan.

Veterans

The Veterans Administration has approved the University of Massachusetts Lowell for undergraduate study. For details regarding veteran tuition benefits, refer to the Registrar’s Office (https://www.uml.edu/Registrar/default.aspx) website (www.uml.edu/Registrar/ (https://www.uml.edu/Registrar/default.aspx)).

RESIDENCY CLASSIFICATION

Rules for Determination of Domicile

University tuition rates are established on the basis of official state residency as determined by a student’s true "domicile." "Domicile" is defined as a person’s true, fixed and permanent home and place of habitation where he or she intends to remain permanently or for an indefinite time. Massachusetts residency for tuition purposes is not acquired by mere physical presence in Massachusetts while a person is carrying on a course of study at the University. A student’s residency status is based on a determination of one’s domicile at the time of entry or re-entry to the University. A student may apply to be reclassified at any time and must provide detailed documentation to support the claim that he or she met the requirements for Massachusetts residency for tuition purposes at the time of his or her entry as a student. One notable exception is made for students who marry Massachusetts residents while enrolled in a course of studies. The complete set of rules are attached to the application for reclassification. These applications are available from the Residency Officer in Dugan Hall (978-934-2596).

Payment of Bills
Graduate students will be permitted to attend classes and to utilize University facilities only after they have cleared all their financial obligations to the University. Financial obligations include indebtedness for library and parking fines, rental payments, and repayment of emergency loans. All bills are payable in advance by check or money order and are due as specified on the student invoice. Major credit cards are also accepted. All payments of fees and tuition should be made payable directly to the University of Massachusetts Lowell. A student in debt to the University at the end of any semester or summer session is not permitted to register again at the University until his or her indebtedness has been discharged. In addition, student transcripts and diplomas will not be released unless all indebtedness has been discharged.

Overdue Accounts

Should it be necessary to utilize the services of a collection agency or attorney for an overdue student account, the student will be liable for any and all legal fees, commissions, and associated service charges.

Payment Plans

The University of Massachusetts Lowell offers a low-cost, interest-free payment option administered by Academic Management Services (AMS). This plan allows students to budget the annual cost of tuition and fees over a ten month period. Please call AMS directly at 1-800-635-0120 or contact the Financial Aid Office, Dugan Hall, UMass Lowell South (978-934-3570) for more information.

University Charges

University-related costs include tuition and mandatory fees. Please contact the Student Financial Services (https://www.uml.edu/thesolutioncenter/bill/tuition-fees/default.aspx) for more information.

Doctoral Degree Credit Requirements

<table>
<thead>
<tr>
<th>COLLEGE/PROGRAM</th>
<th>COURSE/SEMINAR CREDITS</th>
<th>DISSERTATION CREDITS</th>
<th>TOTAL CREDIT REQUIREMENT</th>
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</thead>
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<tr>
<td>CHEMISTRY (Ph.D.) All Options</td>
<td>27-30</td>
<td>18</td>
<td>45-48</td>
</tr>
<tr>
<td>COMPUTER SCIENCE (Ph.D.) All Options</td>
<td>18</td>
<td>24</td>
<td>42 (Beyond M.S.)</td>
</tr>
<tr>
<td>PHYSICS (Ph.D.) All Options</td>
<td>36-45</td>
<td>15-24</td>
<td>60</td>
</tr>
<tr>
<td>POLYMER SCIENCE (Ph.D.)</td>
<td>27</td>
<td>18</td>
<td>45</td>
</tr>
</tbody>
</table>

Financial Assistance & Assistantships

FINANCIAL ASSISTANCE

- Applying for Financial Aid
- Other Types of Assistance
- Tuition and Fees

Financial Aid
Applying for Financial Aid:

The University requires students to file a Free Application for Federal Student Aid (FAFSA). Students may apply for the FAFSA online at www.FAFSA.ed.gov. It is recommended that students save time by requesting personal identification numbers called Federal Student Aid PINs before the student applies for aid. The PIN can be used to electronically sign the FAFSA, electronically sign certain loan contracts, and access online information about federal student aid the student has received. The PIN must be requested online at www.pin.ed.gov.

Copies of students and spouses federal income tax, W2 forms and other forms may be requested by the Financial Aid Office to verify information provided on the FAFSA. Many forms requested are available on the financial aid website at www.uml.edu/financialaid. All information requested by the Financial Aid Office is required to complete the application process and is held in strictest confidence.

Eligibility Requirements

To receive financial aid from the various student aid programs, a student must:

- Have demonstrated financial need to qualify for need-based aid programs. Need is defined as the cost of attendance minus the expected family contribution derived from filing the FAFSA. Students may also be eligible for non-need based aid programs, such as the Federal Direct Unsubsidized Loan program and meritocratic awards.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Make satisfactory academic progress.
- Have a high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards the state of Massachusetts establishes that are approved by the U.S. Department of Education, or complete a high school education in a home school setting that is treated as a home school or private school under state law.

- Be a matriculated student enrolled in a degree granting or approved certificate program. Students enrolled in non-degree programs are not eligible for financial aid.
- Be enrolled at least half-time each semester. (Minimum of six credits for graduate students).
- Cannot be in default or in over payment on a federal student loan.
- Register with the Selective Service, if required.

Determining Financial Need:

Demonstrated financial need is the difference between the cost of attendance and the expected family contribution. The cost of attendance (COA) includes direct expenses such as tuition and fees, and also includes indirect such as room, board, books and transportation. The expected family contribution (EFC) is determined by the federal needs analysis formula and is calculated by completing a Free Application for Federal Student Aid (FAFSA).

Types of Financial Aid:

William D. Ford Federal Direct Subsidized/Unsubsidized Loan Program: The primary source of financial aid recommended for graduate students is the William D. Ford Federal Direct Student Loan Program. This program allows the student to borrow up to $20,500 per year at a low interest rate in subsidized and/or unsubsidized loans. Eligibility for a subsidized? or unsubsidized? direct loan is determined from the information provided on the FAFSA. A student may receive a subsidized loan and an unsubsidized loan for the same enrollment period. A subsidized? loan is awarded on the basis of financial need. A student will not be charged any interest before repayment begins or during authorized periods of deferment. A unsubsidized? loan is awarded on the basis of need. A student will be charged interest from the time the loan is disbursed until it is paid in full. If a student allows the interest to accumulate, it will be capitalized?that is, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount. For more information about graduate student aid contact the Financial Aid Office at 978-934-4220 or visit website at www.uml.edu/financialaid.
William D. Ford Federal Direct PLUS Loan Program:

A non-need based federal loan offers up to the cost of attendance minus financial aid per academic year to qualified graduate students and parents/stepparents of undergraduate dependent students. Interest rate is fixed and repayment begins 45-60 days after the second disbursement. Refer to the Direct Loan web site (http://www.ed.gov/offices/OSFAP/DirectLoan/index.html) for current interest rates. A FAFSA is not required to apply for the PLUS loan; however, students are encouraged to file a FAFSA so that they can receive the maximum aid available. Parents may download an application online from the financial aid webpage www.uml.edu/financialaid (https://www.uml.edu/thesolutioncenter/financial-aid/default.aspx) by clicking on forms. Applications should be returned to the financial aid for processing. This is a loan that needs to be repaid by the parent/stepparent.

Other Types of Assistance:

Federal Professional Nurse Traineeship Grant Program:
Federally funded grant available to graduate nursing students. Award amounts vary and are dependent upon funding. Please contact the School of Nursing for more information.

Federal Teach Grant: Federally funded grant available to qualifying graduate education majors enrolled in coursework or plan to complete coursework toward a career in teaching in a high need subject area. Contact the Graduate School of Education for more information.

Deans Fellowships: $2,000 awards granted to eligible, newly admitted full-time, in-state Masters candidates not receiving a teaching or research assistantship.

Provosts Fellowships: $4,000 awards granted to eligible, newly admitted full-time, out-of-state and international Masters candidates not receiving a teaching or research assistantship.

Assistantships

Teaching and Research Assistantships

A limited number of teaching and research assistantships are available for matriculated, full-time (minimum of 9 credits/semester) graduate students. All assistantships are subject to the agreement between UMass Lowell and UAW/Graduate Employees Organization. Teaching assistantships are assigned by the student’s department; therefore, queries regarding teaching assistantships should be directed to the departmental graduate coordinator (https://www.uml.edu/Grad/Accepted-Students/coordinators.aspx) or chairperson (see www.uml.edu/Grad/coordinators.aspx) for a list. Research assistantships are available through special arrangements with individual research advisers. Individuals interested in research assistantships should contact departmental faculty members concerning the availability of this form of financial aid.

Qualifying for an Assistantship

To ensure that assistantships are awarded to the most qualified individuals, the University has established the following requirements:

1. No teaching/research assistantship may be awarded to a graduate student with incompletes, F’s, or U’s on his or her transcript.
2. No teaching/research assistantship may be awarded to a graduate student who fails to maintain good academic standing (a grade point average under 3.0 on the official transcript). See the Academic Standing information at www.uml.edu/catalog/graduate/policies/Academic_Stand ing.htm.
3. No University-funded teaching/research assistantship may be awarded to a master’s degree candidate if he/she has completed the total number of credits required for his/her program.
4. Level III teaching/research assistantships may only be awarded to graduate students who have reached doctoral candidacy (i.e. completed all course work, oral/written and language examinations) and are enrolled in dissertation research.

Teaching and Research Assistants are awarded either a semester or a yearly contract. The current negotiated agreement between The University of Massachusetts Lowell Board of Trustees and the Graduate Employee Organization is posted on the Human Resources website. Current stipend levels may be found there as well.

Graduate Student Assistantships

A limited number of student assistantships may be available in the departments. Students in this category are paid an hourly rate and are obligated to pay their own tuition and fees. All queries concerning assistantships should be directed to the graduate coordinator (https://www.uml.edu/Grad/Accepted-Students/coordinators.aspx) or chairperson (see www.uml.edu/Grad/coordinators.aspx) in the student’s department.
Tuition and Fees

Please see the Student Financial Services website at www.uml.edu/Tuition-fees/default.aspx for current tuition and fee information. Your tuition rate is determined by your residency status in-state, out-of-state (which would include international students), New England Regional or Proximity.

Master's Degree Requirements

- Advising
- General Requirements for the Master's Degree
- Research Option for the Master's Degree
- Research Project
- Thesis

Students Continuing on to a Doctoral Program

Advising

An entering graduate student should meet with the departmental graduate coordinator as soon as possible after arrival on campus. The coordinator will:

1. Help design and then approve the student's complete program leading to the master's degree.
2. Recommend course credits from within and outside the University for transfer into the student's degree program.
3. Monitor the student's progress toward the degree, which must be completed within a five-year time period in most programs (See Time for Limit for Degree Completion).

General Requirements for the Master's Degree

To be recommended for a masters degree, a candidate must satisfy all requirements of the University and the specific requirements of the department in which he or she is enrolled. The requirements of the University are listed below, and the specific requirements established by the various departments may be found in the section describing the particular programs.

A candidate for the master's degree must complete the following within five years of matriculation in order to receive the degree: (Note: Master's degrees which require 45 or more credits have a limit of six years.)

1. A course of study designed by the department in which he or she is enrolled and approved by the University. The course of study must have a minimum of 30 credit hours of graduate work including, where applicable, a thesis or project in the student's chosen field.
2. A student must successfully pass an oral or written examination on his or her complete master's program if required by the department.
3. Satisfactory grades in all subjects offered for the degree must be earned (See Academic Standing).
4. All financial obligations, including tuition, fees, and expenses, must be satisfied as evidenced by completion and submission of a signed Graduate Degree Clearance form to the Registrar's Office.

Research Option for the Master's Degree

If required by the program, a student must complete a master's project or a thesis. The proposal must be approved by the department in which the student is enrolled and the final project or thesis must be of graduate level quality.

Project

The project must consist of a scholarly investigation, such as a review, report, synthesis, design or experiments in the student's field resulting in a comprehensive written document. Usually, if a student chooses the project option, he or she is required to take additional course credits. Each project is awarded only three to four credits and is intended to be completed within the time limit of one semester. If the work for a project is not completed by the end of the semester, the instructor will give the student an Incomplete which is to be treated the same as an incomplete for a regular course.

Thesis

The requirements for a thesis are much more extensive, including the completion of acceptable research and its defense before a thesis committee. The completed thesis must conform to the format specified in the "Thesis Guide (https://www.uml.edu/docs/thesis_guide_tcm18-3515_tcm18-65590.pdf)" which is available in the Registrar's Office. The time required for completion may vary; if a student has not completed the thesis by the end of the semester, but is making satisfactory progress, he or she is given the grade of "PR". If the student requires the use of university resources to continue thesis research, but has completed the required number of credits for the master's thesis, he or she may sign up for 3, 6, or 9 credits of Continuing Graduate Research (see Course
Descriptions). However, if the student is not using University resources, but is in the process of writing the thesis, he or she may register for Continued Matriculation for the semester(s) during which the work is completed. Continued Matriculation is available to international students only under special circumstances. International students should contact the International Student Office (https://www.uml.edu/ISSO/default.aspx) for more information and to make sure they comply with visa and immigration regulations.

Upon successful completion of the thesis, the grade of "S" will be awarded for the all semesters in which the student is registered for thesis research. Only the Registrar’s Office can issue this grade.

Thesis Committee

As soon as a student has chosen an area of research, a Thesis Committee is selected by the student and his or her research advisor in accordance with the policy of the department. The Thesis Committee shall consist of at least three members, at least two of whom shall be from the student’s major department. One member of the committee shall be the student's thesis advisor. An outside expert, such as the supervisor of a research project conducted at an industrial setting or a faculty member from another institution, may be a member of the committee, but that individual must possess academic credentials which would qualify him or her to serve as a member of the University of Massachusetts Lowell faculty. The responsibilities of the Thesis Committee shall be to:

1. Approve the research topic.
2. Supervise the progress of the thesis.
3. Read, evaluate and approve or disapprove of the written thesis.
4. Hear, evaluate and approve or disapprove of the oral defense of the thesis.
5. Report the completion of all thesis requirements to the department and the Registrar’s Office.

Thesis Preparation

Every graduate student who completes a thesis is required to bear the cost of binding two copies of the manuscript for the University's files. Copy writing is optional and available for an additional fee.

Thesis Defense

One week prior to the thesis defense, announcements of the defense listing the candidate’s name, thesis title, and place and time of the defense, must be submitted to the chairperson of the department, the college dean, and the Registrar’s Office, and posted and distributed throughout the University. The defense is open to the public.

For Students Continuing on to a Doctoral Program

Students accepted into a master’s degree program who decide to continue on for the doctorate but want to first complete their master’s degree must adhere to the following procedure.

1. The student must complete all required courses, compile a 3.0 grade point average, and successfully defend his/her thesis, if required.
2. The student must complete the Registrar’s Office clearance process for the master’s degree.
3. A student is prohibited from enrolling in doctoral research until he or she has completed the clearance process for the master’s degree.
4. The student must then apply to the doctoral program by completing the standard Graduate Admissions application process.
5. Official admission into a doctoral program and receipt of a letter of acceptance are contingent upon completion of the clearance process for the master’s degree.

Master’s Degree Credit Requirements

College of Sciences

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<tr>
<th>COLLEGE/PROGRAM</th>
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<th>THESIS or PROJECT CREDITS</th>
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**Graduate School of Education**

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### GRADUATE CERTIFICATES

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<td>Most Graduate Certificates are 12 Credits each.</td>
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[Note: While most graduate certificates are 12 credits, some are as many as 18 credits. Courses completed for one graduate certificate may not be used for another graduate certificate.]

### Graduate Admissions

- Admissions Requirements
- Departmental Requirements

**Find Us**

The Office of Graduate Admissions (www.uml.edu/grad) (https://www.uml.edu/Grad/default.aspx)

University of Massachusetts Lowell

Cumnock Hall, Suite 110

31 University Ave.

Lowell, MA 01854

978-934-2390 or 1-800-656-GRAD

### Admission Requirements
The general requirements for admission to graduate study at the University are listed below.

1. The applicant must show official evidence of having earned a baccalaureate degree or its U.S. equivalent from an accredited college or university. If an international transcript does not adequately demonstrate that an applicant has the equivalent of an American bachelor’s or master’s degree, the Office of Graduate Admissions will require such verification by an independent service such as the Center for Educational Documentation (http://www.cedevaluations.com), (www.cedevaluations.com) Boston, MA (617-338-7171).

2. The degree must have been earned with a satisfactory scholastic average to demonstrate that the applicant has had adequate preparation for the field in which graduate studies are to be undertaken.

3. The applicant must have obtained a satisfactory score on the appropriate entrance examination required for admission by the program or department to which admission is sought. The official score report must be submitted; a photocopy of the examinee’s report is unacceptable. Unless otherwise stated under a specific program description, the required examination is the Graduate Record Examination General Test.

4. The Commonwealth of Massachusetts requires that all full-time graduate students (9 or more credits) must be immunized against measles, mumps, rubella, tetanus, and diphtheria. In addition, all students in programs in the health professions, regardless of age or enrollment status, must show proof of immunization. Students will not be permitted to register for courses at the University unless proof of immunization has been sent directly to the Director of Health Services (http://www.uml.edu/student-services/health/), (www.uml.edu/student-services/health/) University of Massachusetts Lowell, Lowell, MA 01854 (978-934-4991).

Departmental Requirements

The rules, regulations, and policies delineated by the University constitute only the minimum requirements for admission, retention, and graduation. Each department may have additional requirements mandated by the unique nature of its programs. It is the responsibility of the graduate student to be aware of the minimum requirements of the University and, in addition, to fulfill the special requirements of the particular program in which he or she is enrolled.

Learning Outcomes Assessment Policy

In keeping with the University’s commitment to excellent educational experiences and high-quality programs for its students, and consistent with practices at other institutions within the state and nationally, UMass Lowell routinely engages in the assessment of student learning at the course, program, institution and systems levels. The learning outcomes assessment process may include a variety of methods such as standardized tests, student surveys and focus groups, campus developed instruments, and a review of student work. Unless otherwise stated under a specific program description, the required examination is the Graduate Record Examination General Test.

Application Procedure

- Departmental Requirements
- Application Procedure for Graduate Admissions
- Conventional Application
- Application Deadline
- Types of Admission
- Status as a Graduate Certificate Candidate
- Non Degree Status
• **Graduate Readmission/Deferral Policy**

**General Admissions Requirements**

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**Application Procedure for Graduate Admission**

Applicants to graduate programs are encouraged to apply online. Apply now with our Online Application. (https://sawebapp-prd.erp.umasscs.net/psc/webapp/EMPLOYEE/HRMS/c/UM_WEBAPP_MENU.UM_ADM_APP_LOGIN.GBL&institution=UMLOW&CareerGRAD&CenterGRAD?&

- Conventional Application
- Application Deadline
- Types of Admission
- Status as a Graduate Certificate Candidate
- Non-Degree Status
- Graduate Readmission/Deferral Policy
- Acceptance of Foreign or American Master’s Degree Toward Doctoral Requirement
- Transfer Credit
- Graduate Equivalency Credit

**Conventional Application**

Application forms and materials may be obtained from:

**The Office of Graduate Admissions**

University of Massachusetts Lowell
Cumnock Hall, Suite 110
One University Avenue
Lowell, MA 01854

978-934-2390 or 1-800-656-GRAD

www.uml.edu/grad (https://www.uml.edu/Grad/default.aspx)

A non-waivable and non-refundable application fee must be received before the application is processed. Each applicant must file the following documents:

1. A completed application form.
2. Official transcripts of all undergraduate and graduate
records.

3. Three letters of recommendation written by individuals qualified to judge the ability of the applicant to carry on graduate work and research.

4. Official scholastic test scores specified for various degree programs at the University (see individual departmental requirements). An applicant who has earned a graduate degree from an accredited university may petition the department graduate coordinator to waive the scholastic test requirements (e.g. GRE).

5. The official score report for the “Test of English as a Foreign Language” (TOEFL) for students from countries where English is not the national language. If the TOEFL bulletin cannot be obtained locally, students should write well in advance to:

Test of English as a Foreign Language
Box 6151
Princeton, NJ 08541-6151, U.S.A.

All test scores must be official and sent directly by the testing agency.

Application Deadline

The University of Massachusetts Lowell Graduate Admissions Office has a "rolling admissions" policy. However, some programs have early, fixed application deadlines. Consequently, the applicant is strongly urged to contact the department of interest to determine the last date on which applications may be received. In general, early applications will ensure that all materials are processed on time and that a student who wishes to apply for a teaching assistantship will be given due consideration. Many programs will fill available openings several months before the beginning of the semester. A student who has been accepted into a graduate program must attend within a year of acceptance or may, at the discretion of the department, be required to submit a new application. Application files for individuals who do not matriculate will be retained for only two years from the date of application.

Types of Admission

A student may be admitted to graduate study at the University of Massachusetts Lowell under one of the two classifications listed below.

1. Matriculated status: A student who has met all requirements for admission to a degree program and who has been recommended by the department in which he or she proposes to study as a degree candidate.

2. Matriculated with conditions: A student who has not fully met the requirements stipulated by the program may be admitted as a prospective candidate for a degree with specified conditions to be met in the future. Such a student must have as an initial objective the satisfactory completion of all requirements for full matriculation.

Status as a Graduate Certificate Candidate

Graduate certificate programs are designed for students holding a baccalaureate degree in a field related to the certificate program. A student who wishes to apply to a certificate program must complete the Graduate Certificate Application (https://www.uml.edu/Grad/programs/about-certificates.aspx), submit the appropriate application fee, and submit an official transcript indicating the conferral of a Bachelor’s degree. The graduate record exam (GRE) is not required.

A student in a certificate program who wishes to enroll in a master’s or doctoral program is ineligible to receive credit towards a degree until he or she files a formal application and is then admitted as a matriculated student.

The maximum number of graduate credits a student may complete while enrolled in a graduate certificate is 12 credits.

Non-Degree Status

An individual without advanced degree objectives may take courses in certain programs with non-degree status. A student who wishes to take courses as a non-degree student must submit an official transcript indicating the conferral of a Bachelor’s degree. A student in non-degree status is ineligible to receive credit towards a degree until he or she files a formal application and is then admitted as a matriculated student.

The maximum number of graduate credits a student may complete with non-degree status is 12 credits.

NOTE: International students are not eligible for non-degree status.

Graduate Readmission/Deferral Policy

1. A matriculated student who formally withdraws in good standing from the university may request readmission within two years by completing only the cover page of the
graduate application.
2. A newly accepted student dropped from a graduate program for failure to register may be re-admitted by submitting a new application cover page and fee within two years of acceptance date.
3. A matriculated student who fails to maintain continuous enrollment and has not formally withdrawn may be readmitted by submitting a new application cover page and fee within two years of being dropped from the program.
4. A student may request a deferment of enrollment up to one year beyond the date when he or she was scheduled to begin his or her graduate program. If the one-year time period is exceeded, the student must submit a new application and fee. Deferral must be requested before the start of the semester for which the student is accepted.

Professional Leadership Certificate

About the Program

The Professional Leadership certificate is a useful credential for science, engineering and technology professionals in the private and public sectors who wish to advance to managerial and/or move to more business related positions within their organizations. This is a 12 credit (four courses, three credits per course) program.

Admission Requirements

1. Bachelors degree in science, engineering, technology or mathematics.
2. Minimum of two years post-baccalaureate work experience.

Curriculum

This program consists of four masters level courses (3 credits each), with three courses in the professional leadership area and one advanced course in the individuals field of expertise. For qualified individuals, the 12 earned graduate credits are transferable to a related Professional Science Masters graduate program with the approval of the appropriate graduate program coordinator.

Required Professional Courses: (three credits each all are online courses)

- PSM 535 Project Management for Science Professionals
- PSM 545 Professional and Scientific Communication
- PSM 555 Professional Science Leadership

Contact

Deborah White
(mailto:Deborah_White@uml.edu)

UMass System Graduate Programs

UMass Lowell offers two intercampus programs drawing on the strengths of the whole UMass System.

Marine Science

- Biomedical Engineering & Biotechnology Program

Colleges & Degrees of Graduate Study

- Manning School of Business
- Graduate School of Education
- College of Engineering
- College of Fine Arts, Humanities & Social Sciences
- School of Health & Environment
- College of Sciences
- UMass System Graduate Programs

Graduate Programs

UMass Lowell offers more than three dozen master’s programs, including Education Specialist (Ed.S.) post-graduate programs. Many of our programs have non-thesis options. If you're not ready to matriculate into a full program, consider our certificate programs. If you are looking for a doctoral
program, we offer more than two dozen in a wide range of disciplines.

Online Graduate & Undergraduate Degrees & Part-Time Programs

UMass Lowell offers a number of graduate degrees and certificates (http://continuinged.uml.edu/degrees/Graduate.htm) and part-time undergraduate degrees and certificates (http://continuinged.uml.edu/degrees/Undergraduate.htm) entirely online, or as a mix of online and on-campus courses through its Division of Online and Continuing Education. By making the courses available online - during the evening and on weekends - the University makes it easier for busy professionals to fit education into their lives.
General Regulations for Graduate Students

Each University student is subject to two sets of academic regulations - those of the University as a whole, which are cited in this section, and the academic rules of the college and program in which he or she is enrolled. The academic rules of colleges and programs are listed in sections devoted to college programs.

In registering for courses, each student assumes full responsibility for knowledge of and compliance with the definitions, regulations, and procedures for the University, as set forth in this publication. Moreover, in accepting admission to the University, each student assumes responsibility for knowledge of and compliance with the definitions, regulations, and procedures of the University pertaining to his or her student status as set forth in the appropriate UML publications.

Students who have questions about the interpretation or application of University academic policy should consult the dean of their college or the Vice Provost for Graduate Education.

Academic Integrity Policy

UNIVERSITY OF MASSACHUSETTS LOWELL POLICY AND PROCEDURES RELATING TO STUDENT ACADEMIC INTEGRITY AND MISCONDUCT

I. Statement of Principles: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others academic endeavors. Academic dishonesty is prohibited in all programs of the university.

II. Academic Misconduct Subject to Disciplinary Action:

(1) Academic misconduct is an act in which a student:
   (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
   (b) Uses unauthorized materials or fabricated data in any academic exercise;
   (c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of others;
   (e) Engages in conduct aimed at making false representation of a students academic performance;
   (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as ones own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; getting unauthorized access to examinations or course materials; submitting, without the permission of the current instructor, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

III. Possible Disciplinary Sanctions:

(1) The following are the disciplinary sanctions that may be imposed by an instructor for academic misconduct:
   (a) An oral or written notice of misconduct;
   (b) An assignment to repeat the work, to be graded on its merits;
   (c) A lower or failing grade on the particular assignment or test;
   (d) A lower grade in the course;
   (e) A failing grade in the course;

In addition, an instructor or the Academic Dean may recommend the following sanctions:

(f) A non-deletable failing grade in the course;
(g) Suspension from the University;
(h) Expulsion from the university.

Sanctions f  h are imposed by the Office of the Provost.

(2) One or more of the disciplinary sanctions listed above may be imposed for an incident of academic misconduct.

IV. Definitions

As used herein:

(1) Office of the Provost means the Provost, Vice Provost or a designee.

(2) Days means academic calendar days and excludes Saturdays, Sundays, legal holidays and days upon which the university is closed.

(3) Academic Dean means the Academic Dean or designee for the college in which the subject course is taught.

(4) Instructor refers to the Instructor of Record.

(5) Minor Disciplinary Sanction means a disciplinary sanction, identified in paragraph III (1) (a)-(e) and imposed, for academic
misconduct, upon a student by an instructor.

(6) Major Disciplinary Sanction means a disciplinary sanction, identified in paragraph III (1) (f)-(h) and imposed, for academic misconduct, upon a student by the Office of the Provost or the Academic Integrity Appeals Board upon the recommendation of the instructor or the Academic Dean or imposed at the discretion of the Office of the Provost.

(7) Notice to the student, whenever required herein, shall be e-mailed to the students official student.uml.edu e-mail address or mailed to the student by regular first class United States mail at his or her current address as maintained by the university.

V. Imposition of Disciplinary Sanctions by the Instructor:

(1) Where an instructor concludes that a student enrolled in one of his or her courses has engaged in academic misconduct, the instructor may impose one or more of the following disciplinary sanctions, as listed under paragraph III, subsections (a) through (e):

(a) An oral or written notice of misconduct;
(b) An assignment to repeat the work, to be graded on its merits;
(c) A lower or failing grade on the particular assignment or test;
(d) A lower grade in the course;
(e) A failing grade in the course.

(2) When possible, prior to imposing a minor sanction, the instructor shall notify the student that the instructor believes an act of academic misconduct has occurred, that a sanction may be imposed, and that a Notification of Academic Dishonesty Form will be filed with the Office of the Provost.

(3) Upon the imposition of a minor sanction under this section, the instructor shall notify the Office of the Provost. Notification to the Office of the Provost shall occur within 10 days, using the Notification of Academic Dishonesty Form (http://www.uml.edu/docs/notificationofacademicdishonesty_tc m18-3543.pdf), and shall include identification of the student, a description of the misconduct and a specification of the sanction imposed.

(4) Within 10 days following receipt of such notice, the Office of the Provost shall provide notice of the imposed discipline to the student, the instructor and to the Academic Dean. Notification to the student shall include a statement of the misconduct, specification of the sanction imposed, a statement indicating the students right to an appeal before the Academic Dean and a link to the policy and procedures set forth herein.

(5) A student who receives notice of a disciplinary sanction imposed under this section has the right to a hearing before the Academic Dean to contest the determination that academic misconduct occurred or the disciplinary sanction imposed or both. If the student desires such a hearing, he or she must file a written request with the Office of the Provost and the Academic Dean within 10 days of receipt of notice from the Office of the Provost.

(6) In the event that the student does not file a written request for an appeal within 10 days, the Office of the Provost shall review the matter with respect to the subject student and may, at his or her discretion, uphold the recommended sanction or impose a major sanction. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, the instructor and to the Academic Dean.

VI. Recommendation of Major Disciplinary Sanction by the Instructor:

(1) Where an instructor concludes that a student enrolled in one of his or her courses has engaged in academic misconduct in the course, the instructor for that course may recommend one or more of the following disciplinary sanctions:

(f) A non-deletable failing grade in the course;
(g) Suspension from the University;
(h) Expulsion from the university.

(2) When possible, prior to the recommendation of a major sanction, the instructor shall notify the student that the instructor believes an act of academic misconduct has occurred, that a major sanction is being recommended, and that a Notification of Academic Dishonesty Form will be filed with the Office of the Provost.

(3) Upon the recommendation of a major sanction under this section, the instructor shall notify the Office of the Provost using the Notification of Academic Dishonesty Form (http://www.uml.edu/docs/notificationofacademicdishonesty_tc m18-3543.pdf). Notification to the Office of the Provost shall occur with 10 days and shall include identification of the student, a description of the misconduct and a specification of the sanction recommended.

(4) Within 10 days following receipt of such notice, the Office of the Provost shall provide notice of the recommended discipline to the student, the instructor, and the Academic Dean. Notification to the student shall include a statement of the misconduct, specification of the sanction recommended, a statement indicating the students right to an appeal before the Academic Dean and a copy of the policy and procedures set forth herein.

(5) A student who receives notice of a disciplinary sanction recommended under this section has the right to a hearing before the Academic Dean to contest the determination that academic misconduct occurred or the disciplinary sanction recommended or both. If the student desires such a hearing, he or she must file a written request with the Office of the Provost and the Academic Dean within 10 days of receipt of notice from the Office of the Provost.

(6) In the event that the student does not file a written request for an appeal within 10 days, the Office of the Provost shall review the matter and may, at his or her discretion, impose or
modify the sanction recommended. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, the instructor, and to the Academic Dean.

VII. Appeal to the Academic Dean: When an appeal to the Academic Dean is commenced in accordance with the provisions set forth in Paragraphs V(5) or VI(5), the Academic Dean shall proceed in accordance with this section to consider one or more of the disciplinary sanctions listed in paragraph IV, subsections (1) (a) through (h).

(1) Conference With Student: The Academic Dean shall offer to discuss the matter with the student. The purpose of this discussion is to permit the Academic Dean to review with the student the charges levied against him or her and to afford the student an opportunity to respond.

(2) Conference With Instructor: The Academic Dean shall attempt to discuss the matter with any involved instructor. This discussion may occur either before or after the conference with the student. It should include consultation with the instructor on the facts underlying the alleged academic misconduct and on the appropriateness of the imposed or recommended sanction.

(3) Determination that No Academic Misconduct Occurred: If, as a result of discussions under subsections (1) and (2), the Academic Dean determines that academic misconduct did not in fact occur or that the disciplinary sanction is not appropriate under the circumstances, the Academic Dean shall notify the instructor and the Office of the Provost. The Office of the Provost shall promptly thereafter notify the student and take appropriate action with respect to the student records.

(4) If, as a result of discussions under subsections (1) and (2), the Academic Dean determines that academic misconduct did occur and that one or more of the disciplinary sanctions listed under paragraph III, subsections (1)(a) through (h) is appropriate, the Academic Dean shall prepare and forward to the Office of the Provost, within 10 days, a written Finding of Misconduct which shall include identification of the student, a description of the alleged misconduct, a summary of evidence, findings of fact and a specification of the disciplinary sanction imposed.

VIII. Appeal to the Office of the Provost

The decision reached by the Academic Dean may be appealed to the Provost Office of the Provost if the student believes that he or she did not receive due process.

Grounds for Appeal of Due Process

An appeal to the Office of the Provost shall be limited to a review of supporting documents and the process and outcome of the Academic Dean or designee for one or more of the following grounds:

- Bias by the Instructor, Academic Dean, or designee substantially influenced the outcome of the process to the detriment of the student.
- New, relevant information has come to light that was not available at the time of the hearing by the Academic Dean.
- Unusual procedures were followed or the procedures outlined herein were not followed, to the detriment of the student.
- If the student desires such a hearing, he or she must file a written request with the Office of the Provost and the Academic Dean within 10 days of receipt of notice from the Office of the Provost. The request must be based upon the Grounds for Appeal listed above.

(2) When an appeal to the Office of the Provost is commenced in accordance with this paragraph, the Office of the Provost shall review the matter with respect to the subject student and may, at his or her discretion, uphold, vacate or modify the discipline imposed or direct such appeal to be heard by the Academic Integrity Appeals Board. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, instructor, and to the Academic Dean.

(3) In the event that the student does not file a written request for an appeal within 10 days, the Office of the Provost shall review the matter with respect to the subject student and may, at his or her discretion, uphold, vacate or modify the discipline imposed. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, instructor and to the Academic Dean.

IX. Role of the Academic Integrity Appeals Board:

(1) The Academic Integrity Appeals Board is an ad hoc committee appointed by the Office of the Provost and consists of a minimum of three faculty members chosen by the Office of the Provost with no two members selected from the same College; the board shall not include a faculty member from within the department initiating charges of academic dishonesty. The Board is chaired by the Office of the Provost who shall vote only in the case of a tie. [Or One member shall serve as Chair at the direction of the Office of the Provost. The Chair shall vote only in the case of a tie.]

When an appeal is directed to the Academic Integrity Appeals Board by the Office of the Provost in accordance with the provisions set forth in Paragraphs VIII, the Academic Integrity Appeals Board shall schedule the hearing, within a reasonable time period, at a time that is mutually agreed upon by the student, Office of the Provost and members of the Academic Integrity Appeals Board.

(2) Reasonably in advance of the hearing, the Academic
Integrity Appeals Board shall obtain from the Academic Dean, in writing, a full explanation of the facts upon which the determination of misconduct was based and shall provide to the student a copy of the policy and procedures set forth herein.

(3) The hearing before the Academic Integrity Appeals Board shall be conducted in accordance with the following requirements:

(a) The Academic Integrity Appeals Board shall consider relevant evidence including documentary evidence and testimony of the instructor, student, Chair and/or Dean where appropriate.

(b) The student shall have the right to be heard and to present relevant evidence, including documentary evidence and the testimony of witnesses, in his or her own behalf.

(c) The Academic Integrity Appeals Board shall maintain a record of the hearing including any and all pleadings and documentary evidence presented.

(d) The Academic Integrity Appeals Board shall prepare written findings of fact and a written statement of its decision based upon the record of the hearing.

(e) The Academic Integrity Appeals Board may find academic misconduct and impose a sanction of suspension or expulsion only if the proof of such misconduct is clear and convincing. In other cases, a finding of misconduct must be based on a preponderance of the credible evidence.

(f) The Academic Integrity Appeals Board may impose a disciplinary sanction that differs from the recommendation of the Academic Dean.

(g) The instructor or Academic Dean may be witnesses at the hearing conducted by the

Academic Integrity Appeals Board, but shall not have responsibility for conducting the hearing.

(4) Determination that No Academic Misconduct Occurred: If, after the hearing, the Academic Integrity Appeals Board determines that there is insufficient evidence that academic misconduct occurred or that no disciplinary sanction is appropriate under the circumstances, the Academic Integrity Appeals Board shall notify the instructor, the Academic Dean and the Office of the Provost. The Office of the Provost shall promptly thereafter notify the student and take appropriate action with respect to the student records.

(5) Process Following Determination by the Academic Integrity Appeals Board that Academic Misconduct Occurred:

(a) If, after the hearing, the Academic Integrity Appeals Board determines that academic misconduct did occur and that one or more of the disciplinary sanctions listed under paragraph III, subsections (1) (a) through (h) is appropriate, the Academic Integrity Appeals Board shall prepare and forward to the Office of the Provost, within 10 days, a written Finding of Misconduct which shall include identification of the student, a description of the misconduct and a specification of the disciplinary sanction to be imposed.

(b) Within 10 days following receipt of the written Finding of Misconduct from the Academic Integrity Appeals Board, the Office of the Provost shall provide written notice of the imposed discipline to the instructor, the Academic Dean and the student.

Academic Standing

- Warning Notice
- Probation
- Academic Dismissal and Reinstatement
- Graduate Fresh Start

GPA Minimum

No more than 6 course credits of grades below a B may be counted toward the master’s degree; no more than 9 credits of the same grades may be counted toward the doctorate. No graduate degree will be awarded to any student whose overall cumulative grade point average falls below 3.0.

Academic Standing

Graduate academic standing is run three times per year - Fall, Spring and Summer.

The consequences of the academic standing of warning or suspension will not apply for students completing degree requirements for that semester.

Warning Notice

Any graduate student whose semester grade point average (GPA) falls below 3.0 will automatically receive a warning notice which will also be sent to the graduate coordinator, and filed with the student's record in the Registrar's Office. The student will be strongly advised to meet with the graduate coordinator or his/her designee within 30 days of receipt of the warning notice and develop an academic plan to bring his or her GPA to a level above 3.0.

Probation

Any graduate student whose semester GPA falls below 3.0 for a second time, will automatically receive a letter of probation from the Vice Provost for Graduate Education. Copies of the
letter will be sent to the graduate coordinator, chairperson, college dean, and also placed on file with the student’s record in the Registrar’s Office. Within 30 days, the department graduate committee, chaired by the graduate coordinator or his/her designee, will meet with the student and decide whether to recommend loss of degree candidacy. Such a decision or other course of action will be fully documented in writing with copies sent to the chairperson, and college dean. A recommendation of loss of degree candidacy and dismissal are subject to the approval of the college dean.

Academic Dismissal and Reinstatement

Any student whose semester GPA falls below 3.0 for a third time, and whose cumulative GPA is below 3.0, will automatically be dismissed from his or her graduate program and the University. Reinstatement will be considered if the student provides a detailed justification and academic plan concerning how he or she will correct this academic deficiency. The plan must be attached to a Graduate Academic Petition and approved by the graduate coordinator, chairperson, the college dean, and the Vice Provost for Graduate Education or his/her designee. If any of the above individuals disapproves of the reinstatement, the dismissal will remain in effect and no subsequent appeals will be considered.

Independent of the warning/probation/dismissal system, the dean of the college where the student’s degree program resides may at any time examine the performance of any student not meeting the academic standard expected of graduate students within that college and recommend to the appropriate graduate committee a course of action including dismissal.

For the procedure for formal adjudication of any academic issues (non-misconduct) which may arise, please see University Appeals Process Regarding Academic (non-misconduct) Issues of Graduate Students.

Graduate Fresh Start

Master and Doctoral degree candidates and non-degree students who have been absent from the University for four years or longer may be readmitted under the program Graduate Fresh Start. If admitted into a degree granting program, under the terms of Graduate Fresh Start, a returning graduate student will be treated as if s/he were a new student. A maximum of two courses (six credits) at the 500 level or higher completed during earlier periods of enrollment with grades of "B" or better may, with the approval of the degree granting department, be transferred into the degree program. These courses must be transferred via an academic petition and will be accepted toward graduation but not included in the cumulative grade point average (GPA). Thesis and dissertation research credits are ineligible for transfer. Courses completed during earlier periods of enrollment with grades below "B" are not eligible for transfer. A student may be readmitted under the Graduate Fresh Start program only once at the graduate level.

Students who wish to be considered for the Graduate Fresh Start Program must follow the normal procedures for admission to the University and file a Graduate Fresh Start Contract (https://www.uml.edu/docs/GraduateFreshStart16_tcm18-229435.pdf). Academic Petitions for transfer credits must be approved by the appropriate graduate coordinator and/or department chair of the degree granting department, and must be filed with the University Registrar. In addition, the student must submit a personal statement which addresses personal and professional growth during the period of time in which the student was absent from the University which supports the student’s potential for academic success. If admitted, credits and GPA start at zero. Transfer courses may count towards the degree, but are not included in the GPA.

All courses taken and grades achieved during earlier periods of enrollment will appear on the transcript along with a notation that they are not included in the cumulative grade point average. Once this change is made to the academic record, the change can NOT be reversed.

Acceptance of Foreign or American Master’s Degree toward Doctoral Requirements

Students accepted into a doctoral program who hold a master’s degree in the same or a closely related discipline from a U.S. or foreign academic institution will have their transcripts and supporting documentation reviewed by the department graduate committee.

The committee may choose one of the following actions:

1. Approve all coursework and thesis for the master’s degree up to the total number of credits granted by the University of Massachusetts Lowell department for its master’s degree, and thereby require the student to complete only “beyond the master’s” course/thesis credits for the doctorate.
2. Accept the U.S. or foreign master’s degree, but because of deficiencies in the student’s master’s program, require a limited number of graduate courses to be added to the total credits required for doctoral degree completion “beyond the master’s”.
3. Require that a student with a U.S. or foreign master’s degree obtain a University of Massachusetts Lowell master’s degree before proceeding to the doctorate.

All coursework for U.S. or foreign master’s degrees considered for approval by the department must be at a grade level of B or
better. Official, documented verification of the degree awarded must also be provided.

Commencement

Commencement

Conferring of Degrees

Conferring of Degrees

Academic Honors

Academic Honors

Replacement Diploma

Replacement Diploma

Replacement diplomas may be ordered through University Alumni Relations for an additional fee.

Course Credit

Course Credit

Maximum Semester Credit Limit

Graduate Credit for Undergraduate Courses

Undergraduate Credit for Graduate Courses

Maximim Semester Credit Limit

The usual course load for full-time graduate students is 9 credits/semester. Depending upon the program requirements and abilities of the student, individuals may carry more than 9 credits each semester. However, the absolute maximum number of total credits (combined undergraduate and graduate) for which a graduate student will be allowed to register is 18 credits/semester. The maximum number of thesis or dissertation credits for which a student may enroll in any semester is nine credits.

During the summer term students are classified as full-time when they are registered for a minimum of 9 credits which may combine courses/credits from the different sessions within the summer term. Students who enroll in only one of the accelerated summer session (summer I or summer II) may be considered by the institution as the equivalent to full-time for the specific time period of that session only when registered for a minimum of 6 credits. This is for enrollment purposes only. Please note: Financial aid, veterans benefits or other types of aid define 9 credits for full-time study.

Navitas Summer Pathway Program

The University of Massachusetts Lowell (UMass Lowell) offers a 10-week summer session to its Pre Undergraduate and Pre Masters international students. These students are admitted into a Bachelors or Masters program with the condition of a preparatory semester(s) which could encompass the summer session. The Pre Undergraduate and Pre Masters summer session consists of intensive academics of 18-22 clock hours per week in English, Mathematics and Cultural Support.

Graduate Credit for Undergraduate Courses

UMass Lowell courses at the 400 level are designed for seniors but under certain circumstances may be taken by graduate students for graduate credit. A maximum of 6 credits of 400 level courses may be used for credit toward the graduate degree with the permission of the degree granting department. Three hundred level courses and below are never counted toward a graduate degree. If a graduate student takes certain undergraduate courses to make up for background deficiencies or to satisfy language requirements, the course credit hours are not used as part of the graduate degree program but will appear on the graduate transcript.

Undergraduate Credit for Graduate Courses

A qualified junior or senior may take a course at the 500 level for undergraduate credit in accordance with the policy and procedures of the department or college in which the course is offered. The grade received in any such course is used in
calculating the undergraduate’s cumulative grade point average. Counting of graduate credits for both the bachelors and masters degrees is subject to departmental requirements.

At no time may grades computed in an undergraduate GPA be used toward a graduate GPA.

Course Designations

- Course Numbering System
- Continuing Graduate Research
- Course Prefixes
- Audit

Maximum Semester Credit Limit

The usual course load for full-time graduate students is 9 credits/semester. Depending upon the program requirements and abilities of the student, individuals may carry more than 9 credits each semester. However, the absolute maximum number of total credits (combined undergraduate and graduate) for which a graduate student will be allowed to register is 18 credits/semester. The maximum number of thesis or dissertation credits for which a student may enroll in any given semester is nine credits.

Course

Numbering System and Designation:

- 4000-4999 - Undergraduate courses usually designed for juniors or seniors; no more than six credits may be taken for graduate credit with the permission of the graduate coordinator.
- 5000-5999 - Courses for graduate credit, but which may be taken by advanced undergraduates with the advisor’s permission.
- 6000-6999 - Graduate courses which are open only to graduate students.
- 7000-7999 - Seminars, special topic courses, projects, or thesis research for advanced candidates in master’s and doctoral degree programs.

Each course offering is designated by a four letter prefix and a four-digit course number (e.g., BIOL.5290).

Continuing Graduate Research

Once a student has completed the required number of credits for master’s or doctoral thesis/dissertation research with grades of PR or S (see summary of degree credit requirements), he or she will not be allowed to sign up for additional thesis/dissertation research credits. Instead, if required for teaching/research assistantships or immigration/visa purposes, the student may enroll in 3, 6, or 9 credits of Continuing Graduate Research designated _ _763, 766, or 769 _ _ _ where the first two blanks represent the departmental designation, 3, 6, and 9 indicate the respective number of credits, and the last three blanks are the standard numbers which code to a particular faculty member in the department.

The two digit college prefix identifies a college department and/or special area. The three-digit course number identifies the course level.

Course Prefixes

Each college department and/or special subject area has been assigned an identifying two digit number within the numerical ranges specified as follows:

- Education - EDUC
- Engineering - CHEN, CIVE, EECE, ETEC, ENVE &MECH, MTEC, ENGY, ENGN, PLAS
- Health - PUBH &AREO, HSCI, NURS, DPTH, NUTR, HSCI, MLSC, EXER
- Humanities/Social Sciences, Fine Arts - AMST, LGST, ENGL, HIST, CRIM, PHIL, POLI, PSYS, ASP, SOCI, ECON, WFTT, WLGE, WLT, WLAR, WLKH, WLCH, WLW, WLPA, WLAN, WLSI, WLS, WLLA, ARHI, FAHS &ARTS, MUTH, MUAP MUE, MUHI, MUFP, MUN, MUBU, MUSR, AEST
- Management - ACCT, FINA, MKTG, POMS, MIST, ENTR, MGMT, BUSI
- Science and Math - BIOL, LIFE, CHEM, ATMO, ENVI, GEOL, INFO, COMP, MATH, MSIT, PHYS, POLY, RADI
- Biomedical Engineering - BMBT
- Marine Science - im

Audit

A graduate student may, upon approval of the advisor and the instructor, register for a course on an audit basis, but must pay the full amount of tuition and fees. An audit student is not required to take tests or the final examination. A change in registration from audit to credit or credit to audit must be done during the add/drop period. Under no circumstances can a
course taken for audit be given credit at a later date.

Equal and Fair Treatment

Under federal and state laws, all students are protected from discrimination based on race, color, religion, national origin, disability, gender, (including sexual harassment), age, sexual orientation, marital or veteran status. If you feel that you have been discriminated against based upon any one of these areas, you must contact Equal Opportunity and Outreach (EOO). These protections also include retaliation for filing complaints of discrimination. Concerns regarding course offerings, instructor and student attitudes should also be directed to EOO staff at 978-934-3565.

Students are responsible for adhering to the polices of the University regarding equal and fair treatment.

Graduate Grading Policies

Grading System
Grade Exclusion
Grades for Projects, Theses/Dissertations and Seminars
Incompletes
Course Listing on the Graduate Transcript
Audited Courses
Grade Appeal Process

Grading System

The grading system uses grades:

A+(4.0), A(4.0), A-(3.7)
B+(3.3), B(3.0), B-(2.7)
C+(2.3), C(2.0)
F(0.0)
FX (0.0) Failed due to Academic Misconduct (May not be replaced or deleted)

The following special grades are also used:

INC (Incomplete),
S (Satisfactory, B or better),
U (Unsatisfactory) for projects, theses/dissertations, and seminars only
AU (Audit)
W (Withdrawal from a course or from the University)
X (Withdrawal because of illness or personal emergency)
Y (University withdrawal for non-academic reasons)
Q (Never attended but did not withdraw. This grade requires a letter from the instructor to the University Registrar statng the student never attended the class.)
PR (In Progress for theses or dissertations)
NC (No Credit for theses or dissertations where no progress has been made).

A student registering for research will do so each semester up to the total number recommended. No graduate degree will be awarded to a student whose cumulative average for course work in his or her program is below 3.0. Some programs may require a higher grade point average for graduation. The cumulative grade point average is computed from all graduate level courses taken for a grade at the University of Massachusetts Lowell.

Grade Exclusion

A request may be submitted to omit a specific course (grade and credits) from the GPA for matriculated students. Such a request must be presented on an Academic Petition, provide detailed justification for the specific action, and certify that the action has been approved by a majority of the departmental graduate committee. Only one grade exclusion in total, including a grade for a repeated course, will be permitted for each degree sought by the student as recommended by the departmental graduate committee. However, the official transcript will list grades for all undergraduate and graduate courses taken at the University with the notation that the grade and credits are excluded from the GPA. Once a grade exclusion has been processed it may not be reversed. Additionally, grade substitutions are not permitted.

Projects

Projects (Enrollment Restricted to Matriculated Graduate Students):

Only one of three grade designations will be allowed for projects:

S for projects completed at a satisfactory level
U for unsatisfactory completion of a project (no credit toward degree requirements)
INC Incomplete

Theses/Dissertations

Theses/Dissertations (Enrollment Restricted to Matriculated Graduate Students):

PR will be given for thesis/dissertation research if the student has made satisfactory progress during the semester.
NC will be given if the student has made no progress during the semester on thesis/dissertation research.
U Unsatisfactory (no credit toward degree requirements)

After successful defense of the thesis/dissertation, a grade of "S" (Satisfactory) will be given for all semesters of the thesis/dissertation research. Only the Registrar’s Office can issue this grade.
Under no circumstances will letter grades (A, B+, etc.) be allowed for projects, theses/dissertations, or seminars.

Incompletes

If, because of unusual circumstances, a student is unable to meet all the requirements of the course by the end of a semester, the grade of Incomplete (INC) may be given. Responsibility for making arrangements with an instructor to complete all outstanding coursework rests entirely with the student, who must complete all outstanding coursework by the date listed on the Graduate Academic Calendar (https://www.uml.edu/Registrar/Calendars/default.aspx). Under no circumstances will a student be allowed to graduate with incomplete(s) on his or her transcript.

Prior to completion of the missing work, the incomplete will not be computed into the grade point average (GPA). If the student completes the missing work within the specified period, the instructor must evaluate the work and turn in a grade change form to the Registrar’s Office before the deadline for instructors to submit final grades for incomplete courses as specified on the Graduate Academic Calendar (https://www.uml.edu/Registrar/Calendars/default.aspx). However, if the student does not complete the missing work by the specified date and no grade change form is submitted by the instructor, the student’s grade will automatically change to a grade of "F" and be computed into the GPA.

Course Listing on the Graduate Transcript

All graduate courses for which a student registers (including repeated courses) are listed on the transcript and are used to calculate the student’s grade point average whether or not they are taken to fulfill degree requirements. In addition, undergraduate courses which a student takes to fulfill prerequisite requirements before or during matriculation in a graduate program, or courses taken for personal enrichment, will also be listed on the transcript.

Audited Courses

A graduate student may, upon approval of the advisor and the instructor, register for a course on an audit basis, but must pay the full amount of tuition and fees. An audit student is not required to take tests or the final examination. A change in registration from audit to credit or credit to audit must be done during the add/drop period. Under no circumstances can a course taken for audit be given credit at a later date.

Graduate Clearance

To apply for Graduation, graduate students must fill out a Declaration of Intent to Graduate (DIG) form and have it approved by their Graduate Coordinator and (if applicable), Thesis/Dissertation Advisor.

The Registrar’s Office will verify number of credits, final grades, GPA requirements an if applicable submission of thesis/dissertation prior to awarding the degree.

Additional Requirements for Students Completing a Thesis or Dissertation

All students who are completing a thesis or dissertation must also submit one clean copy (NOT the original) of the signature page for the thesis or dissertation. The signature page must be signed and dated by the thesis/dissertation advisor and all committee members. Copies of the Thesis or Dissertation must be submitted to the Library for binding and microfilming by the deadline date. In addition, doctoral students are required to complete the "Survey of Earned Doctorates" online, you will be emailed the information when your submit your DIG form.

Graduate Grade Appeal Process for Students

The instructor of the class is the primary authority with respect to a students proficiency and final grade in that course. A student who believes that his or her final grade reflects an erroneous, capricious, arbitrary, or prejudiced academic evaluation may appeal the grade. The academic judgment used in determining the merits of the grade to be awarded shall not be reviewable. This process does not apply to cases of academic dishonesty, which are adjudicated through the "academic dishonesty process."

1. The student may file an appeal of his or her complaint, in writing, to the instructor within 30 days after a final grade is posted to the students record. The instructor must respond within 14 days of receiving the appeal.
2. If the student remains dissatisfied by the decision of the instructor under step (1), he or she may, within 14 days after formal receipt of the instructor’s final decision, appeal, in writing, to the chairperson of the program (or the Dean of the College if the instructor is the chairperson) in which the course or other exercise or
activity is offered. The chairperson must respond within 14 days of receiving the appeal. The decision may be: (a) that the appeal be dismissed; (b) if there is demonstrable evidence of an erroneous, arbitrary, capricious, or prejudiced academic evaluation, then the chairperson will recommend appropriate remedies that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise; or (c) that another appropriate remedy be administered.

3. If no satisfactory resolution is reached in step (2) then the student or the instructor may appeal, in writing, to the Dean of the College within 14 days after formal receipt of the chairperson's final decision.

4. The Dean, after discussion with the appropriate parties, may resolve the grievance by agreement or render a decision within 21 days of receipt of the written appeal. The decision may be: (a) that the appeal be dismissed; (b) if the student provides demonstrable evidence of an erroneous, arbitrary, capricious, or prejudiced academic evaluation, then the Dean will recommend appropriate remedies that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise; or (c) that another appropriate remedy be administered.

5. The decision of the Dean is final and not subject to additional appeal by either student or instructor. The appeals process ends at this step.

6. The Department chair or his/her designee is responsible for keeping a record of the appeal on file in accordance with University Records Retention Policy.

Registration and Enrollment Policies

Continuous Registration
Dropping Classes and Refund Policy
Changes in Registration
Change of Program

Continuous Registration

In order to maintain continuity of enrollment, a matriculated student must register each fall and spring until the program of study is complete and the degree has been earned. A graduate student who plans to receive his/her graduate degree in the summer term (awarded in October) must register during the previous summer session in order to maintain continuous matriculation.

If for any reason a student is not registered for a course (because of a leave of absence or because the thesis or dissertation has been successfully defended, but the final manuscript has not been submitted to the library), the student must register for CONT.6010 (Continued Matriculation) in order to maintain continuous registration. Since students are not allowed to register if they have outstanding financial obligations to the university, it will be necessary for them to clear their financial record in order to register for Continued Matriculation.

Continued Matriculation does not entitle a student to any use of university facilities, services or resources, but only maintains an active record and provides for appropriate mailings. Students who are engaged in academic work necessary to complete their thesis or dissertation, participate in a required full time internship or curricular practical training, or otherwise engage in or make use of University facilities or other resources must register for a minimum of 1 credit. (Note: Specific internship/CPT requirements will vary by department and students may be required to register for 3, 6, or 9 credits depending upon their program of study.)

The rules regarding the Statute of Limitations for the completion of master's and doctoral degrees still apply to students registered for Continued Matriculation.

All international students on F-1 or J-1 visas must register as full-time students (9 credits) each semester until their degree requirements are completed. Any variance from this policy must be approved by the International Student and Scholars Office.

A student who fails to maintain continuous matriculation loses the status of a degree candidate and must reapply to the Graduate Admissions Office (https://www.uml.edu/Grad/default.aspx) for readmission and for renewal of candidacy.

Dropping Classes and Refund Policy

Graduate students may drop courses during the first ten days of classes and receive a refund. No refund will be given after these time periods. To formally withdraw from a course during this period, or thereafter, the student must drop the course through SiS (https://www.uml.edu/Enrollment/SiS/default.aspx) self service (https://www.uml.edu/enrollment/sis/default.aspx). If the student fails to officially drop a course, he or she will remain enrolled and be required to pay for tuition and fees. In
addition, if the student does not drop a course and does not attend classes, he or she will receive an "F" on the official transcript.

Changes in Registration

Courses may be added or dropped through self-service in SiS (https://www.uml.edu/Enrollment/SiS/default.aspx) (www.uml.edu/enrollment/isis/default.aspx). Students who wish to add a course during the sixth through 10th day of classes will need a permission number from the instructor of the course. Permission numbers are not needed to drop a course. In addition, students may change from audit to credit or from credit to audit during this period. Courses dropped during the first 10 academic days will not appear on the student's permanent record. No new courses may be added and no course may be changed from audit to credit after the tenth academic day. Thereafter, a student wishing to drop courses must do so by the date indicated in the Graduate Academic Calendar (http://www.uml.edu/Registrar/Calendars/default.aspx (https://www.uml.edu/Registrar/Calendars/default.aspx)).

No refund of tuition and fees is allowed after the tenth day of the semester. The grades for courses dropped after the tenth day will appear as W on the student's record.

Change of Program

A graduate student wishing to change departments or transfer to a doctoral program upon completion of his or her master's degree must follow the steps listed below:

1. No transfers will be considered until the student has been in the original department in which he or she was accepted for at least one semester.
2. All sections of a new application sheet must be completed.
3. If so desired, the student may request that all test scores, letters of recommendation, etc., in his or her original file be used as part of his or her new application package.
4. The student must specify on the application form when his or her master’s degree will be completed and when he or she will actually begin doctoral studies (for students applying to a doctoral program).
5. A check made payable to University of Massachusetts Lowell to cover the application fee must be included, or payment must be made by credit card when applying online.

Right of Access to Student Records

Access

The Family Educational Rights and Privacy Act of 1974 (FERPA) grants any student currently in attendance, or any former student, the right of access to inspect or review his or her educational files, records, or data. Students who wish to inspect their records must file a Right of Access form with the office or department in which the desired record is kept. Right of Access forms are available in the Office of Student Services or through student self service. Wherever practicable, within ten days of receipt of the Right of Access form, the office or department will notify the student as to the date, time, and location when the desired record will be available for inspection. If a student believes that circumstances effectively prevent inspecting and reviewing the records at the designated date, time, and location when the desired record will be available for inspection. The Dean of Students or the Deans designee will consider the request.

University Student Records

The University maintains the following general records on students:

Access

University Student Records - www.uml.edu/grad

Release of Student Records

Release Exclusions

Additional Information

Access

The Family Educational Rights and Privacy Act of 1974 (FERPA) grants any student currently in attendance, or any former student, the right of access to inspect or review his or her educational files, records, or data. Students who wish to inspect their records must file a Right of Access form with the office or department in which the desired record is kept. Right of Access forms are available in the Office of Student Services or through student self service. Wherever practicable, within ten days of receipt of the Right of Access form, the office or department will notify the student as to the date, time, and location when the desired record will be available for inspection. If a student believes that circumstances effectively prevent inspecting and reviewing the records at the designated date, time, and location when the desired record will be available for inspection. The Dean of Students or the Deans designee will consider the request.

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University Student Records

The University maintains the following general records on students:

Access

University Student Records - www.uml.edu/grad
The file of each student must contain a record of all non-
University affiliated individuals or organizations requesting
access to information in the file, plus statements that specify
the legitimate educational purposes for which access was
requested.

Except as otherwise permitted under FERPA, information or
records concerning individual students may not be released to
any individual or agency without the students written
permission. Any request for such information received without
such written permission will not be honored and will be
returned with a request for a written release from the student.

Release of Student Records

FERPA allows release of a students education records without
the students written permission under certain circumstances,
including the following:

1. To personnel of the University, i.e., faculty, administrators,
or staff for legitimate educational purposes only.
2. To officials of other institutions in which the student seeks
admission or intends to enroll, provided that the student is
notified of the release.
3. To federal or state officials in connection with the audit
and evaluation of programs funded by federal or state
governments, with the enforcement of legal requirements
that relate to such programs, or in connection with the
students application for or receipt of financial aid.
4. To accrediting organizations in order to carry out their
accrediting functions.
5. To parents who claim the student as a dependent on their
IRS statement.
6. In connection with an emergency, to appropriate persons
if revealing such information is necessary to protect the
health or safety of the student or other persons.
7. In response pursuant to a validly issued subpoena, subject
to advance notification of the student unless such notice
is prohibited by court order.
8. As otherwise permitted under or consistent with FERPA.

The following data are considered informational in nature and
may be released without the permission of the student, at the
discretion of the University: students name, major,
acknowledgement of a student’s participation in officially
recognized activities and sports, weight and height of members
of athletic teams, date(s) of attendance; degrees, certificates,
awards received; the most recent previous educational agency
or institution attended by the student and appointment as a
Resident Assistant or Community Development Assistant. For
graduate students who are teaching credit courses, work
department, office address, and employments category are also
defined as directory information.

Release Exclusions

Any student who wishes to have some or all of his or her
directory information excluded from release by the University
without prior permission must complete the appropriate
selections available thru student self service
without prior permission must complete the appropriate
selections available thru student self service

Additional Information

Any student who believes that his or her records are inaccurate
or misleading may request a hearing with the Dean of Students
to discuss the contents of such records and whether or not they
need to be changed. Additional information on procedures or
policies relating to University compliance with the Family
Rights and Privacy Act can be obtained from the Office of
Student Services or the Registrar’s Office.

Statute of Limitations (Time Limit for Degree
Completion)

A graduate degree, at either the master’s or doctoral level,
implies a significant mastery of a discipline within a specified
time period. A well designed curriculum is not a mere
collection of classes that add up to a set number of credits. It is,
rather, a coherent selection of courses with an overall
educational achievement that is greater than the sum of its
parts. However, this coherence is lost if the program is
completed over a long time span.

Master’s degree requirements must be completed within a five-
year period from the semester of admission. For those master’s
programs requiring 45 or more credits, the time limit is six
years.

The doctoral degree must be completed within an eight-year
period beginning with the semester of admission as fully
matriculated or matriculated with conditions.

A student may obtain an extension of one year by filing an
Academic Petition
signed by his or her coordinator, department chair, and college dean, and which is then submitted to the Registrar’s Office.

Time Extension Appeal Procedure

In exceptional cases, an additional extension may be granted by the Graduate Policy and Affairs Committee (GPAC). In this case, the student must submit an Academic Petition (http://www.uml.edu/docs/petition_grad_tcm18-3545.pdf), a letter of explanation accompanied by a detailed schedule for degree completion, and a letter from the student’s coordinator or thesis advisor in support of the request.

Transcripts

In order to obtain a transcript, a student may print an unofficial transcript or order an official copy though self-service in ISIS (https://www.uml.edu/Enrollment/SiS/default.aspx). If ISIS is not available, a transcript may be ordered by filling out a Transcript Request Form (www.uml.edu/docs/transcriptrequest_tcm18-3516.pdf) and submitting it to the University of Massachusetts Lowell Registrar’s Office at 883 Broadway Street, Lowell, MA 01854.

Course Listing on the Graduate Transcript

All graduate courses for which a student registers (including repeated courses) are listed on the transcript and are used to calculate the student’s grade point average whether or not they are taken to fulfill degree requirements. In addition, undergraduate courses which a student takes to fulfill prerequisite requirements before or during matriculation in a graduate program, or courses taken for personal enrichment, will also be listed on the transcript.

Transfer Credit

The following are minimal guidelines for transfer of credit. Individual departments are free to impose more stringent requirements. Only courses completed elsewhere within five years prior to the date of admission to a graduate degree program at the University of Massachusetts Lowell may be considered by the faculty of the department for transfer in accordance with the following regulations.

1. A maximum total of 12 graduate credits earned with a grade of B or better taken at another accredited institution may be transferred to a master’s degree program (see individual programs for further restrictions, if any). A maximum of 24 credits with a grade of B or better may be transferred to a doctoral program. The limits of 12 credits toward a masters and 24 toward a doctoral degree do not apply to any credits earned at UMass Lowell by students while in a non-degree or undergraduate BA/MA or BS/MS status, provided the courses were taken within the department offering the masters or doctoral degree.

2. Grades of C or better for courses taken at UMass Lowell when the student held non-degree status may also be transferred (by Academic Petition) into a degree program. However, the 6 and 9 credits with grades below a B (graduation limit) for master’s and doctoral degrees, respectively, (see Retention Policy) and calculation of the cumulative grade point average based on all graduate courses taken at the University (see Academic Grades) remain in effect.

3. An official transcript and description of the course(s) must be submitted with the written request.

4. The courses presented must be from an accredited U.S. or Canadian institution authorized to grant graduate degrees.

5. The courses presented for a master’s degree must not have been used in earning another master’s degree.

6. The courses presented must be appropriate to the degree program for which the applicant is applying.

7. The courses presented must be graduate level.

8. Transfer credit may not be granted for research seminars, clinical courses, practica, internships, or special projects.

9. Transfer credit from another U.S. or Canadian institution must not exceed equivalent course credit (typically 3) at UMass Lowell, and will be based on UMass Lowell’s standard of 37.5 semester contact hours being equal to 3 credits. One and two course credit transfers will also be considered providing they are proportional to the 37.5 semester contact hour standard.

10. Students who wish to transfer credit must file (within the first semester of matriculation) the Academic Petition form available from the Registrars Office.

11. With the approval of the department, a maximum of 6
University Appeals Process Regarding Academic (Non-Grade Appeal and Non-Misconduct) Issues

The underlying purpose of the University’s appeals procedure is to guarantee due process and to protect the rights of both students and faculty in graduate programs.

The following procedure provides a mechanism for formal adjudication of any academic issues (non-misconduct and not related to grade appeal) which may arise. (For information regarding the process for grade appeals, see the Graduate Grade Appeal Process.)

Responsibility for initiation of each of the steps belongs to the appellant.

Step 1. If an informal discussion between the student and the instructor or individual with whom the student has a conflict does not resolve the issue, the resolution of an academic appeal of a student should begin within the department. The first step in the resolution of a problem or disagreement should be a discussion between the instructor, the student, and his/her faculty advisor or the coordinator of the program.

Step 2. If the matter cannot be resolved after such a discussion, a formal appeal, in writing and containing the pertinent facts, should be presented by the student to the chairperson/head of the department within two months of the occurrence that precipitated the appeal. Any appeal made outside this time period shall not be considered by any University body. The chairperson of the department will appoint committee composed of faculty members in the department. Within seven working days, this committee shall convene and discuss the appeal with the student and the instructor, coordinator, or individual with whom the student has a conflict. The student may be accompanied by his or her faculty advisor or a faculty representative during the discussion of the appeal. The committee, by a majority vote after deliberations with only members of the committee present, shall render a decision within five working days and notify the appropriate parties in writing with the rationale for the decision included in the notification.

Step 3. If the decision of the departmental committee is not satisfactory to all parties, the appeal may be forwarded to the College Dean within two weeks of the decision of the departmental committee. The Dean will appoint a college committee composed of area coordinators of all graduate programs within the college or a suitable committee of faculty. The committee will be chaired by the college dean, or his/her designee. Within seven working days, the committee shall convene and discuss the appeal with the student. At this level the student may request to be present at the committee meetings, that discussions or proceedings be tape recorded, and that a transcript be prepared from the tape. The request for a recording must be made at the time the appeal is made to the college committee. The college committee shall render a decision by majority vote after deliberations with only members of the college committee present within five working days and notify the appropriate parties in writing with the rationale for the decision included in the notification.

Step 4. If the decision of the college committee is not satisfactory to all parties, the appeal may be forwarded to the Graduate Policy and Affairs Committee (GPAC) within ten working days after the decision of the college committee. The committee shall convene within 10 working days after the GPAC chairperson has received a written request for a hearing from the appellant, and discuss the appeal with the student and faculty advisor or representative. A request for recording and preparing a transcript of the discussions with the student present may be made at the time of appeal. The committee shall render a written decision within five working days and notify the appropriate parties. The decision of the Graduate Policy and Affairs Committee shall be final, and the information accumulated during the appeal procedure shall be forwarded to the Provost to be kept on file. If any decision involving the awarding of a degree is made and the official deadline for graduation exercises has passed during the appeal, the degree date will reflect the initiation of the appeal.

The above time periods define working days as days when classes are in session for the fall and spring semesters. Efforts will be made to honor the same time periods during intercession and June - August although some flexibility must be accepted by the appellant because of potential difficulties in assembling committee members during these periods.

The GPAC chairperson may modify the Step 4 hearing time framework at his/her discretion to coincide with regularly scheduled GPAC meetings. In either of the above cases, the appellant must be notified in writing by the hearing officer (along with an explanation) of any modification of the hearing time schedule. The chairperson may recommend that final voting/discussion of Step 4 cases be done in Executive Session with only committee members present.
Students

Academic Dishonesty - Academic Integrity Policy

Administrative Dismissal from the University

Administrative dismissal may be invoked when a student fails to comply, after due notice, with an administrative regulation of the University. Examples of some conditions which justify administrative dismissal are listed in the Undergraduate Catalog at www.uml.edu/catalog/undergraduate/policies/administrative_dismissal.aspx and apply to all students, undergraduate and graduate.

Non-Academic Misconduct


Withdrawal Policies

Withdrawal from a Course

Withdrawal from the University

Withdrawal from a Course

A student finding it necessary to withdraw from a course must do so within the time specified in the graduate academic calendar (https://www.uml.edu/Registrar/Calendars/default.aspx) (www.uml.edu/Registrar/Calendars/ (https://www.uml.edu/Registrar/Calendars/default.aspx)). The student's permanent record will indicate a grade of W for the course(s) from which he or she has withdrawn unless the withdrawal has taken place within the first 10 class days of the semester during which time no record will be kept. (See Dropping Classes and Refund Policy in this Catalog for information on dropping a course.)

Withdrawal from the University

A student who wishes to withdraw from the University must submit his/her request in writing to the Registrar’s Office. This procedure ensures that the student’s academic and financial obligations are cleared before leaving the University. If a student officially withdraws from the University by the withdrawal date indicated in the graduate academic calendar, the permanent record will indicate a grade of W. If the student fails to follow the official withdrawal procedure and does not withdraw in good standing, the student will not be permitted readmission to a graduate program at the University except under extenuating circumstances.

All previous application materials will remain on file for a two year period. At any time during this period, a student who has officially withdrawn may request readmission by completing and submitting only the cover page of the graduate application and paying the application fee. After two years, a student must file a new, complete application and submit the appropriate fee to the Graduate Admissions Office (https://www.uml.edu/Grad/default.aspx) (www.uml.edu/grad (https://www.uml.edu/Grad/default.aspx)) in order to be readmitted.
College of Fine Arts, Humanities & Social Sciences

The College of Fine Arts, Humanities and Social Sciences, led by Luis Falcon (https://www.uml.edu/FAHSS/Faculty/Falcon-Luis.aspx), Ph.D., offers five programs of graduate study in Master of Arts and Master of Music. These degree programs are part of the University's commitment to develop regional and national economies by providing state-of-the-art educational programs beyond the bachelor’s degree. A wide range of ongoing research and project opportunities exist within the various degree programs, and interdisciplinary study is emphasized. Graduates of these programs are heavily recruited both regionally and nationally by industry and governmental agencies.

Faculty in College of Fine Arts, Humanities and Social Sciences (https://www.uml.edu/docs/FAHSS%20Faculty%20List_tcm18-90422.pdf) (pdf)

Graduate Programs Offered

**Doctor of Philosophy (Ph.D.)**

- Applied Psychology and Prevention Science (http://www.uml.edu/Catalog/Graduate/FAHSS/Psychology/DoctoralAppliedPsychology.aspx)
- Criminal Justice (http://www.uml.edu/Catalog/Graduate/FAHSS/Criminal-Justice/PhD-Program.aspx)
- Global Studies (http://www.uml.edu/Catalog/Graduate/FAHSS/Global-Studies/default.aspx)

**Master of Arts (MA)** - degree awarded in the following fields:

- Community Social Psychology (http://www.uml.edu/Catalog/Graduate/FAHSS/Psychology/Masters-Program.aspx)
- Criminal Justice (http://www.uml.edu/Catalog/Graduate/FAHSS/CriminalJustice/Masters-Program.aspx)
- History
- Peace and Conflict Studies (http://www.uml.edu/Catalog/Graduate/FAHSS/PACS/Default.aspx)

**Master of Public Administration** (https://www.uml.edu/catalog-AY16/pdf/Graduate.pdf)

**Master of Science (MS)**

- Autism Studies (http://www.uml.edu/Catalog/Graduate/FAHSS/Psychology/Masters-Program-in-Autism-Studies.aspx)

**Master of Music (MM)** - degree awarded in the following fields:

- Music Education (http://www.uml.edu/Catalog/Graduate/FAHSS/Music/Default.aspx)
- Sound Recording Technology (http://www.uml.edu/Catalog/Graduate/FAHSS/Music/Masters-Programs.aspx)

Current undergraduate students may be qualified for bachelor/master degree programs.
Economic & Social Development of Regions

Program

No Longer Accepting New Applicants in this Program!

Graduate programs offered:

- Master of Arts in Economic and Social Development of Regions
- Graduate Certificate: Economic & Social Development of Regions
- Bachelor's-Master's Program

Program Objectives

The College of Fine Arts, Humanities, and Social Sciences offers an interdisciplinary, advanced certificate and Masters programs to prepare students to understand, analyze, and intervene in the economic development of regions. By development, we mean strengthening people's ability to meet their varied needs. This includes expanding the capacity to produce, but also includes strengthening the capacity to carry out constructive social activity (such as democratic decision-making) it is both economic and social. The regions involved can range from a single neighborhood to an entire continent.

The degree program has three main objectives. The first is to provide students with a profound and practical understanding of the dynamics of development processes. Second, the program trains students in research skills that are useful for analyzing and tackling development problems. Third, students learn practitioners' tools for solving such development problems - tools that can be useful in a variety of settings including businesses, government agencies, and nonprofit organizations. The program offers students flexibility in choosing the appropriate mix of research and practitioner skills to meet their needs and interests.

Master's Program

Master of Arts in Economic and Social Development of Regions

This program is no longer accepting students.

The Master of Arts in Economic and Social Development of Regions is designed to serve students from a variety of backgrounds. It attracts recent undergraduates from liberal arts fields such as social sciences (Economics, Sociology, Psychology, Political Science) and History, and also from practice-oriented fields such as Management, Education, and Engineering.

For those already working in public or private sector fields related to economic and social development, it can enhance skills and provide opportunities for career advancement. It is specifically designed to speak to the interests of international students as well as domestic ones.

Graduates of the program will be prepared to assume professional roles in local, state, and national government agencies (in the United States and abroad); in research, consulting, and planning aspects of business; and in non-profit organizations working on economic or social development. Students who choose to do so will also be prepared to go on to doctoral programs in social sciences, history, public policy, planning, and management.

In the Masters program, courses can be selected to address the student's particular interests in one of six Focus Areas:

1. Policy at the National, State, and Local level
2. Global Development and International Policy
3. Community Development, Social Policy, and Non-Profit Management
4. Innovation, Technology, and Policy
5. Environment and Sustainability
6. Research Methods

Admissions Requirements

The Economic and Social Development of Regions Master's program at the University of Massachusetts at Lowell is designed not only for recent college graduates, but also for older, non-traditional, and mid-career students with experience in a variety of work and community settings. The requirements for admission include:

1. Bachelor's degree from an accredited institution college or university.
2. An undergraduate grade point average of 3.0 or better. Applicants must submit an official transcript from their undergraduate institution.
3. Acceptable scores on the Graduate Record Examination Aptitude Test. (Use of GMAT scores may be approved by the graduate coordinator.) Students for whom English is not a national language must also submit a score for the Test of English as a Foreign Language (TOEFL).
4. Three letters of reference from individuals familiar with the educational and/or professional performance of the applicant.

5. A personal letter including a statement about the applicant’s professional interests, educational and work qualifications, and future goals.

6. A curriculum vitae summarizing education and work experience.

7. An interview may be requested by the Graduate Admissions Committee.


Students may be admitted in one of two categories:

1. Matriculated student. A fully accepted degree candidate who meets all criteria.

2. Matriculated with conditions. From time to time, a student may be accepted conditionally into the program. To become a fully matriculated student, the student must receive at least a 3.0 grade point average in nine credit hours of Economic and Social Development of Regions graduate level courses, while also completing any conditions established by the Graduate Admissions Committee. Conditional matriculation requires that students meet conditions 1 and 2 above.

Part-Time and Full-Time Study

MA students may attend either full-time or part-time. Most courses will be scheduled in the evening. Courses will be offered in fall and spring terms, and some courses may be available during the summer. Students taking a full-time load of 12 credits per semester can finish the program in three semesters. Students taking 9 or more credits in a semester will be considered full-time students.

Transfer Credit

Matriculated students in Economic and Social Development of Regions may transfer up to 12 credits of course work completed at other accredited universities, provided that such courses are within the content area of Regional Economic and Social Development, and do not involve credit for field experience or professional work. Such transfer credit is subject to the approval of the Department Graduate Curriculum Committee and the Registrar’s Office, and all University policies governing graduate transfer credit.

Degree Requirements

A total of 30 (for project) or 33 (for thesis) academic credits, at least 18 of which must be taken at the University of Massachusetts at Lowell with a grade average of B or better, is required for completion of the degree.

The course of study includes two compulsory core courses (six credits):

- 57.506 Research Methods in Economic and Social Development
- 57.513 Foundations of Comparative Regional Development

The course of study must also include three of the following six courses (9 credits):

- 57.503 Work, Technology, and Training
- 57.511 Dynamics of Power and Authority, Diversity, and Inequality
- 57.537 Developing Economies
- 57.592 Qualitative Research Methods
- 57.593 Advanced Quantitative Methods
- 57.598 Organizational Dynamics in Regional Development

Students are also required to complete an additional 12 credits of course credits, and either six credits of thesis or three credits of project. The 12 credits of additional course requirements can be satisfied in a wide variety of ways. Students are encouraged to take advantage of six focus areas that specify additional course work in particular areas. However, students are also encouraged to tailor their program to achieve their own learning and career goals, by combining courses, independent study, and practica as appropriate. Non-core course selections must be approved in advance by the student’s graduate advisor.

Thesis or Project

The capstone to the degree program is a thesis or project demonstrating the student’s mastery of the field. Typically, the thesis (6 credits) involves a substantial piece of research in economic and social development, whereas the project (3 credits) involves carrying out and documenting a professional problem-solving activity. In some cases, more in-depth problem-solving activities may qualify for thesis status. Thesis or project work is supervised on an ongoing basis by the student’s thesis/project supervisor.

Graduate Advisor

Each newly matriculated student in the program will be assigned to an academic advisor from among the faculty of the graduate program. The student will meet with his/her academic
advisor on a regular basis throughout the course of study to
discuss course selections, planning for practica, and the
development of the thesis or project. In particular, all non-core
course selections require prior approval from the academic
advisor. Each student will, in addition, select a faculty member
to supervise his/her thesis or project. The student will retain
his/her academic advisor to provide guidance on selection of
remaining courses.

BA/MA and BS/MA Options

Undergraduate majors in related fields at the University of
Massachusetts at Lowell may enroll in a BA/MA or BS/MA
program that allows eligible students to complete both degrees
in five years. Application for this program typically occurs in
the junior year and applicants must meet all eligibility
requirements, including a minimum 3.0 cumulative GPA.
Additional information is available from the Graduate
Coordinator.

Graduate Certificate Program

No Longer Excepting New Students for This Program!

Economic & Social Development of Regions
Contact:
Dr. Philip Moss (mailto:Philip_Moss@uml.edu)
978-935-2787
Dr. Robert Forrant (mailto:Robert_Forrant@uml.edu)
978-934-2904

The 12 credit certificate offers graduate level instruction to
students interested in understanding, analyzing, and
intervening to enhance the economic and social development of
regions. It provides students with a strong grounding in the
conceptual tools and the information needed to participate
effectively in the development of neighborhoods, states, or
nations.

Required Courses (all students):

- 57.513 Foundations of Comparative Regional Development
  (3 credits)

Plus two of the following seven core courses (Total of six
credits):

- 57.503 Work, Technology, and Training (3 credits)
- 57.506 Research Methods in Economic and Social
  Development (3 credits)
- 57.511 Dynamics of Power and Authority, Diversity, and
  Inequality (3 credits)
- 57.537 Developing Economies
- 57.592 Qualitative Research Methods
- 57.593 Advanced Quantitative Methods
- 57.598 Organizational Dynamics in Regional Development

AND One Approved Elective (3 credits)

About Graduate Certificates
(https://www.uml.edu/Grad/programs/about-certificates.aspx)

Focus Areas

Master’s Program Focus Areas

The Master of Arts in Economic and Social Development of
Regions allows students to focus their elective courses in a
particular topic or policy area of personal or
professional interest. Students are not obligated to follow any of
these focus areas but may take any elective courses he or she
prefers and build their own curriculum. However concentrating
on a specific focus area may better suit the students interests or
better further their career or educational goals.

Below are the six focus areas in which students may direct their
studies:

- Policy at the National, State, and Local Levels
- Global Development and International Policy
- Community Development, Social Policy, and Non-Profit
  Management
- Innovation, Technology, and Policy
- Environment and Sustainability
- Research Methods

Policy at the National, State, and Local Levels

This area is largely focused on US policy. Courses in this area
explore public policy in terms of labor, gender, social welfare,
as well as sustainable housing, and municipal management.

Suggested Courses:

- 57.511 Dynamics of Power & Authority
- 57.515 Politics & Economics of Public Policy
- 57.520 Inequality & Organization
- 57.527 Sustainable Housing Development & Land Use
- 57.525 Gender, Work and Public Policy
- 57.545 Political Economy of Employment
- 57.507 Municipal Management

Courses in other programs:

- 32.625 Health Policy
- 44.573 Law and Public Policy
- 44.503 Administration of Criminal Justice
- 44.546 Mental Health & Criminal Justice
Global Development and International Policy

This focus area addresses globalization, links between local, regional and national policy issues and the impact of international politics, trade and development on domestic policy. Students study development strategies, migration, gender roles, poverty, patterns of trade, the major institutions that influence trade finance and development, and the changing international division of labor and capital.

Suggested Courses:

- 57.513 Foundation of Comp. Reg. Dev.
- 57.520 Inequality &Organization
- 57.537 Developing Economies
- 57.539 Justice &Trade in the Global Economy
- 57.540 China &India/Global Economy
- 57.552 Enterprise in Latin America
- 57.605 Social Movements

Courses in other programs:

- 49.410 Economic Growth and Development
- 49.403 Topics in International Economics and Trade
- 57.558 Peace &Conflict Field Exp
- 47.527 Immigrant Psychology and Communities
- 43.304 European Social and Economic History
- 66.511 Global Enterprise and Competition (2 credits)
- 19.653 Globalization, Work, and Health

Community Development, Social Policy, and Non-Profit Management

Understanding sustainable development strategies requires a deep comprehension of the dynamics of community economic development, community politics and community practice. Students who focus in this area address urban development strategies, sustainability, community inclusion in decision making, land use policy and planning, and management of non-profit organizations.

Suggested Courses:

- 57.598 Org. Dynamics &Regional Dev.
- 57.508 Budget/Policy, Plan, &Info Tool
- 57.512 Community Conflict Resolution
- 57.527 Sustainable Housing Dev &Land Use
- 57.532 Advanced Community Dynamics
- 57.535 Community-based Planning
- 57.546 Grant Writing
- 57.514 Community Mapping with GIS

Courses in other programs:

- 66.480 Special Topics: Nonprofit Management
- 62.496 Special Topics: Marketing for Nonprofits
- 32.627 Socioeconomic Inequalities in Health
- 47.527 Immigrant Psychology and Communities
- 47.500 Introduction to Community Social Psychology
- 47.502 Seminar in Community Social Psychology
- 47.503 Applied Social Psychology
- 47.505 Work and Family
- 47.523 Women in the Community
- 47.542 Working with Groups
- 47.545 Community and Organizational Change
- 47.625 Advanced Community Dynamics: Lowell
- 42.506 Writing in the Community
- 44.560 Gender, Race &Crime
- 44.622 Intimate Partner Violence
- 44.574 Economic Crime
- 05.630 Educating Diverse Populations
- 05.622 Financial Aspects of Educational Administration
- 05.652 Managing Change and Conflict
- 60.501 Financial Accounting (2 credits)
- 61.501 Business Financial Analysis (2 credits)
- 62.501 Marketing Fundamentals (2 credits)
- 63.501 Operations Fundamentals (2 credits)

Innovation, Technology, and Policy

Students who focus in this area study the sources of competitive leadership among countries and within industries. They become skilled at industry studies that involve the theory and sources of innovation, the path of technology design, competitive strategies, the role of financial strategies and skill development strategies in the innovative trajectory of industries and firms, and the impact of offshoring and global relocation on employment and on particular regions.

Suggested Courses:

- 57.503 Work and Technology
- 57.514 Community Mapping
- 57.545 Political Economy of Employment
- 57.520 Inequality &Organization
- 57.519 Science, Tech &Economy
- 57.540 China &India/Global Economy

Courses in other programs:

- 64.650 Innovation &Emerging Technology
- 66.480 Current Topics in Management: Business Ethics
- 66.501 Organizational Behavior (2 credits)
- 19.500 Analytic Context of Work Environment
- 19.643 Healthy Work Organization
- 47.526 Workplace Diversity

Environment and Sustainability

Environmental issues are some of the most important challenges facing communities at the local, national, and global level. This focus area introduces students to some of the most significant issues arising from the connections of economic activity and economic development to the quality and sustainability of the environment. Students learn skills in the economic and political analyses relevant to the design and implementation of policy alternatives that have emerged domestically and globally over the last 40 years or so.
global climate change to brownfields, concern about environmental damage has created a rich legacy of economic and political analysis, policy, and politics to which students are exposed through the courses in the focus area.

**Suggested Courses:**

- 57.518 Politics of Climate Change
- 57.567 Introduction to Environmental and Natural Resource Economics
- 57.527 Sustainable Housing and Land Use
- 57.515 Politics and Economics of Public Policy

**Courses in other programs:**

- 19.500 Analytic Context of the Work Environment
- 19.550 Environmental Law & Policy
- 19.651 Work Environment Policy and Practice
- 19.550 Environmental Law & Policy
- 32.616 Law and Ethics in Healthcare
- 44.547 Economic Crime
- 87.504 Geographic Information Systems
- 87.572 Energy and the Environment

**Research Methods**

Student can put together a set of courses that will develop qualitative or quantitative skills to support jobs or further education that is oriented to research.

**Suggested Courses:**

- 57.506 Research Methods
- 57.592 Qualitative Research Methods
- 57.522 Research Ethics with Underserved Groups
- 57.546 Grant Writing
- 57.515 Politics and Economics of Public Policy
- 57.514 Community Mapping with GIS

**Courses in other programs:**

- 19.680 Intro to SAS
- 19.674 Applied Biostatistical Methods
- 19.689 Advanced Regression Modeling
- 47.512 Applied Research Methods
- 46.611 Program Evaluation
- 92.570 Probability and Statistics
- 92.591 Statistical Modeling and Linear Regression Analysis
- 92.593 Experimental Design
57.520 Inequality and Organization - Credits: 3

Despite the lowest unemployment rate in 25 years, the economic recovery of the 1990s has brought a Treadmill Economy running faster with minimal gain. With low productivity growth, surprisingly little growth in wages and a long-term slowdown in economic growth since the 1970s, the United States continues to experience increasing inequality. What forces are at work shaping these trends and can they be modified or reversed on the local, state and regional levels? How have these trends both shaped and been influenced by social and business policies concerning poverty and welfare, local and urban development, technology and economic development, changes in work organization and labor-management relations, domestic investment and international competition? This seminar course will bring local and national experts on these issues to present their findings and discuss their view of future prospects for local and regional social and economic development policy.

57.591 Directed Study in Regional Economic Social Development - Credits: 1-3

Students work under the supervision of a professor on a project of scale and scope agreed to by the professor and the student and commensurate with the number of credits awarded for the course.

57.747 Thesis Review - Credits: 1

Continuing work to complete thesis.
ECON.3060 Urban Economics (Formerly 49.306) - Credits: 3

ECON.5930 Econometrics (Formerly 49.593) - Credits: 3

This graduate level course introduces students to econometric methods. The prerequisites are either the equivalent to Statistics for Business and Economics I (49.211) and Statistics II (49.212) as described in the UML course catalogue. This course will cover econometric techniques such as bivariate and multivariate regressions. These techniques are commonly used in economics. Throughout the course the students will use Stata, a statistical software, and they will learn how to apply the methods from the book to real datasets. The students will learn how to find the appropriate statistical approach starting from a verbal formulation of an empirical hypothesis. They will also learn to evaluate the relevance, quality and limitations of empirical results. The students will refine these skills via homework, a paper, class participation and presentations.

ECON.7300 Microeconomic /Organization Theory (Formerly 49.730) - Credits: 3

This course is an introduction to microeconomic theory. The focus is on the behavior of individual consumers and firms in competitive settings. Topics will include consumer preferences and utility, consumer choice, market demand, production theory and market structure.

ECON.7310 Statistics (Formerly 49.731) - Credits: 3

This course covers descriptive statistics, random variables and expected value, discrete and continuous probability distributions, joint distribution functions, sampling distributions, point and interval estimation, and hypothesis testing, and non-parametric statistics. This course will also provide a brief introduction to linear regression and analysis of variance (ANOVA).

ECON.7330 Econometrics I (Formerly 49.733) - Credits: 3

After a brief review of the required mathematics for the course, the primary focus will be on the multivariate linear model. Topics include: consistency and asymptotic normality of the parameter estimates, sampling distributions, hypothesis testing, parameter restrictions, and specification test and corrections for violation of model assumptions. This course will also include working with various statistical packages.

ECON.7340 Econometrics II (Formerly 49.734) - Credits: 3

This course is a continuation of Econometrics II; the focus will be on the more advanced techniques used in estimation and inference problems in social science research. Possible topics include nonlinear models, the generalized method of moments, limited dependent variable and sample selection problems, multi-equations models, time-series models, and panel data analysis. Statistical packages will be utilized for a hands-on approach to the techniques.
ENGL.4790 Senior Seminar (Formerly 42.479) - Credits: 3
ENGL.5060 Writing in the Community (Formerly 42.506) - Credits: 3

Students learn advanced writing techniques in the classroom and apply them to real writing tasks in the community. Assignments include a writing project designed to meet the needs of a local organization, along with research and reflective pieces.

ENGL.5200 Experiencing Poetry: Sound and Sense (Formerly 42.520) - Credits: 3

The class offers seminar-style discussions on specific aspects of poetry, considering a range of excellent poems from various eras. Through hands-on writing exercises, we will examine the art from the vantage point of the practitioner, using imitation and exploration of technique as a kind of close reading. Assignments include analytical essays as well as creative work.

ENGL.5400 Modernist Literature (Formerly 42.540) - Credits: 3

Much of the influential literature produced during the modernist period, roughly 1900-1950, was considered radical in its time. This course will focus on the experimental, avant-garde impulse that manifests itself in the themes and techniques of key modernist texts, relating that impulse to questions about the nature of identity, the role of gender and class in constituting the modernist subject, and the sociocultural functions of literature itself. Readings will primary texts such as Virginia Woolf’s Mrs. Dalloway, Zora Neale Hurston’s Their Eyes were Watching God, T.S. Eliot’s poetry, and James Joyce’s Portrait of the Artist as a Young Man, as well as theoretical texts. We will explore this period by examining these exemplary texts, historical and social events, and films.
Global Studies

The Ph.D. in Global Studies is an interdisciplinary program offered through the College of Fine Arts, Humanities and Social Sciences.

Global Studies

The doctoral degree in Global Studies at UMass Lowell is an interdisciplinary, research-oriented degree. The program was designed to provide a theoretically grounded and methodologically sophisticated education, and will train students and working professionals who wish to enter academia, government service, international agencies, private business and industry, and non-profit organizations both in the USA and abroad. The curriculum of the Global Studies Ph.D. program is geared toward gaining new knowledge and skills through study, research, and experiential learning opportunities and to meeting the needs of public and private sectors that may serve as potential employers for the programs graduates.


Program Intent

**Graduates of this program will be able to:**

1. Utilize qualitative and/or quantitative methods to conduct research on major issues related to globalization.
2. Assess the effectiveness of organizations and programs.
3. Utilize effective communication skills in more than one language and across a range of situations.
4. Create opportunities to promote effective citizenship, social justice, and socio-economic development.
5. Employ mediation and negotiation skills to achieve conflict resolution.
6. Collaboratively identify and demonstrate leadership in meeting needs within communities.
7. Publicize best practices and innovative findings through teaching, presentations, and publications in various formats.
8. Manage people, resources, and projects in an international setting with demonstrated abilities to work cross-culturally.

**Graduates of the program will also demonstrate the following knowledge competencies:**

1. Globally shared political, social, economic, cultural, artistic, environmental, and security issues.
2. Current academic research in the fields covered by one of the program tracks (Security and Human Rights; Socio-Economic Development; or Comparative Cultures) as well as a broad familiarity with key topics in all three areas.
3. An understanding of the key concepts, theories, and methodology in the new and emerging field of Global Studies.
4. An understanding of the diverse aspects of global civil society—such as political economy, relationships, security, human rights, religion, ethical and historical perspectives, artistic expression, culture, and environmental protection—that affect our contemporary world in significant ways.
5. A working knowledge of the organizations, institutions and global systems having important roles in the development and maintenance of global civil society, human rights and social justice, and economic growth and stability.
6. Both advanced quantitative and qualitative research methods.
7. A second language.
GLST.7010 Global Studies I (Formerly GLS.701) - Credits: 3

The focus of this course is the intersection of theory and practice in Global Studies. Students will be acquainted with the three fields of study that structure the Ph.D. Global Studies curriculum: Comparative Cultures, Security and Human Rights, and Socio-Economic Development and the interdependence of these fields.

GLST.7020 Global Studies II (Formerly GLS.702) - Credits: 3

This course elaborates on the topics introduced in GLS 701 Global Studies I. It familiarizes students with specific knowledge competencies in the three fields of study that structure the Ph.D. Global Studies curriculum: Comparative Cultures, Security and Human Rights, and Socio-Economic Development and the interdependence of these fields. Emphasis includes geography, history, economics, and cultural studies.

GLST.7030 Global Research and Data Analysis (Formerly GLS.703) - Credits: 3

This course is designed to cultivate and further develop students' understanding and skills in research methods and data analysis as they become practitioners of qualitative and quantitative research addressing a range of global studies issues and problems. Through the use of applied analysis projects students will explore multiple methods of data analysis, critique and evaluate existing research studies and reports, and develop skills in critical thinking.

GLST.7110 The World of Things: Consumer Culture in Historical Perspective. (Formerly GLS.711) - Credits: 3

This course examines the emergence and historical impact of consumer cultures in the modern world, for the mid nineteenth century through the present. Focusing mainly on the cases of France, the United States and Japan, it will trace the broad shift from elite luxury consumption to popular, and eventually global consumer culture over this period.

GLST.7120 Media and Global Culture (Formerly GLS.712) - Credits: 3

In this course students will examine the development and increasing interrelatedness of the media industries from the early twentieth century to the present and the range of theoretical and critical approaches taken toward media industries. The emerging field of "Media industry studies" that emphasizes the importance of integrating analysis of media structures with consideration of cultural, global and textual matters will be explored.

GLST.7130 Seminar on Global Trafficking. (Formerly GLS.713) - Credits: 3

This course will examine the threat that global trafficking poses to a nation's security, political stability, economic development, and social fabric. Illicit economic activities are a global phenomenon with local impact.

GLST.7140 Globalization, Feminism, and Liberalism (Formerly GLS.714) - Credits: 3

This course provides students with opportunities to gain an understanding of the issues necessary to consider whether, and to what extent, liberalism and feminism are compatible in a global context. The importance of critical thinking and communication are emphasized.

GLST.7150 International Migration in the Global World (Formerly GLS.715) - Credits: 3

This course offers a holistic view of the migration process from multiple disciplinary perspectives with multiple levels of analysis and aspects of the world. The course further reflects the need to examine migration as a general social process as well as a personal/individual experience that can be both liberating and limiting.

GLST.7160 Advanced Seminar in Global History, Politics and Theory (Formerly GLS.716) - Credits: 0

This seminar provides an overview of the history, politics and theories that underpin Global Studies. Particular emphasis is on identifying the main points of debate and contrasting research traditions within the field, developing the critical analytic skills necessary to evaluate the contrasting arguments made within the field, and grounding individual empirical interests within the context of the broader theoretical and methodological issues.

GLST.7170 Developing Economies (Formerly GLS.717) - Credits: 3

The emphasis of this course is an examination of globalization and whether it can be made a human-centered process, to historically examine the interrelatedness of the world economy to determine how policies shaped by industrialized countries impact developing countries, and to define key terms including poverty, sustainable development, market, informal economy, and civil society.

GLST.7200 Special Topics Seminar in Comparative Cultures (Formerly GLS.720) - Credits: 3
This special topics seminar engages students in humanistic and artistic approaches to cultural inquiry. An awareness and understanding of cultures, especially through literature, language, media and the arts are viewed as essential to a holistic understanding of global systems. This seminar applies techniques of intercultural inquiry at the intersection of culture, creativity, and technology through applied fieldwork projects.

**GLST.7530 Doctoral Dissertation/Global Studies**  
(Formerly GLS 753) - Credits: 3  
Doctoral Dissertation Research.

**GLST.7560 Doctoral Dissertation/Global Studies**  
(Formerly GLS 756) - Credits: 6  
Doctoral Dissertation Research.

**GLST.7590 Doctoral Dissertation/Global Studies**  
(Formerly GLS 759) - Credits: 9  
Doctoral Dissertation Research.

**GLST.7610 Dissertation Review/Global Studies**  
(Formerly GLS 761) - Credits: 1  
Dissertation Review.

**GLST.7910 Global Studies Directed Studies**  
(Formerly GLS.791) - Credits: 3  
Global Studies Directed Studies
The Master of Arts (M.A.) in History is designed for those who teach in local schools, those who wish to prepare for a Ph.D. program and those who seek the additional intellectual challenge of graduate work in History.

The Master of Arts (M.A.) in History, with concentrations in U.S. History and Global Comparative History, requires thirty credits of coursework. The U.S. History concentration includes standard topics in American history as well as more specialized courses in local history, public history and industrial history. The Global Comparative History concentration allows students to choose from an array of courses covering a broad geographical and temporal range.

Students may be full or part-time. A full-time student could complete the M.A. degree in one and a half full academic years (summer attendance included).

Admissions

Students of all backgrounds are encouraged to apply. There is no application deadline; applications are accepted on a rolling basis.

Application Requirements:

1. Graduate Application and Application Fee, To apply online: Graduate Admissions. (http://www.uml.edu/grad/)
2. Bachelor’s degree from an accredited college or university.
3. An undergraduate grade point average of 3.0 or better. At the discretion of the department’s Graduate Admissions Committee, students may be admitted with a grade point average below 3.0 if they substantive work experience in the field, including successful classroom teaching.
4. Acceptable scores on the Graduate Record Examination. There is no minimum GRE Score. However, we recommend a Verbal Score in the 55th percentile or better and a Analytical Essay score of at least 4.5. GRE’s are waived for: UMass Lowell B.A./M.A.
5. Students for whom English is not a national language must also submit a score for the test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The minimum acceptable score on the TOEFL is 570 for the paper test and for the new Internet-based test the aggregate minimum is 79. The minimum IELTS score is 6.5.
7. A personal Statement
8. A curriculum vitae summarizing education and work experience.
9. In addition, the Department’s Graduate Admissions Committee may request an interview.

B.A. / M.A. Candidates

UMass Lowell undergraduates who wish to be B.A. / M.A. candidates may apply to the program and waive the GRE test and application fee. To apply to the B.A. / M.A. program, a student must have a minimum cumulative GPA of 3.0 for all previous course work. Application is typically submitted during the student’s second semester of their junior year but may be submitted through senior year.

B.A. / M.A. application requirements:

1. Graduate Application (https://www.uml.edu/docs/July%202014%20Bachelor%27s-Master%20Application_tcm18-159702.pdf)
2. An overall GPA of 3.0 or better
3. Two Letters of recommendation from UMass Lowell History Department faculty.
4. A personal statement that describes the student’s interest in a History Master’s degree

Additional B.A. / M.A. Information:

1. Students admitted to the B.A. / M.A. program are
accepted on a conditional basis with the requirement that students receive their bachelor’s degree at the end of their senior year and graduate with a minimum cumulative GPA of 3.0. If students do not meet this requirement, their master’s degree candidacy will be voided and they would be required to re-apply via the traditional application process.

2. B.A. / M.A. students must complete their bachelor’s degree first before graduate admissions can change their status to that of a fully matriculated graduate student.

3. B.A. / M.A. students may defer their graduate matriculation for up to one year following their graduation for the bachelor’s degree. A request for deferral must be made to the Graduate Admissions Office in writing. After one year of deferral, failure to register for graduate classes will invalidate their acceptance into the master’s program.

Curriculum

Program requirements include thirty credits of coursework which may be completed in one of three ways:

1. Ten three-credit graduate courses;
2. Nine three-credit graduate courses and a three-credit project or internship with an area historical society or organization;
3. Eight three-credit graduate courses and a six-credit thesis.

Required Courses:

- HIST.5010 The Practice of History
- 5000 Level History Research Seminar as approved by Graduate Coordinator.

Electives:

Students completing a thesis take six electives and those doing a project or internship take 7 electives. Students not doing a thesis or project/internship take 8 electives.

- HIST.5020 Introduction to Archives
- HIST.5100 Modern Revolutions in a Global Context
- HIST.5110 History of College, 1100-1900
- HIST.5120 Athenian Democracy and Political Culture
- HIST.5130 World History: Theory and Practice
- HIST.5160 Consumer Cultures in Historical Perspective
- HIST.5350 Immigration History
- HIST.5360 Readings on the Great Depression and the New Deal
- HIST.5400 Law, Politics and Society in Early America
- HIST.5450 Native People of the Northern Woodlands
- HIST.5460 Topics in African American History
- HIST.5470 History of the U.S. South
- HIST.5500 Graduate Reading Seminar: Imperial Japan, 1894-1952
- HIST.5510 Reading Seminar on Modern China
- HIST.5520 Enterprise in Latin America
- HIST.5590 Reconstructing America: Upheaval, Immigration and Reform
- HIST.5900 Topics in History
- HIST.5910 Directed Study

With the approval of the Graduate Coordinator, students may count up to two graduate-level courses (6 credits) outside of the History Department as electives.

Transfer Credit

Matriculated students are allowed to transfer up to 12 credits of graduate course work completed with a grade of B or better taken in other departments at UMass Lowell or at other accredited college or universities in the United States or Canada, provided that the courses are within a relevant content area and do not involve credit for field experience or professional work. Such transfer credit is subject to the approval of the Graduate Coordinator and the Registrar’s Office.

Advising and Support

Each entering student will be assigned to an adviser from among the History Department’s full-time faculty. The student will meet with his/her adviser on a regular basis throughout their years of study to discuss course selection and academic progress. It is our expectation that faculty advisers and student advisees will meet at least once each semester.

Learning Outcomes

Students in the M.A. program will develop a thorough grounding in the historical process and a greater empathy and special perspective for viewing human thought and action through a broad exposure to the complexities that shape the forces of civilization. Graduates will recognize the distinctiveness of people and societies of the past and acknowledge the threads that connect the experiences of these people over time. Learning outcome include:
1. How to think historically, that is, a heightened ability to understand and explain change over time, utilizing multiple sources.

2. Demonstrate a thorough grounding in the historical process and a variety of perspectives through which to view human thought and action.

3. Demonstrate an understanding of the distinctiveness of people and societies of the past, as well as the threads that connect the experiences of all peoples over time.

4. How to critically evaluate and work with a wide range of primary source materials.

5. Effective oral and written communication skills so as to be able to present reading and research findings effectively in written and in spoken presentations; to be able to tell the story well.

6. Demonstrate an understanding of interpretations developed by different historian.

7. Greater Understanding of linked global histories

Contact

For more information about the program or to contact the coordinator, please visit the History Department website (http://www.uml.edu/FAHSS/History/graduate.aspx).
HIST.5010 The Practice of History (Formerly 43.501) - Credits: 3
This course surveys the range of methodology and philosophy associated with various approaches to historical study. It includes a general introduction to the discipline as well as topical sections dealing with Historical Materialism, the Annales School, Postmodernism, Gender History, Post-Colonial Studies, and Public History, wrapping up with a focused reflection on the material as a whole.

HIST.5020 Introduction to Archives (Formerly 43.502) - Credits: 3
How should we remember and document the past? This course introduces students to the goals and operation of archives, which play a crucial role in the preservation of historical sources. The course considers archival administration, funding, management, record-keeping (both paper and digital), and security. Field trips to university, municipal, and national archives are expected, as well as occasional guest speakers from the world of archives. Students will complete a variety of different writing assignments as well as brief oral presentations.

HIST.5100 Modern Revolutions in a Global Context (Formerly 43.510) - Credits: 3
Course is an introduction to the historical study of revolutions and revolutionary movements. We will define revolution and examine competing theories about its causes, outcomes, and processes through the study of several revolutions, upheavals, coups, and rebellions from around the world. We will read about and discuss the origins of the modern idea of revolution and a few leading theorists and theories along with our historical analyses. Over the course of the semester, we will identify the elements of a revolution and the specific historical, social, and political contexts that create them.

HIST.5110 History of College, 1100-1900 (Formerly 43.511) - Credits: 3
The foundation of universities in late medieval Europe also ushered in the earliest colleges, intended primarily to house students but also to provide tutoring, social support, and financial assistance. The earliest colleges arose in Paris but soon spread to Bologna, Oxford, and other university towns. This course traces the history of colleges from late medieval Europe to nineteenth-century America. It considers the various models of colleges that developed in northern and southern Europe, and how those models were transferred across the Atlantic. Some colleges remained primarily residences, while others expanded to offer a full graduate and undergraduate curriculum. We will also consider topics like student life, financial arrangements, admissions, alumni, and academic requirements.

HIST.5120 Athenian Democracy and Political Culture (Formerly 43.512) - Credits: 3
The Athenian democracy serves as a key reference point in the history of democratic governance and is one of the best documented periods and institutions in ancient Greek history. We will undertake a detailed examination of the ways in which the workings of the Athenian democracy and state evolved throughout antiquity and the ways in which the workings of the Athenian democracy and state evolved throughout antiquity and the ways in which this form of radical democracy was viewed and critiqued during the period itself. The course will provide both an overview of Athenian institutional and social histories as well as a methodological survey of the variety of source material used by historians of ancient Athens. We will also look at broader issues including the connection between democracy and empire in the fifth century, social class, and the critique of democracy.

HIST.5130 World History: Theory and Practice (Formerly 43.513) - Credits: 3
In an increasingly globalized and diverse age, world history has become a growing teaching field at the secondary and the college level in the United States. The overarching purpose of this class is to prepare students as teachers and practitioners of world history. This course will introduce the field and concepts of world history. It will familiarize students with available materials such as textbooks, readers, primary documents, academic books and articles, websites, and podcasts. This course also exposes students to the global processes that have shaped our world since roughly the year 1400. Taking a global comparative perspective, this course will help students to develop a topical, chronological, and geographical understanding of global history and cultures.

HIST.5160 Consumer Cultures in Historical Perspective (Formerly 43.516) - Credits: 3
This course examines the emergence and historical impact of consumer cultures in the modern world, from the mid-nineteenth century through the present. Moving between Europe, North America, Asia and Africa, it will trace the broad shift from elite luxury consumption to popular, and eventually global consumer culture over this period. Individual classes will focus on issues such as the emergence of new retailing practices and spaces of consumption; changing attitudes toward material life; the construction of modern social identities of class, gender, generation and race through consumption; and political struggles over consumption. Our approach will be an interdisciplinary one, involving multiple tools of analysis and a great variety of both written and visual historical materials.
HIST.5170 Post-Colonial Europe, 1945 to the Present - Credits: 3

This course considers recent European history through a postcolonial optic, with particular focus on ongoing European dilemmas of immigration, assimilation and multiculturalism. Its approach will be interdisciplinary, beginning a critical reflection upon salient examples of postcolonial theory, and then moving through three different thematic units. The first will be immigration and immigration politics, as those came to the very fore of European concern from the 1960s forward. The final unit adopts a cultural approach, using film, fiction, memoir, music and other sources to explore the textures of individual and community life among those of immigrant decent within contemporary Europe.

HIST.5350 Immigration History (Formerly 43.535) - Credits: 3

The course focuses on the experiences of women, men, and children who came to the U.S. from the colonial era through the 21st century. Their emigrations will be examined in a global context. Irish migration, the mass European migrations during the did late 19th / early 20th centuries, and post-World War II immigration particularly from Asian and African countries are discussed. The Lawrence, Lowell, and Boston immigration stories are extensively considered. Students will acquire an understanding of U.S. Immigration History - Both the experiences of immigrants and reactions to that immigration over time, including the frequent passage of federal legislation to block or impede immigration. Students will utilize area immigration archives to produce original research on the topic.

HIST.5360 Readings on the Great Depression and the New Deal (Formerly 43.536) - Credits: 3

This course examines a turbulent period in American history: the era of the great economic boom and cultural revolution of the 1920s, the Great Depression and the New Deal, and World War II. This course critically examines the growth of a consumer economy in the 1920s, the cause of the Depression, and how the New Deal response affected the lives of ordinary Americans. We take a close look at the Great Migration of African Americans out of the South and how it affected race relations and the impact of the Great Depression and the New Deal on women. Finally, we consider how the country shook off its isolationism and emerged at the end of the Second World War as the world's hegemonic superpower. Throughout, we consider the period's larger lessons for other disjunctures in history.

HIST.5400 Law, Politics and Society in Early America (Formerly 43.540) - Credits: 3

This class closely examines the colonies of Virginia, Maryland, Massachusetts, Maine, New Netherland/New York, Rhode Island and the Carolinas from the early seventeenth century through the mid-eighteenth century. The class focuses particularly on the wide range of legal, political and social systems present in British North America which made it possible for certain colonies to survive and thrive, while other colonies foundered and failed. Students will master a wide range of primary and secondary sources during the semester and will finish by conducting their own research on one of these seven colonies.

HIST.5410 The American Revolution in the World - Credits: 3

The American Revolution began as a North American conflict between the newly formed United States and Great Britain over the question of whether the thirteen colonies could become an independent nation. The entrance of France, the Netherlands and Spain into the war in the late 1770s made the Revolution a conflict which could be fought anywhere these five countries shared borders, whether in North America, Europe or Asia. The class will also examine the experiences of both Native Americans and African Americans in the Atlantic World as they experienced the war in far ranging ways. The class will use both primary and secondary sources and culminate in a research paper of topics chosen by individual students.

HIST.5430 The North During the Civil War - Credits: 3

Many classes about the Civil War era (1848-1877) focus on the changes brought about in southern society, especially the overthrow of slavery and the transformation of race relations. This course will analyze the dramatic changes that northern society experienced during this period. The North saw important transformations in its economy, government, and society. This course will explore changes in the North’s economy, work cultures, politics, gender system, and race relations, as well as how those developments both brought about the war and were accelerated by the Civil War. By the end of the semester, we will have a fuller understanding of the inter-relationships between the Industrial Revolution, capitalism, and U.S. victory in 1865.

HIST.5450 Native Peoples of the Northern Eastern Woodlands (Formerly 43.545) - Credits: 3

Students will analyze and research the history of the Native peoples of the northern Eastern Woodlands - an area encompassing the northeastern U. S., southeastern Canada, and the North American Great Lakes region. The course provides coverage from pre-contact to the present. It emphasizes contributions of the first peoples to the broader course of the history of the northern Eastern Woodland region. The course
offers a framework for understanding indigenous Americans and their historical experiences by exploring the forces of continuity and change that have shaped Native Americans' lives through time and space. This view will stress the ongoing presence of American Indian peoples and their efforts to preserve the integrity and viability of their dynamic and self-directed societies.

HIST.5460 Topics in African-American History
(Formerly 43.546) - Credits: 3

This graduate-level course examines important ideas and events in African-American history as well as debates among historians about how to interpret these ideas and events. We will examine slavery and its demise, the labor system that emerged after slavery, violence against and intimidation of blacks, the relocation of millions of African Americans from the rural South to the urban North, and the struggle for civil rights, among other topics. A theme that runs through the course is how African Americans were able to build a rich and vibrant culture as well as strong networks of kinship even as masters, landlords, and others sought to control their labor and deny them political and other rights.

HIST.5470 History of the U.S. South (Formerly 43.547) - Credits: 3

This graduate course examines selected topics in the history of the United States South from the seventeenth century through the present. Topics include the development of plantation slavery, the Civil War and Reconstruction, industrialization and the "New South," segregation and disenfranchisement, the Civil Rights Movement, and conservatism. A theme that runs through the course is the question of how "new" the "New South" was—and that is, to what extent Southerners left behind antebellum patterns of labor relations and social hierarchies as they remade their region after the Civil War.

HIST.5500 Graduate Reading Seminar: Imperial Japan, 1894-1952 (Formerly 43.550) - Credits: 3

This course is a reading and writing intensive study of the political, social, cultural, and economic history of Imperial Japan, from the First Sino-Japanese War (1894-1895) through the end of the American occupation after the Pacific War (1952).

HIST.5510 Reading Seminar on Modern China
(Formerly 43.551) - Credits: 3

The course explores the intersection of tradition and revolution in modern Chinese history. It is a seminar where students do assigned readings and come to class prepared to discuss the readings. The objective of the course is to gain a critical understanding of China's modernization process - the traditional and radical forces that shaped the process, the impact of the process on everyday life, and the blending of what is traditionally Chinese and what is modern or borrowed from the outside.

HIST.5511 Transformation of Rural China - Credits: 3

A reading seminar exploring political, economic, and cultural changes in rural China since the 1920s. Special emphases are given to the Western impact on traditional China, the Land Reform, the collective period, and the post-1978 economic reforms. Students will read investigative reports, anthropological field work, scholarly analysis, and memoirs on China's rural transformation, engage in seminar-style discussions, write analytical and critical papers of assigned topics, and produce a final research paper on a topic of his/her own choice.

HIST.5520 Enterprise in Latin America (Formerly 43.552) - Credits: 3

This M.A.-level course introduces students to the history of enterprise in Latin America through four case studies and a research project. No prior knowledge of Latin American history is required or expected. Each of the case studies, including the students' own research projects on an enterprise in Latin America, will consider the wide range of factors that impact a business. These include infrastructure, government regulations and policy, labor, markets, and environmental concerns, among others. The case studies and readings may change from semester to semester, but will be representative of different time periods and regions within Latin America. Throughout the semester, the class will also consider the historical legacies of each enterprise and how it continues to affect the region's economic and political development today.

HIST.5590 Reconstructing America: Upheaval, Immigration, and Reform (Formerly 43.559) - Credits: 3

The second year of the Teaching American History Project, involving UMass Lowell and eight school districts in the Greater Boston Area, will include a week-long Summer Institute, title "reconstructing America: Upheaval, Immigration, and Reform". The institute's seminars, readings, and field trip will focus on several topics tied to immigration, internal migration, social and economic struggle, and reform. This encompasses a history of the major immigrant groups in late 19th and early 20th century America; settlement, acculturation and resistance; Jim Crow and the Great Migration in the early 20th century; and post World War II immigration and refugee settlement. The Summer Institute will offer a blend of U.S. history and local history, namely Lowell and Lawrence, Massachusetts, with readings tied to recent scholarship in

HIST.5910 Directed Study (Formerly 43.491/591) -
Credits: 1-4

Directed study offers the student the opportunity to engage in an independent study or research project under the supervision of a department member. Working closely with the instructor, students define and investigate a research topic in an area of special interest and present the results of their investigation in a significant paper. Juniors and seniors only.
LGST.5140 Engineering Law (Formerly 41.514) -
Credits: 3
Graduate Programs Offered:

- Master of Music in Music Education
- Master of Music in Sound Recording Technology
- Bachelor's-Master's Program

Objectives of the Graduate Programs in Music

The graduate programs in Music are committed to the development of innovative, creative and technologically savvy professional musicians. The specific objectives of the various degree programs are listed under the individual program descriptions.

General Requirements for Admission

Applicants for admission to the Master of Music degree program must possess a bachelor’s degree or its equivalent with a major in music. Those holding degrees in other disciplines will be expected to take prerequisite undergraduate courses for no graduate credit to bring their skills to a level commensurate with that attained by an undergraduate music major in the area of the application. Some prerequisites may be waived at the discretion of the Department of Music through distinguished results on placement examinations and/or professional experiences and achievement.

All applicants are expected to present an undergraduate record of sufficient quality to assure a reasonable expectation of successful graduate achievement. Candidates for admission must submit the required Graduate School application forms, GRE scores, and official transcripts of previous post-secondary education. Applicants for admission to the Master of Music in Sound Recording Technology must also provide a production portfolio demonstrating technical and artistic capabilities indicative of graduate level work. Applicants for admission to the Master of Music Education and the Master of Music in Music Education (Research Thesis/Project Track or Community Music Option) must have passed the Massachusetts Tests for Educator Licensure (MTEL) test in Music within the last five years and must submit the results of this test. Each program requires additional materials or examinations which must be completed or filed by the applicant. Please review the materials for information on individual programs.

Advising

Successful candidates for admission will be assigned a faculty advisor and notified of registration dates and other pertinent information.

General Program Requirements

All Master of Music programs require a minimum of 30 credits. Each program has a required capstone component. Depending on the program, this will be apprentice teaching, a thesis, a recording project, a research project, or an internship. Specific requirements are listed under the individual program descriptions.

Master's Programs in Music

The Music Department offers the following graduate degrees:

- Master of Music in Music Education (Research Thesis/Project Track) This does not lead to licensure.
- Master of Music in Music Education (Community Music Option) This does not lead to licensure.
- Master of Music Education (leads to certification)
- Master of Music in Sound Recording Technology

Master of Music in Music Education (Research Thesis/Project Track OR Community Music Option)

Program Objectives

The Master of Music in Music Education (Research Thesis/Project Track OR community Music Option) at UMass Lowell provide advanced study of music teaching and learning and professional preparation for those engaged in or aspiring to a career as a music educator.

The Master of Music in Music Education has two non-certification options consisting of the research-based Research Thesis/Project track for fully-certified music teachers who are seeking professionalization and the Community Music option which serves to broaden the definition of music education to include other venues beyond public school teaching such as community outreach programs, arts organizations and educational media.

All of our programs are designed to facilitate students’ growth and development as leaders in the profession of music education; as creative problem solvers and innovative thinkers; as individuals who love music and the arts and utilize their knowledge of and enthusiasm for music to inspire students; and as contributors, through research, to the profession and discipline of music education.

The Music Education curriculum is based on the belief that music educators must have comprehensive knowledge of the subject matter of music, an awareness of current theory and practice in music education, and an understanding of recent curriculum development and contemporary issues in general
education.

**Admission Requirements**

In addition to the admission requirements for all applicants to the Master of Music programs, applicants to the music education program must submit:

1. Resume

For the thesis option:

1. verification of initial certification in music and/or proof of music teaching experience
2. a sample of your scholarly writing about music or music education. This may be a term paper or research paper written in any baccalaureate level music class, providing evidence of writing skills and potential for writing at the level of a graduate thesis.

For the certification option:

1. verification of appropriate MTEL passing scores and/or provisional certification.
2. an essay of at least three typewritten pages addressing the following: The applicant’s purpose and specific objectives in pursuing graduate study in music education, the applicant’s philosophy of education in general and arts education in particular

**Program Requirements - Certification Option**

**Pedagogy 6-9 Credits**

- MUED.6010* Seminar in Music Education - Socio-Cultural Influences
- MUED.5100* Foundation of Music Education
- MUED.5150 Curriculum Design in Music Education

**Research - 3 credits**

- MUED.6500* Research in Music Education

**General Education - 3 - 6 Credits**

- EDUC.5010 Teaching Diverse Populations
- EDUC.5020 Adolescent Development & Behavior

**Music Theory/History - 3 Credits**

- MUTH.6100* Structure, Context and Style

**Graduate Performance Ensembles - 3 credits**

**Teaching Practicum**

- MUED.5950* Practicum & Analysis

**Program Requirements - Research/Thesis/Project Option**

**Pedagogy 6-9 Credits**

- MUED.6010* Seminar in Music Education - Socio-Cultural Influences

**Music Ed Electives - 6 credits**

**Research - 3 credits**

- MUED.6500* Research in Music Education

**Music Core - 9 Credits**

- MUTH.6100* Structure, Context and Style
- Non-Music Ed Electives - 6 credits

**Performance Ensembles - 2 credits**

**Applied Music - 4 credits**

**Project or Thesis - 3 credits**

Master of Music in Sound Recording Technology

**Concentrations:**

- Technical
- Production

**Program Objectives**

The Master of Music in Sound Recording Technology (MM:SRT) program enhances the musical and technical capabilities of the graduate through deep studies of the area, science and practice in this ever-advancing field. Significant hands-on, in-studio project work, using the newest technologies and a broad collection of time-proven vintage equipment, enables the student to apply their acquired knowledge toward artistic and research projects throughout the two years of study. Technology is always studied in the context of the relevant aesthetics - for music, picture or games: in live performance or in the studio.

Graduates of the program find meaningful careers in music production and engineering, sound design, music performance, technical support, research and development, product
management, test and measurement, system design, education and more.

The program prepares graduates to be lifelong learners in a changing, high tech field through foundational studies and experiences with a music technology core, informed by advanced critical listening, empowered by problem solving and critical thinking, challenged by leading edge innovation and guided by deep knowledge of the associated arts.

Admission Requirements

In addition to the admission requirements for all applicants to the Master of Music programs, applicants to the sound recording technology program must submit

1. Transcripts demonstrating completion of an undergraduate degree in an area related to the audio industry. We seek applicants whose undergraduate studies included in-depth studies across the disciplines of audio, music, and science. Students whose undergraduate studies do not include all of the program’s three main disciplines are expected to demonstrate compensating excellence in at least two of them, plus documented threshold capabilities in the third. This will be done through the portfolio, college transcripts, and/or documented professional experience.

2. A Production Portfolio demonstrating suitable production skill and experience, with detailed documentation. We request three example projects -- either audio-only productions where the applicant was the primary engineer, or video/film projects for which the applicant provided audio post-production work. All media (USB drives, CD, DVD, Blue Ray) must be clearly and fully labeled. We understand that projects are often a collaboration among a number of people. Applicant should choose recordings in which they made a significant contribution, clearly defining their role in the project [e.g., producer, recording engineer (all tracks), sound designer, synthesis, composer, recording engineer (drums and vocals only), mix engineer, etc.]. Each project should be accompanied by document, (digital preferred) of no less than three pages (and it may run to several more) documenting performers, location, technology, techniques, and the exact nature of the applicant contributions. Information on equipment and techniques used is especially important. Copies of original session documentation (Track Sheets, Set-up Sheets, Recall Sheets) and/or a complete list and description of the equipment used in the creation of each submitted recording are strongly desired. Photos showing instrument placement within the room and microphone placement around instruments are welcome. Finally, include a discussion of your creative goals on each project and how it influenced your technical approach to the making of the recording. The Production Portfolio is designed to be open-ended enough for you to express yourself creatively, demonstrate success in any related discipline, and show attention to detail.

3. Demonstrated proficiency in college-level math and science through relevant course work or standardized tests or college transcripts.

4. A Statement of Career Objectives and Interests showing the applicants specific goals and motivations for graduate study in sound recording technology.

5. Three letters of recommendation which evidence the students preparedness for graduate study in the MM: SRT program.

6. All other requirements for Graduate Admission by UMass Lowell (see admissions requirements)

Program Concentrations

MM:SRT offers two concentrations. The Technical Concentration is for students with a strong math and science background, leading to publication of a research thesis in the sound recording technology field. The Production Concentrations capstone effort is the Masters Recording Project, for students focused on the art and practice of sound recording.

The Technical Concentration

The Technical Concentration requires the student to complete the SRT masters thesis and at least one technical elective course that is approved in advance by the student’s faculty advisor.

Major Field (15 credits)
Master of Music in Music Education (Teaching Certification)

Objectives of the Master of Music in Music Education (Teaching Certification)

The Master of Music in Music Education (Teaching Certification) is for music teachers who are in the process of earning their initial teacher certification in Massachusetts.

The Master of Music in Music Education (Teaching Certification) is also the graduate segment of the music teacher preparation/certification program at the university for Graduates of our Music Studies program. Upon successful completion of the Massachusetts Tests for Educator Licensure (MTEL), Music Studies graduates may apply directly for the Master of Music in Music Education (Teaching Certification) degree. Upon completion of this degree program, through our Graduate School of Education, students may file an application to the Massachusetts Department of Education for initial licensure and become fully certified teachers in Massachusetts.

Admission Requirements

1. Applicants must possess a bachelor’s degree or its equivalent with a major in music. Applicants who possess an undergraduate degree in music education will not be considered for admission to the Master of Music in Music Education (Teaching Certification), as these students will have completed their student teaching and obtained initial teacher certification. Those applicants will be considered for admission to the Master of Music in Music Education non-licensure tracks.

2. Applicants for the Master of Music in Music Education (Teaching Certification) program must present evidence of having passed all parts of the Massachusetts Teachers’ Test.

3. Official transcripts from each undergraduate and graduate school previously attended must be submitted directly to the Graduate Admissions Office.

4. An official copy of the applicant’s scores obtained on the Graduate Record Examination must be mailed directly to the Graduate Admissions Office.

5. Three letters of recommendation from persons who are
qualified to evaluate the applicant’s academic and professional abilities.

6. Applicants must have taken course work equivalent to the University of Massachusetts Lowell Bachelor of Music in Music Studies degree.

Program Requirements - Certification Option Pedagogogy 6 - 9 Credits

- MUED.6010* Seminar in Music Education - Socio-Cultural Influences
- MUED.5100* Foundations of Music Education
- MUED.5150 Curriculum Design in Music Education

Research - 3 Credits

- MUED.6100* Research in Music Education

General Education - 3 to 6 Credits

- EDUC.5010 Teaching Diverse Populations
- EDUC.5020 Adolescent Development & Behavior

Music Theory/History - 3 Credits

- MUTH.6100* Structure, Context and Style

Graduate Performance Ensembles - 3 Credits Teaching Practicum

- MUED.5950* Practicum & Analysis
MUHI.5940 Graduate Directed Study in Musicology
(Formerly 74.594) - Credits: 3
MUHI.5950 Graduate Directed Study in Musicology
(Formerly 74.595) - Credits: 3
MUTH.5950 Graduate Directed Study in Music Theory (Formerly 71.595) - Credits: 3
MUTH.6100 Structure, Context and Style (Formerly 71.610) - Credits: 3

This course will bring the student to a concept of music in its theoretical, historical and cultural contexts, building on the materials and techniques acquired in undergraduate studies. Required for all Master of Music Students.
MUBU.5040 Arts Administration and Marketing  
(Formerly 77.504) - Credits: 3

This course is designed to provide essential information regarding the structure and strategies for creating and maintaining a sustainable non-profit arts organization. Topics to be covered include; organizational structure; development; production; market research; and promotion.

MUBU.5250 Community Outreach Practicum 1  
(Formerly 77.525) - Credits: 1

The Community Outreach Practicum provides mentorship and initial hands-on training in the educational and arts management skills which will enable the student to build and direct community-based youth music programs.

MUBU.5260 Community Outreach Practicum 2  
(Formerly 77.526) - Credits: 1

The Community Outreach Practicum provides mentorship and initial hands-on training in the educational and arts management skills which will enable the student to build and direct community-based youth music programs.

MUBU.6250 Community Internship (Formerly 77.625) - Credits: 6

This course will provide students with the opportunity to gain real world experience in the administration of a Community Arts organization. Students will be required to undergo 300 hours of work under the direct supervision of the director of a Community Arts organization, in coordination with a University advisor. Students will conduct research into various arts organizations, revise resumes, and draft cover letters under the guidance of the course advisor in preparation for the internship application process. Students will be required to secure the internship pending approval of the course advisor.
MUAP.5010 Graduate Applied Keyboard I (Formerly 72.501) - Credits: 2
MUAP.5020 Graduate Applied Keyboard 2 (Formerly 72.502) - Credits: 2
MUAP.5110 Graduate Applied Voice I (Formerly 72.511) - Credits: 2
MUAP.5120 Graduate Applied Voice 2 (Formerly 72.512) - Credits: 2
MUAP.5210 Graduate Applied Woodwinds 1 (Formerly 72.521) - Credits: 2
MUAP.5220 Graduate Applied Woodwinds 2 (Formerly 72.522) - Credits: 2
MUAP.5310 Graduate Applied Brass And Percussion 1 (Formerly 72.531) - Credits: 2
MUAP.5320 Graduate Applied Brass And Percussion 2 (Formerly 72.532) - Credits: 2
MUAP.5410 Graduate Applied Strings 1 (Formerly 72.541) - Credits: 2
MUAP.5420 Graduate Applied Strings 2 (Formerly 72.542) - Credits: 2
MUEN.5010 University Orchestra (Formerly 76.501) - Credits: 1
MUEN.5020 Wind Ensemble (Formerly 76.502) - Credits: 1
MUEN.5030 Chamber Singers (Formerly 76.503) - Credits: 1
MUEN.5040 University Choir (Formerly 76.504) - Credits: 1
MUEN.5050 Concert Band (Formerly 76.505) - Credits: 1
MUEN.5080 Studio Orchestra (Formerly 76.508) - Credits: 1
MUEN.5100 Opera Workshop (Formerly 76.210/510) - Credits: 1
MUEN.5510 Choral Union (Formerly 76.551) - Credits: 1

A large chorus open to the campus and the community without audition. Performs larger works in the choral repertoire including oratorios, masses, motets and opera.

MUEN.5530 Percussion Ensemble (Formerly 76.553) - Credits: 1
Open to all students by audition. Exploration of the growing body of literature for percussion ensemble. Public performance.

MUEN.5540 Classical Guitar Ensemble (Formerly 76.554) - Credits: 1
MUEN.5550 Brass Ensemble (Formerly 76.555) - Credits: 1
Open to all students by audition. Provides a wide range of performance experience through varied brass literature.

MUEN.5560 Electric Guitar Ensemble (Formerly 76.556) - Credits: 1
Open to all students by audition. Provides study and performance of literature for guitar, lute, etc. Required of all guitar majors each semester

MUEN.5580 Piano Ensemble (Formerly 76.558) - Credits: 1
Open to all students by audition. Provides performance experiences through varied piano ensemble literature for one and two pianos.

MUEN.5590 Mixed Chamber Ensemble (Formerly 76.559) - Credits: 1
Open to all students by audition. Offers a wide range of performance experience through a selection of literature for varying combinations of instruments.

MUEN.5600 String Ensemble (Formerly 76.560) - Credits: 1
Open to all students by audition. Provides experience in the performance of string orchestra literature.

MUEN.5610 Small Jazz Ensemble (Formerly 76.561) - Credits: 1
Open to all students by audition. Provides experience in the
performance of jazz literature for groups ranging from four to eight members.

MUEN.5620 Jazz Laboratory Ensemble (Formerly 76.562) - Credits: 1

Open to all students by audition. Provides students with a clear understanding of the skills, knowledge and attitudes necessary to satisfactory ensemble performance and practical experience in the application of such skills, knowledge and attitudes.

MUEN.5630 Recording Studio Ensemble (Formerly 76.563) - Credits: 1

This course introduces students to the music-making paradigm of the recording studio. Issues of musicianship and ensemble performance are addressed within the context of creating music recordings. Recording musicians must demonstrate music abilities in a range of spaces from live rooms to sound isolation booths, interacting with other musicians via microphones and headphones, contributing to music played live and previously recorded to a multitrack recorder by musicians at earlier recording sessions, collaborating with music producers and recording engineers. The ensemble includes a core rock/pop rhythm section of drums, electric bass, electric guitar, keyboards, and vocalists. Other musicians are welcome to contribute to the Studio ensemble as repertoire requires. Students will prepare representative recording studio works and original compositions. Students will complete several recordings by the end of the semester.

MUEN.5650 Jazz/Rock Big Band (Formerly 76.565) - Credits: 1

Open to all students by audition. Fusion big band covering a wide variety of contemporary jazz rock literature. Solo improvisational opportunities. Numerous performances.

MUEN.6250 Community Internship (Formerly 76.625) - Credits: 6

This course will provide students with the opportunity to gain real world experience in the administration of a Community Arts organization. Both community arts and local artists will benefit from the experience gained by the student. Students will be required to undergo 300 hours of work under the direct supervision of the director of a Community Arts organization, in coordination with a University advisor. Students will conduct research into various arts organizations, revise resumes, and draft cover letters under the guidance of the course advisor in preparation for the internship application process. Students will be required to secure the internship pending approval of the course advisor.

MUEN.6560 Seminar : Choral Literature (Formerly 76.656) - Credits: 3

MUPF.5500 Seminar In Instrumental Conducting Techniques (Formerly 75.550) - Credits: 3

A study of analytical, rehearsal and baton technique in reference to the instrumental conductor. Program selection, performance practice and artistic interpretation are also included in an interactive seminar format.

MUPF.5530 Instrumental Pedagogy (Formerly 75.453/553) - Credits: 3

This course is directed toward the development and refinement of instrumental repertoire and pedagogy. The course will examine the application of musical content and learning sequences to the teaching of instrumental music to students at all levels. It will include the study of teaching methods and materials for use in private and group instruction. Observation of studio and class teaching and supervised teaching experience will also be included. This course is directed toward meeting the NASM undergraduate pedagogy component.

MUPF.5950 Graduate Direct Study: Research in Performance (Formerly 75.595) - Credits: 3
MUED.5000 Global Music for Classroom (Formerly 73.410/500) - Credits: 3
Focus on the music education profession’s response to multiculturalism in education as evidenced through the National Music Standards and an examination of resources and methodologies for teaching and understanding the music of diverse cultures, styles, and genres. As one of the core professional music education courses, the course includes the component of pre-practicum fieldwork. There will be an additional research project for Graduate Students enrolled in 73.300.

MUED.5010 Introduction To Brass Pedagogy 1
(Formerly 73.141/501) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on brass instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5030 Introduction to Guitar Pedagogy
(Formerly 73.143/503) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on the guitar and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5040 Introduction to Woodwind Pedagogy I
(Formerly 73.144/504) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on woodwind instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5050 Introduction to Woodwind Pedagogy 2
(Formerly 73.145/505) - Credits: 1
A continuation of 73.144. Intensive class instruction toward the development of basic performance proficiency on woodwind instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5060 Introduction to Percussion Pedagogy
(Formerly 73.162/5060) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on percussion instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5070 Introduction to Strings Pedagogy 1
(Formerly 73.241/507) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on string instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5080 Introduction to String Pedagogy 2
(Formerly 73.242/508) - Credits: 1
Intensive class instruction toward the development of basic performance proficiency on string instruments and the development of pedagogical skills and techniques for beginning instruction and demonstration purposes.

MUED.5100 Foundations Of Music Education
(Formerly 73.510) - Credits: 3
This course is intended for undergraduate students preparing for teacher certification in music. Course participants will explore the historical, psychological, and philosophical foundations upon which current practices in music education are built. Students will explore these concepts through readings, class discussions, individual and group presentations, and other dynamic and interactive processes.

MUED.5150 Special Topics in Music Education
(Formerly 73.515) - Credits: 3
A variety of topics in Music Education will be explored such as children and the composition process, curriculum design, assessment and technology, which will vary from semester to semester.

MUED.5160 Introduction to Voice Pedagogy 1
(Formerly 73.244/516) - Credits: 1
Intended to cultivate the fundamental principles of singing. The psychology of singing and the psychology of the singing voice are considered as they apply to tone production and resonance.

MUED.5170 Introduction to Voice Pedagogy 2
(Formerly 73.245/517) - Credits: 1
A continuation of Voice Pedagogy 1. Intended to cultivate the fundamental principles of singing. The psychology of singing and the psychology of the singing voice are considered as they apply to tone production and resonance.

MUED.5220 Curriculum Design in Music Education
(Formerly 73.522) - Credits: 3
This course will focus on how to design developmentally appropriate learner centered music curricula. We will explore what it is we are looking to achieve through the arts, what types of learning we are looking to develop and what are the instructional materials and methods needed to achieve these goals.

MUED.5440 General Music Methods 1 (Formerly 73.420/544) - Credits: 3
A course designed to present the basic fundamentals of general music pedagogy, including lesson planning and the writing of instructional objectives. The course discusses basic principles of curriculum and instruction, assessment, learning styles, and developmental psychology. These are related to state curriculum frameworks and National Music Standards 1-5. As one of the core professional music education courses, the course includes the component of pre-practicum fieldwork in selected settings.

MUED.5450 General Music Methods 2 (Formerly 73.430/545) - Credits: 3
Investigation of some of the most popular methods of teaching general music, including Orff, Kodaly, Dalcroze, and comprehensive musicianship. Discussion of contemporary issues including music in special education, multicultural music education, and National Music Standards 6-9. As one of the core professional music education courses, the course includes the component of fieldwork in selected settings.

MUED.5630 Choral Repertoire and Rehearsal Techniques (Formerly 73.563) - Credits: 3
Examination of appropriate choral repertoire for the secondary school level and effective choral rehearsal techniques. Covers auditioning, warmups, choral tone, diction, score preparation, and development of fundamental musicianship skills necessary for a successful choral ensemble. Serves as a choral laboratory setting for the practice of score preparation and rehearsal techniques.

MUED.5770 Instrumental Music Workshop (Formerly 73.577) - Credits: 1-3
This workshop is designed for music educators working with elementary, middle or high school instrumental ensembles, and for students seeking materials for practical application. Participants will explore band music through performance on instruments. Clinician will provide additional information as to technical facility and instrument specific rehearsal techniques.

MUED.5780 Music/Way of Knowing (Formerly 73.578) - Credits: 2
Nick Page presents a unique and practical fusion of ideas and skills, combining multiple intelligence and multicultural theories to create a powerful vision for music education. Using his book "Music as a Way of Knowing," Nick Page will show how music can come alive in a creative, positive environment with music as the center of a school’s curriculum - to teach history, culture, and science as well as an amazing aid to listening skills, memory, and emotional well being. Nick is a master song leader who has inspired music educators throughout North America. He is also the author of Sing and Shine On! An Innovative Guide to Leading Multicultural Song, and his choral music is published by Boosey & Hawkes and by World Music Press.

MUED.5830 Intro to Technology Applications for the Music Classroom (Formerly 73.583) - Credits: 2-3
Introduction to the role of computers and technology in music education programs. Course includes the development of computer literacy, including knowledge of word processing, database and spreadsheet applications as essential to educators, and explores MIDI, the Internet, music software, recording, multimedia and other technologies as educational tools.

MUED.5950 Practicum & Analysis (Formerly 73.595) - Credits: 9
This is the culminating experience in the Graduate Music Education Teaching Masters under the supervision of a public school supervising practitioner and a UMass Lowell Program Supervisor. Students are required to spend 8 weeks (minimum) teaching in an elementary placement and 8 weeks (minimum) in a secondary placement. Candidates are required to have passed both Communications and Literacy and Music portions of MTEL examinations and maintained an overall GPA of 3.0.

MUED.5960 Graduate Directed Study: Music Education (Formerly 73.596) - Credits: 3
Participants will develop a focused line of investigation with the supervision of a faculty member in Music Education. Approval of advisor is required.

MUED.6010 Seminar In Music Education (Formerly 73.601) - Credits: 3
This course examines the impact of popular culture on today’s youth and its implications for the study of music. Students in this course will explore teaching strategies that link musical styles and conventions from other time periods to the present. Using music from various media as a springboard, there will be an emphasis on the development of technology rich teaching strategies for the K-12 music classroom.
MUED.6250 Community Internship (Formerly 73.625) - Credits: 6

This course will provide students with the opportunity to gain real world experience in the administration of a Community Arts organization. Students will be required to undergo 300 hours of work under the direct supervision of the director of a Community Arts organization, in coordination with a University advisor. Students will conduct research into various arts organizations, revise resumes, and draft cover letters under the guidance of the course advisor in preparation for the internship application process. Students will be required to secure the internship pending approval of the course advisor.

MUED.6500 Research in Music Education (Formerly 73.650) - Credits: 3

This is a required music graduate class that will highlight fundamental research techniques while focusing on multi-disciplinary aspects of writing about music. Relevant skills and practices: Students will learn how different project types are structured; students will discuss how research acts in the real world and its relevance to their field; The semester will be divided into writing the sections of a professional research paper, with students producing an article as their final project.

MUED.6950 Direct Study and Research (Formerly 73.695) - Credits: 3

Participants will develop a focused line of investigation with the supervision of a faculty member in Music Education. Approval of advisor is required.

MUED.6960 Project Report (Formerly 73.696) - Credits: 3

Original research through action research projects conducted in one's classroom. Students investigate learner-centered approaches to teaching, learning and evaluation. Written reports required.

MUED.7430 Master's Thesis, Music Education (Formerly 73.743) - Credits: 3

For graduate music education students actively engaged in research leading toward the submission of a written thesis. A program of supervised work will be arranged between the student and a faculty supervisor. Permission of the faculty member who will supervise the thesis is required.
Peace and Conflict Studies

Through the Peace and Conflict Studies Inter-disciplinary Program at UMass Lowell, undergraduate and graduate students explore the causes of violence, methods to resolve violence, and practices to build peace. We combine theoretical and experiential education to prepare students for success in graduate school and their careers.

The need for practitioners trained in conflict resolution, human rights advocacy, and violence prevention has never been greater. Peace and Conflict Studies graduates go into government, the business sector, and non-profit organizations in order to make a difference and apply their skills towards improving the world.

Undergraduate students can major or minor in Peace and Conflict Studies. UMass Lowell juniors and seniors can apply for the Accelerated BA to MA. Graduate Students can earn a Graduate Certificate or Master of Arts in Peace and Conflict Studies.

Other Links:
- Peace and Conflict Studies website (https://www.uml.edu/FAHSS/Peace-and-Conflict-Studies/default.aspx)
- Undergraduate Course of Study in Peace and Conflict Studies (https://www.uml.edu/catalog-AY16/pdf/Undergraduate.pdf)
- Graduate Course of Study in Peace and Conflict Studies
- Graduate Certificate Course of Study in Peace and Conflict Studies

Peace and Conflict Studies

Graduate Programs offered:

- Master of Arts in Peace and Conflict Studies
- Graduate Certificates offered: Graduate Certificate in Peace and Conflict Resolution StudiesBachelor’s - Master’s Program

Master of Arts in Peace and Conflict Studies Program Objectives

Peace and Conflict Studies is an inter-disciplinary academic field that studies the causes and conditions which generate and sustain violent conflict, the mechanisms and models for the resolution of violent conflict and the norms, practices and institutions for building peace. Peace and Conflict Studies professionals engage in policy analysis, strategic peace-building, mediation, advocacy, and organizational leadership.

Curriculum Overview

The 30 credit M.A. program requirements include coursework in research methods, strategies for conflict transformation, and a two semester seminar that helps students integrate and synthesize their learning across disciplines. Students select electives within one of three professional options: Conflict Resolution, Organizational Leadership, or Policy Analysis. To complete the M.A., students choose a practicum at a local or international organization, a project, or a thesis.

Professional Options

The professional options are designed to help students advance their career trajectories within the broad field of peace studies. Each option offers core knowledge and skills relevant for work in the area.

- The Conflict Resolution option deepens student understanding of the nature and dynamics of conflict as well as strategies for managing and transforming conflict into more positive relationships, sustainable peace, and just societies. Students gain skills in identifying key factors and dilemmas in conflict settings and in fostering constructive change processes. Individuals in this option could pursue careers involving mediation and facilitation from the grassroots to the international level, restorative justice, and program development and training in conflict transformation.
- The Organizational Leadership option orients students for careers as professionals in peace-related local and international NGOs, governmental and intergovernmental agencies, and religious and other civil society organizations. Students gain a deeper understanding of the role of various kinds of organizations in peace-building and the challenges they face. Students reflect on what it means to be a leader in an organization, the ingredients of effective leadership, and their own leadership style. They also acquire skills and tools needed to manage
organizational peace-building efforts effectively.

- **In the Policy Analysis option**, students analyze policy formation, implementation, and evaluation designed to build sustainable peace. Students gain skills in developing policies as well as broader initiatives to promote normative and structural change. This option provides a strong background for pursuing careers in areas such as policy advising in government, in regional or global international organizations, or in NGO settings; political organizing and advocacy work; and human rights implementation, monitoring, and evaluation.

**Admissions Requirements:**

1. Bachelor’s degree from an accredited institution college or university.
2. An undergraduate grade point average of 3.0 or better. Applicants must submit an official transcript from the undergraduate institution that awarded their degree and an official transcript from any other undergraduate institution at which the applicant was awarded course credit. At the discretion of the Graduate Admissions Committee, students may be admitted with a grade point average below 3.0.
3. 18 credits of Peace and Conflict Studies related coursework. Courses dealing with the general themes of causes of conflict, resolution of conflict or the building of peace will be considered Peace and Conflict Studies coursework. Additionally, courses that are similar to the Peace and Conflict Studies elective courses will be considered as prior coursework. At the discretion of the Graduate Admissions Committee, a student may be admitted with fewer credits, especially in the case of a student with work experience in the field. The Graduate Admissions Committee is aware that while some of the applicants will have a Bachelors degree in Peace and Conflict Studies, many will be applying with degrees in related fields. This requirement will ensure that all incoming Masters students will have some familiarity with the key topics in the field. At the same time, this requirement is not expected to be prohibitive for applicants. In the event that a student does not have the necessary background credits in Peace and Conflict Studies and does not have relevant work experience in the field, the student may be admitted under the condition that they complete relevant courses during the summer prior to matriculation or during the first semester.
4. An application fee as set by the Office of Graduate Admissions.
5. Acceptable scores on the Graduate Record Examination Aptitude Test. (Use of GMAT or LSAT scores may be approved by the Graduate Admissions Committee.) Students for whom English is not a national language must also submit a score for the Test of English as a Foreign Language (TOEFL). GREs are waived for BA/MA students and will be waived for UML alumni who graduated with 3.0 or higher.
6. Three letters of reference from individuals familiar with the educational and/or professional performance of the applicant.
7. A personal statement about the applicant’s professional interests, educational and work qualifications, and future goals as related to the program.
8. A resume or curriculum vitae summarizing education and work experience.
9. An interview may be requested by the Graduate Admissions Committee.

**Program Requirements:** (30 credits total)

- **Required Core Courses** (9 credits):
  - PCST.5010 Strategies for Conflict Transformation
  - PCST 5500 Integrative Seminar
  - PCST.5060 Research Methods

**Professional Option Requirement**:

Students must select four courses (total of 12 credits) from one of the professional options listed below. (Some courses have relevance to multiple options and are therefore included in more than one option.)
Conflict Resolution

- PCST.5020 Seminar in Peace and Conflict Studies
- PCST.5120 Community Conflict Resolution
- PCST.5270 Sustainable Housing Development & Land Use: Conflict, Policy/Practice
- PCST.5230 Everyday Peace
- PCST.5450 Politics of Regression and Dissent
- PCST.5550 Mediation: Theory and Practice
- PCST.5580 Peace and Conflict Experience
- PSYC.5000 Introduction to Community Social Psychology
- PSYC.5020 Seminar in Community Social Psychology
- PSYC.5030 Applied Social Psychology
- PSYC.5220 Psychology of Diversity
- PSYC.5420 Working with Groups
- CRIM.5400 Community Profiling
- CRIM.5710 Domestic Terrorism and Hate Crimes
- CRIM.5720 Comparative Terrorism/Counter-Terrorism
- CRIM.5740 Overview of Homeland Security
- CRIM.6500 Violence in America
- EDUC.6520 Managing Change and Conflict
- PSYC.5460 Grant Writing
- PSYC.6250 Advanced Community Dynamics

Policy Analysis

- PCST.5020 Seminar in Peace and Conflict
- PCST.5250 Gender, Work and Peace
- PCST.5270 Sustainable Housing Development & Land Use: Conflict, Policy/Practice
- PCST.5450 Policies of Repression and Dissent
- PCST.5500 Analyzing Peace, Violence & War
- PCST.5580 Peace and Conflict Studies Field Experience
- CRIM.5250 Domestic Terrorism and Hate Crimes
- CRIM.5720 Comparative Terrorism/Counter-Terrorism
- CRIM.5740 Overview of Homeland Security
- CRIM.5750 Contemporary Security Studies
- CRIM.6310 Intimate Partner Violence
- CRIM.6400 Criminal Mind Behavior
- CRIM.6500 Violence in America
- PSYC.5000 Introduction to Community Social Psychology
- PSYC.5020 Seminar in Community Social Psychology
- PSYC.5270 Immigrant Psychology and Communities
- PSYC.5450 Community and Organizational Change

Organizational Leadership

- PCST.5020 Seminar in Peace and Conflict Studies
- PCST.5120 Community Conflict Resolution
- PCST.5250 Gender, Work and Peace
- PCST.5450 Policies of Repression and Dissent
- PCST.5550 Mediation: Theory and Practice
- PCST.5580 Peace and Conflict Field Experience
- CRIM.5700 Crisis and Emergency Management
- PSYC.5000 Introduction to Community Social Psychology
- PSYC.5020 Seminar in Community Social Psychology
- PSYC.5030 Applied Social Psychology
- PSYC.5220 Psychology of Diversity
- PSYC.5420 Working with Groups
- PSYC.5450 Community and Organizational Change
- POLI.5130 Foundations of Comparative Regional Development
- POLI.5150 Politics and Economics of Public Policy
- POLI.5500 Analyzing Peace, Violence & War

Practicum, Project or Thesis: (three to six credits)

1. Thesis - six credits
2. Practicum - Three credits are earned for a one-semester practicum; six credits are earned for a two-semester practicum.
3. Project - Three credits are earned for a one-semester project; six credits are earned for a two-semester project.

Elective Requirement: (three or six credits, depending upon duration or practicum or project or whether the student has chosen to complete a thesis)

- Three credits of electives are required for students
pursuing a six-credit thesis or two-semester (six credit) project or practicum.

- Six credits of electives are required for students completing a one-semester project or one-semester practicum.
- Elective courses may be chosen from within any of the courses listed under any of the professional options. This provides students the opportunity to take an elective course outside of their professional option.

Other Links:

- Peace and Conflict Studies website (https://www.uml.edu/FAHSS/Peace-and-Conflict-Studies/default.aspx)
- Undergraduate Course of Study in Peace and Conflict Studies (https://www.uml.edu/catalog-AY16/pdf/Undergraduate.pdf)
- Graduate Certificate Course of Study in Peace and Conflict Studies

Graduate Certificate

Peace and Conflict Resolution Studies

Contact: David Turcotte, 978-934-4682, David_turcotte@uml.edu (mailto:david_turcotte@uml.edu)

It is vitally important that we understand the causes of conflict, learn constructive ways to resolve them, and build peaceful relationships. Social injustice is a key source of conflict, and the dynamics of inequality and diversity are at the core of this program.

The certificate will be particularly valuable for:

- Those who have encountered conflict in their personal and/or professional lives.
- People working in very diverse fields, such as human services, law enforcement, health care, business, education and community organizing, who need skills in understanding and handling conflicts.
- Undergraduates interested in graduate studies.

This certificate program requires the completion of 12 credits comprised of one required course and three approved electives.

Requirements:

- Strategies of Conflict Transformation (PCST.5010 - 3 credits) - required core course
- Three Elective Courses (total of 9 credits)

Elective Courses

Some courses have relevance to multiple options and are therefore included in more than one option. Other courses may be added with the permission of the Graduate Coordinator.

Conflict Resolution

PCST.5020 Seminar in Peace and Conflict Studies
PCST.5120 Community Conflict Resolution
PCST.5270 Sustainable Housing Development & Land Use; Conflict, Policy/Practice
PCST.5230 Everyday Peace
PCST.5450 Politics of Repression and Dissent
PCST.5550 Mediation: Theory and Practice
PCST.5580 Peace and Conflict Field Experience
PSYC.5000 Introduction to Community Social Psychology
PSYC.5030 Applied Social Psychology
PSYC.5220 Psychology of Diversity
PSYC.5420 Working with Groups
PSYC.6230 Advanced Community Dynamics: Lowell
PCST.5120 Community Conflict Resolution
EDUC.6520 Managing Change and Conflict

Organizational Leadership

PCST.5020 Seminar in Peace and Conflict Studies
PCST.5120 Community Conflict Resolution
PCST.5250 Gender, Work and Peace
PCST.5450 Politics of Repression and Dissent

PCST.5550 Mediation, Theory and Practice

PCST.5580 Peace and Conflict Field Experience

CRIM.5130 Crisis and Emergency Management
PSYC.5000 Introduction to Community Social Psychology
PSYC.5260 Workplace Diversity
PSYC.5430 Community and Organizational Change
PSYC.5460 Grant Writing

Policy Analysis

PCST.5020 Seminar in Peace and Conflict Studies
PCST.5250 Gender, Work and Peace
PCST.5270 Sustainable Housing Development & Land Use: Conflict Policy/Practice
PCST.5450 Politics of Repression and Dissent
PCST.5500 Analyzing Peace, Violence & War
PCST.5580 Peace and Conflict Studies Field Experience
CRIM.5260 Domestic Terrorism and Hate Crimes
CRIM.5490 Terrorism and Counter Terrorism
CRIM.5680 Contemporary Security Studies
PSYC.5000 Introduction to Community Social Psychology
PSYC.5270 Immigrant Psychology and Communities
PSYC.5470 Community Mapping
POLI.5150 Politics and Economics of Public Policy

Other Links:

- Peace and Conflict Studies website (https://www.uml.edu/FAHSS/Peace-and-Conflict-Studies/default.aspx)
- Undergraduate Course of Study in Peace and Conflict Studies (https://www.uml.edu/catalog-AY16/pdf/Undergraduate.pdf)
- Graduate Course of Study in Peace and Conflict Studies
PCST.5010 Strategies of Conflict Transformation
(Formerly PCS 501) - Credits: 3

This course will examine the underlying connections between causes of conflict on the local, national and global levels and the processes that advance peaceful resolution. The course is designed to provide a cross-disciplinary approach to the relevant social, political, economic and cultural conditions leading to conflict and the variety of approaches to solve such conflict through both violent and nonviolent means. The beginning of the course will focus on issues of power and inequality related to class, race (and related divisions of ethnicity, religion, caste, nationality, immigration status) and gender. We will look at structures and system of power ranging from the family, to the community, the workplace and the national and international dimensions. The goal is to link theoretical analysis with the study of practical problem solving.

PCST.5020 Seminar in Peace and Conflict Studies
(Formerly PCS 473/502) - Credits: 3

Offered from time to time to highlight specialized areas of faculty interest and to acquaint the student with new developments from a broad range of theory and research and how these developments might affect the field of Peace and Conflict Studies.

PCST.5060 Research Methods (Formerly 57.506) - Credits: 3

This course is an applied survey of research methods appropriate for regional economic and social development. Students will learn data presentation and basic descriptive and inferential statistics, as well as the basics of researching data sources and primary data-gathering techniques (survey, case study, archival), and a framework for deciding when particular methods of data-gathering and analysis are appropriate. Students will apply the techniques as they learn them.

PCST.5120 Community Conflict Resolution (Formerly PCS 512) - Credits: 3

This course gives students an understanding of the main issues and solutions involved in community level conflict resolution; e.g., in neighborhoods, workplaces, and other institutions. It develops students' skills in practicing conflict resolution and/or evaluating programs in the field of dispute resolution. It is important to understand why conflict happens and how to resolve conflict.

PCST.5230 Everyday Peace: Community-based Approaches to Peace and Peacebuilding (Formerly PCS 523) - Credits: 3

This course will introduce students to a range of issues in community-based approaches to everyday conflict and peacebuilding. Premised on the idea that peace cannot be understood or studied in isolation of other social processes, the course will allow students to collectively engage with key conceptual, methodological and praxis related issues in peacebuilding drawing from community-based and critical perspectives in the social sciences, we will focus on developing the notion of ‘everyday peace’, that is, building community capacities and promoting social justice as an antidote to the normalized and endemic violence in society. The course will critically examine relevant empirical literature as well as ongoing peace initiatives that utilize community-based approaches.

PCST.5250 Gender, Work and Peace (Formerly PCS 525) - Credits: 3

"Gender, Work and Peace" will explore the relationship between human rights, gender and nonviolence in the 21st century. We will examine how current and future reality can be shaped by related policies, specifically those on the micro and macro level concerned with gender. Today we live in a period of global transition comparable to the period that followed the Industrial Revolution. It presents us with enormous challenges and opportunities regarding factors we will address in class: economic globalization, government restructuring, work-family balancing, environmental safety at work, gender inequalities and the connection between human rights and dignity at work.

PCST.5270 Sustainable Housing Development and Land Use: Conflict, Policy, and Practice (Formerly PCS 527) - Credits: 3

Housing is fundamental to the quality of life in communities, and housing conflict, policy and practice shape the availability of this fundamental good. This course will examine the economic, environmental, social, and cultural factors that shape housing and its sustainability. The contentious nature of housing and land use policy in the United States will be summarized, with students learning how housing policy impacts communities, states, and regions. The course will then give students a detailed understanding of the conflictive process through which housing is developed and the role the market, government, funders, workers, and housing consumers play in influencing the creation and development of housing. The course will highlight ways in which current housing development policy and practices are not sustainable, and will examine more recent efforts to establish standards and practices that enhance consensus and sustainability. Students will learn how to manage conflict and take a housing project through the various stages, such as project conceptualization, market analysis, design, site acquisition, financing, construction, and occupancy. While the course focuses on the U.S. context, students will learn of international efforts to
achieve greater sustainability in housing. The course will provide students with both practical and theoretical knowledge of housing and land use conflict, policy and development practices. Case studies of actual projects will be presented.

PCST.5390 Bridging Minds for Peace: Interfaith Perspectives and The Universal Moral System
(Formerly PCS 539) - Credits: 3

There has been a consensus among the intellectuals and followers of religions that one of the major reasons for the accumulating political, economical, and environmental crises in the Middle East and around world is the absence of a grand vision that can guide the future and inspire humanity to create peace everywhere. The core premises of this theory are: Without peace among religions, there is no peace among nations; Without dialogue among religions, there is no peace among religions; Without a universal moral system, there is no dialogue among religions; A new model of international relations based on a set of morals universally accepted, can help human race to live in peace and justice; and the major religions have the set of morals that can be universally accepted by all, even the non-religious. This course will examine the possibilities and obstacles to bridging the religious divide through a universal, interfaith moral code.

PCST.5450 Politics of Repression and Dissent
(Formerly PCS 545) - Credits: 3

A focus on the dark side of politics - political repression, including politically motivated imprisonment, torture, murder, and disappearance- and the struggle of critics to bring about change through non-violent and violent demonstrations, general strikes and armed resistance.

PCST.5500 Integrative Seminar in Peace and Conflict Studies I
(Formerly PCS 550) - Credits: 0

The purpose of the integrative seminar is to assist students in developing a robust and mature understanding of the three PCS core questions as they relate to PCS coursework. With a strong evidence focus, students identify patterns, principles, questions, and dilemmas relevant to the core questions emerge from multiple courses they have taken within the PCS program. Students develop a reflective journal, a series of essays, a portfolio of their accumulated work, and a culminating portfolio presentation. Meets Core Curriculum Essential Learning Outcome for Applied &Integrative Learning (AIL) and Written &Oral Communication (WOC).

PCST.5550 Mediation: Theory and Practice
(Formerly PCS 455/555) - Credits: 3

Mediation is a form of dispute resolution in which a neutral person helps two or more parties discuss their conflict, explore wants and needs, generate options, and reach an agreement. Mediation has become more prevalent over the past few decades in the courts, community-setting, and schools because it empowers the disputing parties to reach a resolution that works for them. This course introduces mediation in the context of other forms of alternative dispute resolution, teaches the principles and theory behind mediation, and trains students in the fundamentals of the mediation process. Interactive exercises and mediation role-plays will be used to provide experiential practice. Upon completion of the course, students will be connected to opportunities to practice mediation in the local courts or with community organizations.

PCST.5580 Peace and Conflict Field Experience
(Formerly PCS 458/558) - Credits: 3

A program of practical experience in the field of Peace and Conflict. Students can work in a variety of areas related to Peace and Conflict Studies. Students meet regularly as a class on campus with the designated instructor to discuss their experiences and to learn more about the settings in which they practice and the challenges that they confront.

PCST.5910 Directed Study in Peace and Conflict Studies
(Formerly PCS 591) - Credits: 1-3

Through frequent consultation with the instructor, the student carries out the investigation of a particularly specialized area of interest. This course may be repeated for up to a total of 6 credits.

PCST.6010 Peace and Conflict Studies Study Abroad I
(Formerly PCS 601) - Credits: 3

Graduate study abroad in an institution with a University - approved Graduate - level exchange program. The specific course to be taken will be approved by the Graduate Coordinator.
PCST.6020 Peace and Conflict Studies Study Abroad II (Formerly PCS 602) - Credits: 3
Graduate study abroad in an institution with a University-approved graduate-level exchange program. The specific course to be taken will be approved by the Graduate Coordinator.

PCST.6030 Peace and Conflict Studies Study Abroad III (Formerly PCS 603) - Credits: 3
Graduate study abroad in an institution with a University-approved Graduate-level exchange program. The specific course to be taken will be approved by the Graduate Coordinator.

PCST.6310 Practicum in Peace and Conflict Studies I (Formerly PCS 631) - Credits: 3
The practicum allows students to intern at an organization related to the field of Peace and Conflict studies. The primary purpose of the Practicum is two-fold: 1) to allow students to apply, integrate, and evaluate the information and skills they have acquired in their masters-level academic course work; 2) to gain new understandings and competencies while contributing to a field setting. Students participate in placements for approximately 10 hours per week.

PCST.6320 Practicum in Peace and Conflict Studies II (Formerly PCS 632) - Credits: 3
The practicum allows students to intern at an organization related to the field of Peace and Conflict Studies. The primary purpose of the Practicum is two-fold: 1) to allow students to apply, integrate, and evaluate the information and skills they have acquired in their masters-level academic course work; 2) to gain new understandings and competencies while contributing to a field setting. Students participate in placements for approximately 10 hours per week.

PCST.7330 Project in Peace and Conflict Studies I (Formerly PCS 733) - Credits: 3
The project will consist of a scholarly investigation, such as a review, report, synthesis or design in the student’s field resulting in a written document.

PCST.7340 Project in Peace and Conflict Studies II (Formerly PCS 734) - Credits: 3
For a student who wants to complete a 2-semester project. The project will consist of a scholarly investigation, such as a review, report, synthesis or design in the student’s field resulting in a written document.

PCST.7430 Master’s Thesis in Peace and Conflict Studies (Formerly PCS 743) - Credits: 3
For graduate student actively engaged in research leading toward the submission of written thesis. A program of supervised study will be arranged between student and a faculty supervisor. This course may be repeated for credit, but only a total of 6 credits may be counted toward the Master’s Degree.

PCST.7460 Masters Thesis in Peace and Conflict Studies (Formerly PCS 746) - Credits: 6
For graduate students actively engaged in research leading toward the submission of a written thesis. A program of supervised study will be arranged between the student and a faculty supervisor.

PCST.7610 Continued Graduate Research (Formerly PCS 761) - Credits: 1
For graduate student actively engaged in research leading toward the submission of a written thesis. A program of supervised study will be arranged between the student and a faculty supervisor.
POLI.5110 Dynamics Power and Authority (Formerly 46.411/57.511) - Credits: 3

This course surveys theories of power, authority, participation, and politics. Building on these theories, students will examine changing social, political, and economic patterns of inequality based on class, race (and related divisions of ethnicity, religion, caste, nationality), and gender. Reviews various approaches to altering these dynamics (business strategy, public policy, community and social movements). Cuts across units of firm, community, region, and nation, along with corresponding governmental institutions, and links theoretical analysis with study of practical problem solving. Instructor-initiated cases drawn from a variety of national experiences. Students will learn techniques of power analysis and prepare a power analysis project.

POLI.5130 Foundations Of Comparative Regional Development (Formerly 57.513) - Credits: 3

This course offers an initial grounding in economic, historical, political, and sociological methodologies and introduces discipline-based and interdisciplinary approaches to regional development. It introduces students to: identifying and assessing structural factors influencing regional development, defining regional development challenges, and generating problem-solving strategies and public policies. The course highlights the relationship between theory and application, and looks at development at the community, national, and international levels. It makes extensive use of case materials on regional development, including a unit on the development of the Massachusetts economy. Students will learn how to find, prepare and analyze data on regional economies and will learn several basic quantitative tools for regional analysis.

POLI.5150 Politics and Economics of Public Policy (Formerly 57.515) - Credits: 3

The course will provide students with both a set of analytical frameworks to understand how and why specific public policies develop, and a set of normative perspectives to assess what makes for good public policy. Our treatment will be interdisciplinary drawing from areas of economics and political science. Following some grounding in the political economy of the role of government and policy making in a market based economy such as the United States, we will do case studies to understand and to evaluate policies from a variety of current areas of interest to the students and professors. Students will be introduced to basic ideas of cost benefit analysis, program evaluation, and implementation analysis.

POLI.5440 Advanced Research Methods (Formerly 46.544) - Credits: 3

The purpose of this course is to introduce students to the fundamentals of research while also conveying the need for skepticism as the foundation of scientific inquiry. Both quantitative and qualitative methods will be examined. Students will gain first-hand knowledge of the research process by formulating their own research questions, locating current literature to frame their topic, developing causal theories and then empirically testing these theories. With that in mind, the first goal of this course is for students to become critical consumers of research in general and peace and conflict research in particular. The second goal is for students to develop theories about peace and conflict and research designs to test those theories. Students are encouraged to use this course to develop their thesis or projects.
Department of Psychology

The Department of Psychology offers a doctoral program in Applied Psychology & Prevention Science and master’s programs in Autism Studies and Community Social Psychology and Graduate Certificate Programs in:

- Behavioral Intervention in Autism
- Diversity in the Workplace
- Domestic Violence Prevention (Interdisciplinary with the School of Criminology and Justice Studies)
- Family Studies

Ph.D. in Applied Psychology and Preventative Science

Philosophy and Program Objectives

The doctoral degree in Applied Psychology & Prevention Science at UMass Lowell is a psychology-based, research-oriented degree. The program is designed to provide a theoretically grounded and methodologically sophisticated education, and will train students and working professionals in the application of psychological knowledge for improving overall health and wellness at multiple levels, including health promotion and disease prevention. The curriculum of the APPS Ph.D. program is geared toward gaining new knowledge and skills through study, research, and experiential learning opportunities and to meeting the needs of public and private sectors that may serve as potential employers for the programs graduates.

Knowledge Competencies

- An understanding of the key concepts, theories, and methodology in the field of Applied Psychology and Prevention Science;
- Ability to assess the costs and benefits of intervention programs designed to prevent problematic behavior, promote health behaviors, and maximize individual and organizational potential and well-being.
- An understanding of and ability to work well with and empower diverse, underrepresented groups in real-world settings;
- A thorough grounding in the ethical conduct of research and practice in real-world settings

Skill Set

- Utilize quantitative and qualitative methods to conduct psychological research on major issues related to promoting healthy outcomes, preventing problematic behaviors, and/or intervening to diminish existing problems;
- Assess the effectiveness of organizations and programs;
- Analyze social problems and design appropriate interventions;
- Develop the ability to carry out systemic interventions on multiple levels.

The Department also offers a combined bachelor’s-master’s program for UMass Lowell undergraduates.

Philosophy and Objectives of the Autism Studies Program

Autism Spectrum Disorders (ASDs) are behavioral-neurological disorders, typically diagnosed before the age of three, that profoundly affect the young child’s ability to communicate, develop language, form social relationships, and respond appropriately to environmental stimuli. Repetitive, stereotypical, and sometimes even self-injurious behaviors are a common part of the clinical picture. Recent estimates of prevalence report rates in the U.S. as high as 1 in every 91 children. Currently, there is a critical workforce shortage of professionals capable of meeting the challenges of those afflicted with this disorder. The M.S. program in Autism Studies provides students with the knowledge and skills needed to enhance the development of individuals diagnosed with an ASD, support their families and strengthen the ability of schools and hospitals to work with individuals diagnosed on the autism spectrum.

Through their course work and field training, students will gain mastery of skills in several critically important areas:

- definitions and characteristics of autism and other developmental psychopathologies;
- principles, processes, and concepts of Applied Behavior Analysis (ABA);
- methods of behavioral assessment and selection of intervention strategies;
- measurement of behavior and techniques for displaying and interpreting data;
- experimental evaluation of interventions;
- legal and ethical aspects of intervention;
- coordination of programs and services with families,
Graduates of this masters program will have met all the education and training requirements that will allow them to sit for the national certification exam to become Board Certified Behavior Analysts (BCBAs). As BCBAs, they will be able to work with schools and other agencies to design and implement effective interventions for children on the ASD spectrum and to supervise other direct service providers. They will also be able to conduct research that could lead to new and effective interventions.

Philosophy and Objectives of the Community Social Psychology Program

Community social psychologists study relationships between social and environmental forces and the psychological well-being of people. They seek to understand how individuals and groups are affected by such social influences as employment and educational opportunity, organization and delivery of public services, and the social systems within which people live and work. The M.A. program in Community Social Psychology provides students with a rich understanding of how communities and organizations influence behavior, adjustment, and growth. Students graduate knowing how to analyze and solve human problems in a wide variety of community and organizational settings. An emphasis on facts, methods, values, and especially practical skills creates a dynamic learning experience. This is one of the few M.A. programs of its kind in the Northeast.

By completing this program, students will gain:

- Knowledge about how social and environmental factors affect the individual;
- Proficiency in conducting applied research and performing data analysis;
- Increased awareness of multiculturalism, human diversity, and social justice issues;
- The ability to design, implement, and evaluate community programs.

This graduate program meets the needs of students from various academic and occupational backgrounds. It attracts recent undergraduates from such fields as Psychology, Sociology, Political Science, Health, and Education. For those already working, it enhances the skills and career development of human service workers, community developers, health care providers, teachers, government employees, human resource professionals, administrators, and managers in a wide variety of public and private sector positions. Employment opportunities for graduates of the program, both in the nonprofit and private sectors, have traditionally been very strong.
Committee, students may be admitted with a grade point average below 3.0 if they have substantive work experience in the field.

4. Academic background in psychology or a closely related field. We prefer to see at least 18 credits in psychology or a related field, including at least one course in research methods.

5. Graduate Record Examination (GRE) scores, on both verbal and quantitative, or scores from the Miller Analogies Test (MAT).
   - GRE/MAT scores may be waived if you meet any of the following conditions
     a. Are a current UMass Lowell student qualifying for the BA/MA program.
     b. Earned a BA or BS with a cumulative GPA of 3.3 or greater at UMass Lowell, UMass Amherst, UMass Boston or UMass Dartmouth in the past 5 years.
     c. Earned a BA or BS with a cumulative GPA of 3.3 or greater from an accredited university in the United States or Canada in the past 5 years.
     d. Have taken 2 or more UMass Lowell graduate courses (as a matriculated or non-matriculated student) and earned at least a 3.5 cumulative GPA.
     e. Hold a graduate degree (Masters, Ph.D., J.D., etc.) from an accredited university in the United States or Canada.
     f. Have at least 3 years of full-time professional work experience (paid or unpaid) that is relevant to Community Social Psychology.

If you meet any of these criteria, you must complete the GRE/MAT Waiver Form (https://www.uml.edu/docs/CSP%20MA%20GRE%20Waiver%20Form_Revised%20012016_tcm18-229236.pdf) to apply for a waiver. For the form to work correctly, please download it an open it in Adobe Acrobat.

6. Three letters of recommendation including at least one and preferably more than one, from recent or current professor.

7. A personal statement. A 500-750 word personal statement explaining your interests in CSP and how you believe the degree will help you meet your career goals. Specifically, please include a description of your:
   - Academic background
   - Career aspirations and how completing a degree in community social psychology supports your career goals
   - Relevant experience including undergraduate campus involvement, community-based projects, research involvement and/or relevant paid work experiences that reflect your interest in social justice issues.

8. A 250-300 word essay in which you identify and discuss a current social issue of interest to you.

9. A resume summarizing education and work experience

10. Students from whom English is not a national language must also submit a score for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The minimum acceptable score on the TOEFL is 570 for the paper test and for the new Internet-based test the aggregate minimum is 79. The minimum IELTS score is 65.

11. To begin your Online Application, go to the Graduate Admissions (http://www.uml.edu/grad/) page and click on the application (https://sa-webapp-prd.erp.umasscs.net/psc/webapp/EMPLOYEE/HRMS/c/UM_WEBAPP_MENU.UM_AD\_APP\_LOGIN.GBL?institution=UMLOW&careerGRAD&centerGRAD%27?&c link.

Transfer Credit

Matriculated students in Community Social Psychology are allowed to transfer up to 12 credits of graduate course work completed with a grade of B or better taken in other departments at UMass Lowell or at other accredited
universities, provided that such courses are within the content area of community social psychology and do not involve credit for field experience or professional work. Such transfer credit is subject to the approval of the Graduate Coordinator and the Registrar’s Office.

Part-time Study and Non-Degree Status

While the program in Community Social Psychology provides for full-time study, part-time students are encouraged to apply. Most courses are offered at late afternoon and evening hours to accommodate students who are employed. Students not pursuing an advanced degree or who wish to begin their graduate study without first applying for matriculated status are invited to register as non-degree students for specific graduate courses on a space-available basis.

If a non-degree student later applies for acceptance into the Masters program, his/her application will be treated equally with those of other new applicants, though performance in graduate courses taken on campus may be used as an additional admissions criterion. Non-degree students accepted as matriculated students may apply to transfer a maximum of 12 graduate credits earned at the University of Massachusetts Lowell with a grade of "B" or better toward the Masters degree (but students may be encouraged to formally apply to the program after completing 6 CSP credits).

Graduate Adviser

Each newly matriculated student in the program will be assigned to an adviser from among the faculty of the graduate program. The student will meet with his/her adviser on a regular basis throughout the years of study to discuss course selections, planning for practicum, and the development of the thesis or project (optional). Once a student selects a faculty supervisor for his/her thesis or project, this faculty member takes over as graduate academic adviser.

Degree Requirements: Credits

A total of 36 academic credits, at least 24 of which must be taken at the University of Massachusetts Lowell with a grade average of B or better, is required for the completion of the degree. The 36 credits for the Masters degree are divided as follows:

Required Coursework (3 courses, 9 credits total)

Required Practicum (2-semester course sequence and placement:6 credits )

(Must be taken over consecutive semester starting in the fall)

The remaining degree credits consist of elective courses. Students may select from over 15 elective courses in Community Social Psychology, most of which are offered at least once every two years. In their choice of electives, students have the option of completing a Master’s Project or Thesis (see below).

Total must equal 36 credits.

Thesis and Project Options

To earn the 36 credits needed for the Master’s degree, all matriculated students in Community Social Psychology have the option, in consultation with and with the consent of a faculty advisor, of completing either a Thesis or a Project. Both these options represent an integrative piece of significant independent scholarship. The Thesis will be larger in scope, more formal, and more rigorous than the Project, and it must involve a well-developed and systematically conducted research study. A brief summary is provided here:

Thesis

- Be completed over the course of two semesters (usually consecutive), counting for 6 credits toward the degree
- Involve a Thesis Committee of three faculty, chaired by a Psychology Faculty member and including at least one other Psychology faculty member.
- Be written in accordance with University guidelines
- Be defended by the student in front of the Thesis Committee at a public meeting.

The Thesis will always be a piece of quantitative and/or qualitative research, involving a review of literature, a clear statement of a research question, the design of an appropriate method for collecting data, and the analysis of results as the basis for drawing conclusions.

Project

- Typically be completed over the course of one academic semester, counting for 3 credits toward the degree
- Be carried out under the supervision of a CSP faculty member
- Be written in accordance with guidelines established by the graduate program
- Involve an appropriate form of public presentation
- The Project may also be a piece of research, though
narrower in scope and more focused than a Thesis (e.g., a pilot study or a program evaluation). It may also involve the development, implementation and evaluation of an action-oriented intervention.

Although many students will choose to earn all their credits through coursework, a Thesis might be a good choice for students interested in enhancing their research skills and/or who are thinking of going on to a doctoral program and a possible career in university teaching and research. A project might be a good choice for students interested in enhancing their program design, intervention and evaluation skills, and it might also benefit those students pursuing careers in human services and community development.

Detailed information may be found on the department website (https://www.uml.edu/FAHSS/Psychology/Graduate/default.aspx) and from the graduate program coordinator.

**Bachelor’s-Master’s (BA/MA) Program**

Undergraduate psychology majors at the University of Massachusetts Lowell who have a GPA of 3.0 or better are invited to apply to the BA/MA program, allowing students to begin graduate level coursework in our Community Social Psychology (CSP) Masters Program while still pursuing their bachelor’s degree. If a student is formally matriculated into the Master’s Program before earning their BA up to 9 credits of graduate (500 level or higher) courses completed with a B grade or better may be used by the student to count toward both the Bachelors and Master’s degrees.

**Application to the BA/MA Program**

Applications are typically submitted during the student’s second semester of their junior year to allow adequate time for the student to take maximum advantage of the opportunity to take graduate courses and double-count these graduate credits. Although it is highly recommended that students submit their application during their junior year, application materials can actually be submitted at any time prior to graduation. Students who are interested in the BA/MA option are strongly advised to consult with the Graduate Coordinator about undergraduate course selection. In order to complete the program as a "plus 1" option, students will need to carefully plan to take specific required graduate courses before they receive their BA.

As additional advantages, students applying under the BA/MA option do not have to pay the standard application fee and do not have to take any of the standardized tests usually required of applicants. The decision to accept a BA/MA applicant is based on 3 factors:

- A solid undergraduate record, with an overall GPA of 3.0 or better
- Strong letters of recommendation: three are required, and we expect that at least two of these should be from psychology faculty at UMass Lowell.
- A personal statement that clearly describes the student’s interest in our Community Social Psychology program and how it fits with the students educational and professional goals.

**Additional Information from Graduate Admissions for BA/MA Students**

1. Students admitted to our BA/MA program are accepted on a conditional basis with the requirement that students receive their bachelors degree at the end of their senior year and graduate with a minimum cumulative GPA of 3.0. If students do not meet this requirement, their masters degree candidacy will be voided and they would be required to re-apply via the traditional application process.
2. BA/MA students must complete their bachelors degree first before graduate admissions can change their status to that of a fully matriculated graduate student.
3. BA/MA students may defer their graduate matriculation for up to one year following their graduation for the bachelors degree. A request for deferral must be made to the Graduate Admissions Office (https://www.uml.edu/Grad/default.aspx) in writing. After one year of deferral, failure to register for graduate classes will invalidate their acceptance into the masters program.

Additional information on the Bachelor’s/Master’s Program.

**Resources**

- The Center for Family, Work and Community (https://www.uml.edu/Research/CCRE/default.aspx)

The Center for Community Research &Engagement promotes an facilitates community-based research and multidirectional learning as strategies to advance social justice, to enhance community well-being, and to galvanize the role of community-university partnerships as instrument so of positive change. We are committed to addressing community challenges collaboratively through high-quality research and scholarship, and through appropriate and creative applications of knowledge. We further believe that students engaged in
community research and service learn how to work more collaboratively and effectively in a variety of different settings, and contribute more productively and respectfully to civic life in a diverse democratic society.

- Center for Women and Work
  (https://www.uml.edu/Research/CWW/default.aspx)

The Center for Women and Work is an interdisciplinary center at the University of Massachusetts Lowell. Since the Center is designed to support a wide range of projects, there are exciting opportunities for student involvement in both research and community-based action projects relevant to the theme of women and work.

- Laboratory for Autism and Spectrum Disorders
  (http://faculty.uml.edu/ahillier/)

The Laboratory for Autism Spectrum Disorders focuses on two main avenues of research involving adolescents and young adults on the autism spectrum. The first avenue seeks to further our understanding of the processing of emotional stimuli among those with ASD by examining physiological responses and memory for emotion provoking stimuli. The lab's second main research avenue focuses on evaluating various intervention programs for those with ASD. We are currently focusing on a mentoring program for UMass Lowell students registered with Student Disability Services.

Laboratory for Children and Families
(http://www.uml.edu/research_labs/child/default.html)

The Laboratory for Children and Families studies the development of children and youth in social contexts such as family and school, especially in how individual difference in areas like temperament and disability interact with aspects of the environment. Much of our research combines both qualitative and quantitative methods for self-report, observation and the collection of psychophysiological data. Additional work involves secondary analysis of large existing data sets.

- Cultural and Immigrant Research Unit (CIRU)

CIRU is committed to research that investigates the impact of culture on the psychological, social and health development of ethnic minority immigrant individuals, families and communities. Both quantitative and qualitative methods and approaches are utilized to understand the immigrant experience. The ultimate aim of CIRUs is to produce information that will be useful for the development of beneficial interventions in immigrant communities.

- Motivation and Performance Lab

This lab studies motivation and performance from cognitive and social perspectives. We examine performance in a variety of contexts, including academic, athletic and artistic. From the cognitive perspective, we take basic processes as a starting point, and investigate how to improve the accuracy of both memory performance and the judgments people make about their cognitive functions. From the social perspective, we look at how individual difference, the self, group stereotypes and situational factors influence people’s motivation and performance.

Master’s Program in Autism Studies

Master of Science in Autism Studies

- Admissions Requirements
- Transfer Credit
- Part-Time Study and Non-Degree Status
- Graduate Advisor
- Degree Requirements
- Thesis Option
- Bachelors to Master’s Program
- Resources

Admission Requirements

The Autism Studies graduate program at the University of Massachusetts Lowell is designed not only for recent college graduates, but also for students with experience in a variety of educational and work settings.

In addition to the requirements for graduate admission, requirements for the Autism Studies graduate program include these factors:

1. A Bachelors degree or its equivalent from an accredited college or university.
2. A strong undergraduate academic record (a GPA of 3.0 or better is desirable).
3. A minimum of 4 courses in psychology and one course in statistics in your undergraduate coursework. Students should have some background in the psychology of child development, and we are especially interested in students with coursework in some of the foundational areas of psychology (e.g., developmental, learning, behavior analysis, biological bases of behavior, research methods, cognitive psychology, etc.).
4. Relevant experience and other activities outside of the classroom.

5. Official Graduate Record Examination (GRE) scores, on both verbal and quantitative sections. Alternatively, you may submit scores from the Miller Analogies Test (MAT). The GRE/MAT requirement is waived for (1) applicants who graduated from UMass Lowell within the past five years with a cumulative GPA of 3.0 or better or (2) those who have successfully completed the Behavioral Intervention in Autism certificate.

6. At least three letters of recommendation. At least one, and preferably more than one, from recent or current instructors.

7. A personal statement. This detailed statement should describe your background, explain your interests in our program, and tell us how you believe our program will help you meet your own career goals.


These criteria may be applied or weighted differently for different students. For example, for students just receiving a Bachelor's degree, greater attention will be paid to recent grades. For students out of school for some time, work background and experience will count relatively more. Please follow the procedures for application established by the UMass Lowell Graduate Admissions Office (http://www.uml.edu/Catalog/Graduate/Admissions/Application-Procedure.aspx#Application-Procedure).

Transfer Credit

Matriculated students in Autism Studies who come to UMass Lowell with prior graduate work at other schools may request a transfer of a maximum of 12 credit hours. An assessment will be conducted to determine how courses proposed for transfer map onto our courses with respect to BACB requirements. Such transfer credit is subject to the approval of the Graduate Coordinator and the Registrar's Office and must meet the University's Graduate Transfer Credit requirements. For students who have completed courses from the Behavioral Intervention in Autism Certificate Program (PSYC.5610 – PSYC.5680 up to 18 credits of those courses may be transferred).

Part-time Study and Non-Degree Status

While most Autism Studies students attend UMass Lowell for full-time study, part-time students are encouraged to apply. Many courses are offered online, while on-campus courses are usually offered at late afternoon and evening hours to accommodate students who are employed. Students not pursuing an advanced degree or who wish to begin their graduate study without first applying for matriculated status are invited to register as non-degree students for specific graduate courses on a space-available basis. Such students only need to meet the first two of the admissions requirements listed above.

If a non-degree student later applies for acceptance into the Masters program, his/her application will be treated equally with those of other new applicants, though performance in graduate courses taken on campus will be used as an additional admissions criterion. Non-degree students accepted as matriculated students may apply to transfer a maximum of 6 graduate credits earned at the University of Massachusetts Lowell with a grade of "B" or better toward the Masters degree. Students who are enrolled in a UMass Lowell certificate program may be able to transfer more than 6 credits.

Graduate Advisor

Each newly matriculated student in the program will be assigned a faculty advisor. The student will meet with his or her advisor on a regular basis to discuss course selection, planning for practicum, and the development of an optional thesis or project. Once a student selects a faculty supervisor for his or her thesis or project, that faculty member takes over as graduate academic advisor.

Degree Requirements

A total of 42 academic credits, is required for the completion of the degree. At least 30 of these credits must be taken at the University of Massachusetts Lowell. No more than two courses (6 credits) may have an earned grade of less than B (3.0). The 42 credits for the Masters degree are divided as follows:

- **Required Courses** - 27 credits
- **Required Supervised Practicum** - 9 credits
- **Electives or Thesis** - 6 credits

Students may select from any the approved elective courses in Psychology, almost all of which are offered once every two
years. Students may also, when appropriate, request permission
to take related courses from other graduate programs at UMass
Lowell. In their choice of electives, students have the option of
completing a Master’s Thesis, which involves original empirical
research.

Total must equal 42 credits.

Required Courses (27 credits total)

Foundations (9 credits)

- PSYC.5710 Autism and Developmental Psychopathology
- PSYC.6630 Experimental Analysis of Behavior
- PSYC.5720 Legal and Ethical Issues in Professional Practice

Methods (6 credits)

- PSYC.5120 Applied Research Methods
- PSYC.5650 Measurement and Experimental Design in Behavioral Intervention

Behavioral Interventions (12 credits)

- PSYC.5610 Introduction to Behavioral Intervention in Autism
- PSYC.5620 Teaching and Positive Behavioral Support in Autism
- PSYC.5660 Functional Analysis and Treatment of Challenging Behaviors
- PSYC.5680 Behavioral Intervention Program Models in Autism

Required Supervised Practicum (9 credits total)

- PSYC.6710 Supervised Practicum in BIA I
- PSYC.6720 Supervised Practicum in BIA II
- PSYC.6730 Supervised Practicum in BIA III

Electives or Thesis Option (6 credits total)

Elective Option (6 credits total; choose any two of the following):

- PSYC.5000 Introductory to Community Social Psychology
- PSYC.5010 Applied Developmental Psychology
- PSYC.5040 The Family System
- PSYC.5220 Psychology of Diversity
- PSYC.5450 Community and Organizational Change
- PSYC.6110 Program Evaluation
- PSYC.5740 Social and Community Interventions in Autism

Thesis Option (6 credits)

- PSYC.7430 Masters Thesis

Thesis Requirements

To earn the 42 credits needed for the Master’s degree, all matriculated students in Autism Studies have the option of completing a thesis. The thesis will always be a piece of quantitative and/or qualitative research, involving a review of literature, a clear statement of a research question, the design of an appropriate method for collecting data, and the analysis of results as the basis for drawing conclusions. The thesis must:

- be completed over the course of two semesters (usually consecutive), counting for 6 credits toward the degree,
- involve a Thesis Committee of three faculty,
- be written in accordance with University guidelines, and
- be defended by the student in front of the Thesis Committee at a public meeting.

Bachelor’s to Master’s Program

Undergraduate psychology majors at the University of Massachusetts Lowell who have a GPA of 3.0 or better are invited to apply to the Bachelor’s-Master’s program. This program allows students to begin graduate level coursework in our Autism Studies Masters program while still pursuing their bachelor’s degree. Up to 6 credits of graduate (500 level or higher) courses completed with a B grade (3.0) or better may be used by the student to count toward both the Bachelors and Master’s degrees.

Application to the Bachelor’s to Master’s Program

Application is typically summit during the student’s second semester of their junior year to allow adequate time for the student to take maximum advantage of the opportunity to take graduate courses and double-count these graduate credits, while still staying within the maximum of 45 psychology credits allowable for the undergraduate degree in psychology. Although it is highly recommended that students submit their application during their junior year, application materials can be submitted at any time prior to graduation. However, applications for the Bachelor’s to Master’s program will be reviewed along with all other applications only during the spring review cycle. Application forms and details on applying to graduate school can be accessed from the Graduate Admissions website (https://www.uml.edu/Grad/default.aspx).
As additional advantages, students applying under the Bachelor's-Master's option do not have to pay the standard application fee and do not have to take any of the standardized tests usually required of applicants. The decision to accept a Bachelor's-Master's applicant is based on 3 factors:

1. A solid undergraduate record, with an overall GPA of 3.0 or better.
2. Strong letters of recommendation: three are required, and at least two should be from psychology faculty at UMass Lowell.
3. A statement of purpose that clearly describes the student’s interest in the Autism Studies program and how it fits with the students educational and professional goals.

Additional Information from Graduate Admissions for BA/MA Students:

1. Students admitted to the Bachelor's-Master's program are accepted on a conditional basis with the requirement that they receive their bachelors degree at the end of the next academic year following their acceptance and graduate with a minimum cumulative GPA of 3.0. If students do not meet this requirement, their masters degree candidacy will be voided and they will be required to re-apply via the traditional application process.
2. Bachelor's-Master's students must complete their bachelors degree before graduate admissions can change their status to that of a fully matriculated graduate student.

The Laboratory for Behavior Analysis Research

The Laboratory for Behavior Analysis Research focuses on both basic and applied research issues relevant to children with an Autism Spectrum Disorder and other developmental disabilities. The first area concerns the limited and impaired auditory learning skills often seen in children with an ASD. Research in this area investigates auditory discrimination in the autism population from both behavioral and psychophysiological (EEG) perspectives. The second area concerns how children with intellectual disabilities can acquire an understanding of symbols and their referents (stimulus equivalence). The third area concerns training for parents and paraprofessionals on the sound implementation of treatment methods for children with autism and other developmental disabilities. Research involves evaluating online distance-learning education programs that may offer a potential solution to the problem.

The Laboratory for Children and Families

The Laboratory for Children and Families is located in the Department of Psychology at the University of Massachusetts Lowell. The Laboratory provides a site for research on the development of infants and children in the context of their families and communities.

The Center for Research and Community Engagement

The goal of The Center for Research and Community Engagement is to promote the mental health and well being of individuals, families, and communities through education, training, and consultation. Its aim is to provide opportunities for University of Massachusetts faculty, community members, and practicing professionals to work together to integrate theory, research, and practice. The Center sponsors community-based training, professional development workshops, consultation, and research.

Center for Women and Work

The Center for Women and Work is an interdisciplinary center at the University of Massachusetts Lowell. Since the Center is designed to support a wide range of projects, there are exciting opportunities for student involvement in both research and community-based action projects relevant to the theme of women and work.

Ph.D. in Applied Psychology & Prevention Science

- Program Overview
- Program Objectives
Program Overview

Established in 2015, the UMass Lowell Ph.D. program in Applied Psychology & Prevention Science is designed to train students and current practitioners who seek advanced education in the application of psychological theories and methods to address real-world problems, as well as to promote optimal quality of life outcomes. APPS emphasizes three core areas of study:

1. Applied Cognitive Psychology
2. Community and Applied Social Psychology
3. Applied Developmental Psychology

An applied psychological approach that emphasizes the importance of preventing problems and promoting positive behavior in these areas builds on expertise of our faculty, enriches students understanding of the importance of prevention, expands involvement with communities, enhances research skills, and increases opportunities for students career success.

The Applied Cognitive Psychology core area is designed to teach our graduate students how to address real-world issues. Students will be trained to develop evidence-based reforms rooted in a rigorous study of cognitive processes. Such reforms can be applied to confront problems in the domains of education, law, health, and business. Ongoing research in the department explores how to improve the accuracy of both memory performance and meta-cognitive judgments to help students choose optimal study strategies and help legal actors assess eyewitness reliability. Other faculty study health campaign design, the relationship between language and cognition, memory for trauma, and/or issues that face individuals making decisions within the criminal justice system.

The Community and Applied Social Psychology core area is designed to train students to research and analyze the complex relationships between individual, family, and community well-being and the broader socioeconomic, physical, cultural, and geographic environment. This option will produce graduates with the analytic, creative, and practical skills needed to design and implement programs and services that will facilitate positive changes within and across communities. A number of members of our department specialize in issues facing immigrants, psychology and the law, peace and conflict issues both nationally and internationally, positive aging, intersectionality of race/ethnicity, diversity issues in the workplace, participatory action research, and gender-based violence.

The Applied Developmental Psychology core area will train our graduates to conduct research on typical and atypical challenges across the lifespan. Faculty areas of research include neuropsychology, psychophysiology, and autism spectrum disorders (ASD), child maltreatment, and the development of language, especially the ability to tell narratives of personal experiences. Other faculty address issues of family and parent-child relationships, child eyewitness testimony, and aging and social gerontology.

Program Objectives

The doctoral degree in Applied Psychology & Prevention Science at UMass Lowell is a psychology-based, research-oriented degree. The program is designed to provide a theoretically grounded and methodologically sophisticated education, and will train students and working professionals in the application of psychological knowledge for improving overall health and wellness at multiple levels, including health promotion and disease prevention. The curriculum of the APPS PhD program is geared toward gaining new knowledge and skills through study, research, and experiential learning opportunities and to meeting the needs of public and private sectors that may serve as potential employers for the programs graduates.

Knowledge Competencies

- An understanding of the key concepts, theories, and methodology in the field of Applied Psychology and Prevention Science;
- Ability to assess the costs and benefits of intervention programs designed to prevent problematic behavior, promote health behaviors, and maximize individual and organizational potential and well-being;
- An understanding of and ability to work well with and empower diverse, underrepresented groups in real-world settings;
A thorough grounding in the ethical conduct of research and practice in real-world settings

Skill Set

- Utilize quantitative and qualitative methods to conduct psychological research on major issues related to promoting healthy outcomes, preventing problematic behaviors, and/or intervening to diminish existing problems;
- Assess the effectiveness of organizations and programs;
- Analyze social problems and design appropriate interventions;
- Develop the ability to carry out systemic interventions on multiple levels.

Admission Requirements

For more information about the Application Deadline, consult the Psychology Application Page:

[https://www.uml.edu/FAHSS/Psychology/Graduate/Phd-APPS/Application.aspx](https://www.uml.edu/FAHSS/Psychology/Graduate/Phd-APPS/Application.aspx):

1. Applicants should arrange to have (an) official transcript(s) indicating that they have earned a Bachelors degree, and, if relevant, an official transcript indicating that they have earned a Masters degree (or will in the near future) mailed to the Office of Graduate Admissions by the degree-granting institution(s) at:

   **Office of Graduate Admissions**
   Cumnock Hall, Suite 110
   One University Avenue
   Lowell, MA 01854-5130

   Transcripts are required from every college or university attended with the following exceptions:
   - Transcripts are not required from colleges or universities where a one-semester study abroad or domestic exchange was completed;
   - Transcripts are not required from colleges or universities for which the course names and grades were transferred to the applicants bachelors or Masters degree-granting institution (and appear on those transcripts).

2. International students who are unable to provide official transcripts to the Office of Graduate Admissions must demonstrate that they have earned the equivalent of a Bachelors degree granted by an accredited United States institution before their application will be processed. Please note, the Office of Graduate Admissions reserves the right to have any application credential evaluated.

   Degree verification may be obtained for a fee at:

   **Center for Educational Documentation, Inc.**
   P.O. Box 170116
   Boston, MA 02117
   Phone: 617-338-7171
   Fax: 617-338-7101
   Website: [www.cedevaluations.com](http://www.cedevaluations.com)

3. An applicants preparation for doctoral study will be assessed using the following grade point average (GPA) criteria. For undergraduate work, adequate preparation is defined as an earned GPA of at least 3.25 (on a 4.0 grading scale). For graduate work, adequate preparation is defined as an earned GPA of at least 3.75 (on a 4.0 grading scale).

4. All applicants are required to take the Graduate Record Examination (GRE) and provide their scores as part of their application. Only the scores from the Verbal and Quantitative sections of the GRE are required to assess applicants preparation for doctoral study.

   International applicants are also required to take either the Test of English as a Foreign Language (TOFEL) or the International English Testing System Academic (IELTS Academic) examination and provide their TOEFL Scores or their IELTS Scores (for the Academic IELTS, not the General Training IELTS). This requirement is waived if the applicant has earned a Bachelors or Masters degree from an accredited U.S. academic institution.

   Official test scores (GRE, TOEFL/IELTS) must be mailed to the university directly by the testing agency. This requirement applies to all applicants including current UMass Lowell students or UMass Lowell alumni. Both the GRE and TOEFL are administered by ETS (Educational Testing Services); use the school code for UMass Lowell (3911) when requesting any scores from ETS. There is no school code for the IELTS; instead, test takers should provide the address for UMass Lowell Graduate Admissions to have their official scores sent (address listed above).

   The GRE Psychology subject test is not required for admission. However, if an applicant has taken the GRE Psychology subject test and would like to report those scores, the applicant may include that information under Other Test Scores section of their application.

5. Three letters of recommendation are required as part of the
application. All recommendations must be provided by sources familiar with applicant from an academic context. Please note that, to be considered for admission, all application materials (including letters of recommendation) must be received by the application deadline.

6. Applicants must submit a personal statement describing why they wish to pursue a doctoral degree in Applied Psychology & Prevention Science. This statement of purpose should be up to 3 double-spaced pages in length and describe the applicants plans for graduate study, research experience, current and future research interests, and career goals.

7. Applicants are required to submit a curriculum vitae highlighting academic and professional achievements.

8. The Commonwealth of Massachusetts requires that all full-time graduate students (9 or more credits) must be immunized against measles, mumps, rubella, tetanus, and diphtheria. Students will not be permitted to register for courses at the University until proof of immunization has been sent directly to the Director of Health Services, University of Massachusetts Lowell, Lowell, MA 01854 (978-934-4991). Link to forms (https://www.uml.edu/student-services/Health/Health-Services-Requirements.aspx)

Transfer Credit

The Graduate Admissions Committee may allow for up to 12 graduate credits previously earned with a grade of B or better from an accredited institution to be transferred toward the doctoral degree. Transfer credit will only be granted for courses that are substantially similar to those offered at UMass Lowell and that exceed the number required for the previously-granted Masters degree. Applicants are required to submit a Course Description and a Course Syllabus for each course to be considered for transfer credit. Such transfer credit is subject to the approval of the Graduate Coordinator and the Registrars Office and must meet the Universities Transfer Credit requirements.

Full-Time vs. Part-Time Study

The Program Director and advisors in the Ph.D. program will guide graduate students through a program of study that can be taken either on a full-time or part-time basis. Full-time study is equivalent to 6 credit hours per semester. Part-time study is equivalent to 6 credit hours per semester.

Graduate Advisor

Each newly matriculated student in the program will be assigned to an academic advisor who is a full-time Psychology Department faculty member. The student will meet with his or her advisor on a regular basis throughout the years of study to discuss course selections, qualifying papers, and the development of the dissertation. When a student selects a faculty supervisor to serve as their dissertation committee chair, this faculty member takes over as graduate academic advisor.

Degree Requirements

A total of 42 academic credits, at least 30 of which must be taken at the University of Massachusetts Lowell, are required for the completion of the degree. APPS doctoral degree requirements are as follows:

- Required Courses 21 credit hours
- Approved Electives 9 credit hours
- Dissertation - 12 credit hours

Total must equal 42 credit hours.

Students may request permission to take related courses from other graduate programs at UMass Lowell.

Core Coursework

Students are required to take 21 credits of core coursework. PSYC.6400 Theories of Change in Applied Psychology (3 credits), provides students with an integrative and meaningful experience that engages them with the theoretical, practical, and professional questions that applied psychologists address in their efforts to understand and promote change. PSYC.6500, Advanced Quantitative Methods (3 credits), is designed to cultivate and further develop students' understanding and skills in research methods and advanced data analyses as they prepare to become practitioners of research addressing a range of APPS issues. PSYC.6410 Fundamentals of Prevention Science (3 credits), elaborates on areas introduced in Theories and emphasizes the principles on which prevention science is based. Students will also take two subject matter courses at the 5000 or 6000 level, each 3 credits, chosen from among three core areas of study. Community Social Applied Social Psychology, (CAS). Applied Cognitive Psychology(ACP), and/or Applied Developmental Psychology (ADP). PSYC.6500 is a prerequisite for two more required advanced research methods or data analysis courses (6 credits). The selection of these advanced methods courses in the core is based on identified interests and needs of the student in consultation with the students advisor. Approved methods courses are available in Psychology and also from the Graduate School of Education, the School of Criminology and Justice Studies, and the Department of Work Environment. Students can request that another identified course meets this advanced methods requirement through consultation with their advisor and approval of the Program Director.

Required Courses (21 credits total)

- PSYC.6400 Theories of Change in Applied Psychology
- PSYC.6410 Fundamentals of Prevention Science

plus any two of the following content courses:
• PSYC.5000 Introduction to Community Social Psychology
• PSYC.5010 Applied Developmental Psychology
• PSYC.5030 Applied Social Psychology
• PSYC.5980 Advanced Cognition
• PSYC.6650 Advanced Community Social Psychology
• PSYC.6680 Advanced Applied Cognitive Psychology
• PSYC.6690 Advanced Applied Developmental Psychology

plus three advanced methods courses:

• PSYC.6500 Advanced Quantitative Methods (required)

and any two of the following:

**Psychology Department:**

• PSYC.7010 Narrative Methods
• PSYC.7020 Participatory Action Research

**Work Environment:**

• PUBH.5770 Introduction to Biostatistics
• PUBH.6890 Advanced Regression Modeling

**Graduate School of Education:**

• EDUC.7040 Qualitative Research Methods
• EDUC.7050 Survey Research

**Criminology and Justice Studies:**

• CRIM.5900 Descriptive and Inferential Statistics
• CRIM.7920 Survival Analysis & Longitudinal Data

**Approved Electives (choose any three from among any of the above courses not taken, or from among the following for 9 credit hours)**

• PSYC.5220 Psychology of Diversity
• PSYC.5270 Immigrant Psychology & Communities
• PSYC.5460 Grant Writing
• PSYC.5710 Autism and Developmental Psychopathology
• PSYC.5740 Community & Social Interventions in Autism
• PSYC.6110 Program Evaluation
• PSYC.6640 Child Maltreatment
• PSYC.6680 Primary Care Behavioral Health
• PSYC.6750 Seminar in Health Psychology

• PSYC.6760 Seminar in Language Acquisition
• PSYC.6770 Applying Cognitive Psychology to Education
• PSYC.6780 Seminar in Metacognition
• PSYC.6790 Psychology and Law
• PSYC.6800 Aging and Community
• PSYC.6810 Health Campaigns: Effects & Processes
• PSYC.6930 Directed Study in APPS
• PSYC.7030 Selected Topics in Applied Psychology and Prevention Science

**Program of Study**

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<td>PSYC.6410 Fundamentals of Prevention Science Advanced Methods Course CAS. ACP. or ADP 5000/6000 course</td>
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<tr>
<td>Comprehensive Paper 1</td>
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<td>PSYC.6730 Dissertation (3/6/9 credits)**</td>
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* Optional electives supplement required courses beyond the minimum of 30 credits of course work
** 12 dissertation credits are required

**Comprehensive Qualifying Papers**

In the second year of doctoral study, students will complete 2 comprehensive doctoral papers: one paper will be a literature review paper focused on a topic within one of the three core area of study (Community and Applied Social Psychology, Applied Cognitive Psychology, or Applied Developmental Psychology) and one paper will include a quantitative analysis of data.

Upon successfully passing the Comprehensive Qualifying Papers, (see below), a student can begin their dissertation research.

**Dissertation**

Completion of the dissertation requires:
1. submission of a written dissertation proposal to the students dissertation committee,  
2. successful oral defense of the written dissertation proposal,  
3. completion and submission of three manuscripts for publication to peer-reviewed journals, and  
4. successful oral defense of the three manuscripts.

The minimum number of dissertation credits is 12. Dissertation credits in excess of the required 12 may not be used to substitute for any of the 30 credits of required coursework.

**Graduate Teaching Assistants and Graduate Research Assistants**

The APPS program has a limited number of Graduate Teaching Assistant (GTA) and Graduate Research Assistant (GRA) positions to support graduate students in the pursuit of their degrees. These positions are awarded to students based on close collaboration between the Program Director, the Dean of FAHSS, and Department Chairs. Graduate assistants work 18 hours per week and are assigned to faculty members within a department of FAHSS to assist in research, instruction, and other professional duties. GTAs and GRAs are assigned as instructors or researchers within departments that match their competencies and research interests.

**Certificate Program**

**Certificate Programs in Psychology**

- Behavioral Intervention in Autism  
- Diversity in the Workplace  
- Domestic Violence Prevention (Interdisciplinary)  
- Family Studies


**Behavioral Intervention in Autism**

**Psychology Department**

**Contact:** Rebecca Markovits (mailto:rebecca_markovits@uml.edu), Ph.D., 978-934-4205

The Behavioral Intervention in Autism Certificate Program has been designed to provide the core knowledge required for Board Certified Behavior Analysts. The 6-course Autism Certificate program has been updated to conform with the BACB’s new task-list standards. It has been fully approved by the BACB to fulfill the specific coursework requirements necessary to become eligible for taking the BCBA exam.

Note: You do not have to be accepted into the certificate program prior to registering for your first course. However, students pursuing BACB certification need to apply for the certificate before taking their 3rd course.

Applicants will have to meet additional BACB requirements to qualify for full BACB certification. For the most current information about BACB certification requirements, please visit [http://www.bacb.com](http://www.bacb.com)

In partnership with the Eunice Kennedy Shriver Center, a pioneer in research, education, and service for people with developmental disabilities and their families for over three decades and a part of the University of Massachusetts Medical School, this certificate has been designed to provide professionals in psychology, education, child care, and human services with an understanding of autism and related developmental disorders. An introduction to behavioral methods and how and where such methods can be used and evaluated is included. Interested students should have a background in the psychology of child development. Most courses will be available on-line.

*Professional Certification: This sequence of 6 courses (see courses with asterisks) has been designed to meet the Behavior Analyst Certification Board (BACB) educational requirements for certification as a Behavior Analyst. Note that full BACB certification also involves an experience requirement and an exam not administered by UMass Lowell (see details at [www.bacb.com](http://www.bacb.com)).

**Required Courses:**

- PSYC.5610 Introduction to Behavioral Intervention in Autism  
- PSYC.5620 Teaching and Positive Behavioral Support in Autism  
- PSYC.5650 Measurement and Experimental Design in Behavioral Intervention  
- PSYC.5660 Functional Analysis and Treatment of Challenging Behavior  
- PSYC.5680 Behavioral Intervention Program Models in Autism  
- PSYC.5720 Legal and Ethical issues in Professional Practice

Note the PSYC.5610 is a prerequisite or co-requisite for PSYC.5620 and PSYC.5650; PSYC.5620 is a prerequisite for PSYC.5660 and PSYC.5680; PSYC.5650 or 5660 is a prerequisite for PSYC.5720. The recommended sequence is
PSYC.5610 and PSYC.5620 together in one semester, followed by PSYC.5650 and PSYC.5660, and finishing with PSYC.5680 and PSYC.5720.

Diversity in the Workplace

Psychology Department

Contact: Michelle C. Haynes (mailto:Michelle_Haynes@uml.edu), Ph.D., 978-934-3925

Over the last 50 years, the workplace has changed dramatically in terms of its composition along various dimensions. Despite this inevitable diversity in the workplace, working with people from different backgrounds is challenging. Many people prefer to work with others who are “like them” in age, gender, race, education, and economic status. There is comfort in sharing the same background and culturally based traditions and ideals. Working with others who do not share similar interpersonal expectations or ways of communicating can contribute to tensions emanating from misattributions and conflicting values.

This certificate is for both future and current industry and organizational leaders who want to advance their theoretical knowledge as well as their hands on skills for working with and managing diverse employees. Certificate candidates will increase their awareness of communication and cultural differences, and be encouraged to develop strategies to effectively manage these differences. Candidates will be challenged to go beyond simply tolerating differences; rather the goal is to improve their work life, organizational culture, and organizational effectiveness by harnessing the value of these differences.

Students who complete this certificate will emerge better equipped to work within our increasingly diverse workplaces. They will acquire knowledge and skills that will enable them to take on leadership roles in both profit and nonprofit organizations.

The core course, Workplace Diversity, introduces students to the theoretical constructs surrounding diversity in the workplace as well as focuses on skill development for managing diversity in the work domain. Courses in the "Social Trends" cluster focus on the broader social, economic, and political forces that affect diversity in the workplace including the changing nature of work, globalization, and public policy. Offerings in the "Systems Dynamics" cluster are courses that enhance students understanding of people from diverse backgrounds and explore the ways in which dynamics within workplaces (and other human systems) shape relations among diverse group.

Courses (12 credits):

Required Course:

- PSYC.5260 Workplace Diversity (3 credits)

Social Trends - select one course:

- 57.542 Gender, Work and Public Policy (3 credits)
- 57.511 Dynamics of Power and Authority (3 credits)
- 57.516 Globalization, Work, and Family (3 credits)

System Dynamics Electives - select one:

- PSYC.5000 Introduction to Community Social Psychology (3 credits)
- PSYC.5050 Work and Family (3 credits)
- PSYC.5220 Psychology of Diversity (3 credits)

Open Electives - select one additional course from either the preceding lists or the list below:

- PUBH.5000 Introduction to Work Environment (3 credits)
- PUBH.5420 Human Factors (3 credits)
- PUBH.6430 Healthy Work Organization Design (3 credits)
- PUBH.5230 Women in the Community (3 credits)
- PSYC.5270 Immigrant Psychology and Communities (3 credits)
- PSYC.5420 Working with Groups (3 credits)
- PSYC.5450 Community &Organizational Change (3 credits)
- 57.503/PUBH.6540 Work and Technology (3 credits)
- 57.512 Community Conflict Resolution (3 credits)
- 57.537 Development Principles (3 credits)

Domestic Violence Prevention

Department of Psychology and School of Criminology and Justice Studies (Interdisciplinary)

Contact: Kareem Jordan, Ph.D., 978-934-3077, CJGradAdvisor@uml.edu (mailto:CJGradAdvisor@uml.edu)

Domestic violence is one of the major social and public health problems in the Commonwealth. The existing degree programs in the School of Criminology and Justice Studies, Community Social Psychology, and programs in the College of Health Sciences each offer relevant courses that greatly assist their graduates working with agencies and clients affected by domestic violence. The certificate provides a focused program for those working in settings where domestic violence is an issue.
Family Studies

Psychology Department

Contact: Andrew Hostetler (mailto:Andrew_Hostetler@uml.edu), Ph.D., 978-934-3979, csp@uml.edu (mailto:csp@uml.edu)

The program is designed to provide professionals who work with families or with children, youth and elders within family systems, with a contemporary understanding of families through a community-based, culturally-sensitive perspective. It provides graduate level education in family support services and in family-community linkages, and exposure to the range of family support and education approaches in the Merrimack Valley.

Required Courses:

- PSYC.5000 Introduction to Community Social Psychology (3 credits)
- PSYC.5010 Applied Developmental Psychology (3 credits)
- PSYC.5040 The Family System (3 credits)

Electives:

- PSYC.5020 Seminar in Community Social Psychology (3 credits)*
- CRIM.6220 Intimate Partner Violence (3 credits)

Note: Other electives by approval of Graduate Coordinator.

*Focus of seminar varies; may be applied to certificate only when the focus of the seminar is family-centered.

Security Studies

Security Studies is an interdisciplinary graduate program offered by the College of Fine Arts, Humanities and Social Sciences, and coordinated by faculty in the School of Criminology and Justice Studies. Student can earn a 30-credit Master of Arts or Master of Science degree in one of the following concentrations.

Master of Arts Degree Concentrations

- Homeland Defense Note: In September 2014, this program was ranked #6 in the nation by TheBestSchools.org (http://www.thebestschools.org/rankings/25-best-online-
- Industrial and Economic Security
- International Security

Master of Sciences Degree Concentrations

- CBRNE Security
- Critical Infrastructure Protection
- Cybersecurity


Admission and Application Information

Applications to the Graduate Program in Security Studies are accepted and processed year-round. Students accepted into the program can begin their courses in the fall, spring or summer terms. A qualitative assessment of each applicants transcript and other application materials will contribute to any admissions decision for either the MA or the MS degree program.

Admissions Requirements for the MA Degree in Security Studies

1. Completed undergraduate degree from an accredited institution of higher education, with a final cumulative GPA of at least 3.0. A wide variety of undergraduate bachelors degree programs will qualify, particularly those in the behavioral and social sciences (such as political science, sociology, criminal justice, psychology, history, international relations, and many others).

2. GRE scores for Verbal and Quantitative in the top 20th percentile. The MAT is acceptable as an alternative to the GRE.

3. International students must submit TOEFL with acceptable scores.

4. Please see the Office of Graduate Admissions (https://www.uml.edu/Grad/Process/requirements.aspx) for more information about the basic requirements for all master's and doctoral programs at UMass Lowell.

Admissions Requirements for the MS Degree in
Security Studies

1. Completed undergraduate degree from an accredited institution of higher education, with a major in a science, technology or engineering discipline and a final cumulative GPA of at least 3.0. Graduates of bachelor’s degree programs in behavioral and social sciences will also be considered on a case-by-case basis. (Can be waived with suitable professional experience or relevant science/technology graduate degree)

2. GRE scores for Verbal and Quantitative in the top 20th percentile. The MAT is acceptable as an alternative to the GRE.

3. International students must submit TOEFL with acceptable scores.

4. Please see the Office of Graduate Admissions for more information about the basic requirements for all master’s and doctoral programs at UMass Lowell.

Admissions Requirements for International Students

1. International students apply through the regular admissions process. Please see the Office of Graduate Admissions for specific information about the basic requirements for all master’s and doctoral programs at UMass Lowell.

2. Please see the Graduate Admissions Office website for information about the Test of English as a Foreign Language requirement for all master’s and doctoral programs at UMass Lowell.

3. International students can also enroll online and complete all requirements to earn a Graduate Certificate without having to meet the admissions requirements for master’s or doctoral degree programs.

Admissions Requirements for the Graduate Certificate in Security Studies

1. Graduate certificate programs are designed for students holding a baccalaureate degree in a field related to the certificate program. The application fee is $50.

2. No graduate record exam (GRE) is required.

3. Applicants to the Graduate Certificate programs do not need to meet the admissions requirements for master’s or doctoral degree programs.

4. Application forms and procedures are available online.

Bachelor’s to Master’s Program

Juniors and Seniors at UMass Lowell who have a 3.0 GPA or better are eligible to apply for the B.S./M.A. (or B.S./M.S.) program. This program allows for completion of both degrees in five years if desired. As part of the program, two graduate classes may be counted toward both the 120 credit hour for the B.S. degree and the 30 credit hours required for the M.A. or M.S. degree. More information about this program is available from the Office of Graduate Admissions.

Transfer Students

If transferring from another graduate program, applicants must have a minimum graduate GPA of 3.5. Transfer students are those who come to UMass Lowell with prior graduate work. They are allowed up to 12 credit hours (with a grade of B or better) from another institution toward the completion of the master’s degree at UMass Lowell. Only graduate courses taken from an accredited graduate school in the United States or Canada within a five-year period prior to the date of admission to the degree requirement may be considered for transfer. More information on the university policy is available online.

Master of Science - Chemical, Biological, Radiological, Nuclear and Explosive Security

CBRNE Security

Students in this area of concentration will develop a solid...
understanding of chemical, biological, radiological, nuclear and explosives (CBRNE) security. Courses will exam the technical details of weapons and sensor technologies, nonproliferation regimes, the threat of states or terrorists acquiring and using weapons of mass destruction, and the local, state, federal and global efforts to confront this kind of threat.

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Electives (Choose 5 from the Following)

- Weapons of Mass Destruction (CRIM.6640)
- Introduction to Biosensors (EECE.5410)
- Principles and Practices of Biological Safety (PUBH.5080)
- Infectious Disease + (MLSC.6130)
- Toxicology and Health (PUBH.5030)
- Exposure and Risk Assessment (PUBH.6161)
- Introduction to Epidemiology (PUBH.5750)
- Risk Assessment (PUBH.6830)
- Radiological Safety and Control I + (RADI.5010L)
- Radiological Safety and Control II + (RADI.5020L)
- Nuclear Instrumentation + (RADI.5060)
- Radiation Biology + (RADI.5620)
- Understanding the Massachusetts Contingency Plan (ENVS.5810)

+ Indicates a course that requires special permission from the instructor before enrolling.

Other graduate-level electives taken at UMass Lowell or at other campuses of the University of Massachusetts may also count toward the 5 electives, based on approval of the Program Director and Graduate Faculty Group.

More information about this program is available from the Office of Graduate Admissions (http://www.uml.edu/Grad/programs/bachelors-masters.aspx).

Homeland Defense

Students pursuing this area of concentration will develop competencies and knowledge relating to homeland security strategy and policy development, critical infrastructure protection, regional and national security intelligence, land and maritime border protection, and the use of new technologies in homeland security. Emphasis is placed on integrating a big picture policy perspective with an understanding of human behavior, systems, and intelligence analysis.

Note: In September 2014, this program was ranked #6 in the nation by TheBestSchools.org (http://www.thebestschools.org/rankings/25-best-online-master-homeland-security-degree-programs/).

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Electives (choose five from the following)

- Overview of Homeland Security (CRIM.5740) [Required for students in this concentration]
- Comparative Terrorism and Counterterrorism (CRIM.5720)
- Understanding the Massachusetts Contingency Plan (ENVS.5810)
- Crisis and Emergency Management (CRIM.5700)
- Descriptive and Inferential Statistics (CRIM.5900)
- Domestic Terrorism and Violent Extremism (CRIM.5710)
- Issues in Computer Crime and Cybersecurity (CRIM.6580)
- Weapons of Mass Destruction (CRIM.6640)
- Terrorism Networks (CRIM.6660)
- Counterterrorism Policies and Strategies (CRIM.6690)
- Strategic Intelligence and Homeland Security (CRIM.5880)
- Advanced Security Studies (CRIM.6670)
- Politics and Economics of Public Policy (POLI.5150)
Master of Arts

Industrial and Economic Security

Students pursuing this area of concentration will focus their studies and research on topics related to the private sector, including energy security, computer network and facility security, and the defense industry. Courses will also examine global trafficking, economic crime, and the policies and legal frameworks for combating these threats.

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Electives (Choose 5 from the Following)

- Economic Crime (CRIM.5260)
- Threat Assessment and Risk Management (CRIM.5730)
- Issues in Computer Crime and Cybersecurity (CRIM.6580)
- Toxic Use Reduction (PUBH.5570)
- Crisis and Emergency Management (CRIM.5700)
- Descriptive and Inferential Statistics (CRIM.5900)
- Organizational Behavior (MGMT.5010)
- Overview of Homeland Security (CRIM.5740)
- Advanced Security Studies (CRIM.6670)

- Transportation System Security and Safety (CRIM.5660)

Other graduate-level electives taken at UMass Lowell or at other campuses of the University of Massachusetts may also count toward the 5 electives, based on approval of the Program Director and Graduate Faculty Group.

(*) indicates permission required from the Manning School of Business faculty.

More information about this program is available from the Office of Graduate Admissions (http://www.uml.edu/Grad/programs/bachelors-masters.aspx).

Master of Arts - International Security

International Security

In this area of concentration, students will develop a comprehensive understanding of complex, intersecting global threats like organized criminal and terrorist networks, and the various policies, strategies and mechanisms to combat these threats.

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Electives (Choose 5 from the Following)

- Advanced Security Studies (CRIM.6670)
- Comparative Terrorism and Counterterrorism (CRIM.5720)
- Weapons of Mass Destruction (CRIM.6640)
- Global Trafficking and Criminal Networks (CRIM.6650)
- Terrorism (CRIM.6660)
- Descriptive and Inferential Statistics (CRIM.5900)
- Organizational Behavior (MGMT.5010)
- Overview of Homeland Security (CRIM.5740)
- Advanced Security Studies (CRIM.6670)
- Politics and Economics of Public Policy (POLI.5150)
Master of Science - Critical Infrastructure Protection

Critical Infrastructure Protection

Students pursuing this area of concentration will develop competency and knowledge to manage the increasingly complex security challenges at regional and international airports, commuter and commercial railways, maritime ports, and roadways of the Commonwealth and the broader region. Emphasis is placed on integrating a big picture policy perspective with an understanding of sensor technologies, transportation security, systems engineering, human behavior, and intelligence analysis.

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Electives (Choose 5 from the Following)

- Inspection and Monitoring of Civil Infrastructure (CIVE.5110 on campus)
- Overview of Homeland Security (CRIM.5740)
- Transportation System Security and Safety (CRIM.5660)
- Threat Assessment and Risk Management (CRIM.5730)
- Issues in Computer Crime and Cybersecurity (CRIM.6580)
- Exposure and Risk Assessment (PUBH.6161)
- Systems Security and Auditing (MSIT.5140)
- Understanding the Massachusetts Contingency Plan (ENVS.5810)
- Crisis and Emergency Management (CRIM.5700)
- Descriptive and Inferential Statistics (CRIM.5900)
- Weapons of Mass Destruction (CRIM.6640)

More information about this program is available from the Office of Graduate Admissions (http://www.uml.edu/Grad/programs/bachelors-masters.aspx).

Master of Science - Cybersecurity Studies

Cybersecurity

Cybersecurity is an increasingly important concern for government agencies, defense contractors, bio-tech research firms, and many others throughout New England. Students pursuing this area of concentration will develop an understanding of computer network security principles, human behavior, systems, cyber forensics, and the strategies and agencies (federal and state) that are intended to secure the nation from cyber attacks.

Core Courses

- Contemporary Security Studies (CRIM.5750)
- Intelligence Analysis: Policy and Practice (CRIM.5780)
- Scientific and Technological Dimensions of National Security (CRIM.6680)
- Research Design (CRIM.5910)
- Security Studies Capstone Research Paper (CRIM.6990)

Required Electives

- Issues in Computer Crime and Cyber Security (CRIM.6580)
- Computer Network Security (see below)

CS/IT Electives (Choose 4 from the Following)

Online Courses:

The following online courses are offered within the MS in Information Technology (http://continuinged.uml.edu/degrees/MSIT.cfm) program, and can be used to fulfill requirements in the Cybersecurity concentration of the MS in Security Studies program. Enrollment in these courses requires an undergraduate degree in Information Technology, Computer Science, or comparable...
academic or professional background. Please contact the course instructor for permission to enroll.

- Computer Network Security
  (https://www.uml.edu/Catalog/Courses/MSIT/5610)
  (MSIT.5610 online) - Required for MS Cybersecurity concentration
- MSIT.5140 Systems Security and Auditing
  (https://www.uml.edu/Catalog/Courses/MSIT/5140)
- MSIT.5620 Digital Forensics
  (https://www.uml.edu/Catalog/Courses/MSIT/5620)
- MSIT.5110 Network and Systems Administration
  (https://www.uml.edu/Catalog/Courses/MSIT/5110)
- MSIT.5630 Secure Mobile Networks
  (https://www.uml.edu/Catalog/Courses/MSIT/5630)
- MSIT.5190 Virtual Systems
  (https://www.uml.edu/Catalog/Courses/MSIT/5190)
- MSIT.5600 Network Infrastructures
  (https://www.uml.edu/Catalog/Courses/MSIT/5600)
- MSIT.5650 Cloud Computing
  (https://www.uml.edu/Catalog/Courses/MSIT/5650)
- MSIT.5660 Advanced Cloud Computing
  (https://www.uml.edu/Catalog/Courses/MSIT/5660)
- MSIT.5410 Information Security, Privacy and Regulatory Compliance
  (https://www.uml.edu/Catalog/Courses/MSIT/5410)
- MSIT.5430 Intrusion Detection Systems
  (https://www.uml.edu/Catalog/Courses/MSIT/5430)

**On Campus Courses:** The following courses are offered on campus within the MS in Computer Science program, and can be used to fulfill requirements in the Cybersecurity concentration of the MS in Security Studies program. Enrollment in these courses requires an undergraduate degree in Computer Science or comparable academic or professional background. Please contact the course instructor for permission to enroll.

- Computer Network Security
  (https://www.uml.edu/Catalog/Courses/MSIT/5610)
  (MSIT.5610 online) - Required for Cybersecurity MS concentration
- MSIT.5410 Information Security, Privacy and Regulatory Compliance
  (https://www.uml.edu/Catalog/Courses/MSIT/5410)
- MSIT.5130 Internet and Web Systems I
  (https://www.uml.edu/Catalog/Courses/MSIT/5130)
- MSIT.5140 Internet and Web Systems II
  (https://www.uml.edu/Catalog/Courses/MSIT/5140)
- MSIT.5150 Operating Systems I
  (https://www.uml.edu/Catalog/Courses/MSIT/5150)
- MSIT.5160 Operating Systems II
- COMP.6160 Advanced Topics in Network Security
- MSIT.5110 Network and Systems Administration
  (https://www.uml.edu/Catalog/Courses/MSIT/5110)
- EECE.5830 Network Design: Principles, Protocols and Applications
  (https://www.uml.edu/Catalog/Courses/EECE/5830)
- MSIT.5140 Systems Security and Auditing
  (https://www.uml.edu/Catalog/Courses/MSIT/5140)

Other graduate-level electives taken at UMass Lowell or at other campuses of the University of Massachusetts may also count toward the five electives, based on approval of the Program Director and Graduate Faculty Group.

UMass Lowell also offers a Graduate Certificate in Network Security (http://continuinged.uml.edu/online/certificates/networksecurity.cfm), which can be completed through online courses. Student completing the Network Security program can transfer into the MS in Security Studies: Cybersecurity concentration and have those courses count toward the completion of the Master’s degree.

More information about this program is available from the Office of Graduate Admissions (http://www.uml.edu/Grad/programs/bachelors-masters.aspx).
PSYC.5000 Introduction to Community Social Psychology (Formerly 47.500) - Credits: 3

Introduces history and contemporary trends of community and social psychology with focus on how social and environmental forces affect individual and group quality of life. This course surveys the history, theoretical frameworks, core values, methods/approaches and orienting concepts in the field.

PSYC.5010 Applied Developmental Psychology (Formerly 47.501) - Credits: 3

Provides a life span developmental perspective on individual and social adaptation and change. Examines appropriate theory and research, and illustrates the influences of environmental, social and cultural factors.

PSYC.5020 Seminar in Community Social Psychology (Formerly 47.502) - Credits: 3

Offered from time to time to highlight specialized areas of faculty interest and to acquaint the student with new developments from a broad range of current psychological theory and research and how these developments might affect social and community life.

PSYC.5030 Applied Social Psychology (Formerly 47.503) - Credits: 3

Introduces students to social psychology as an applied discipline. Covers such applied topics as attitude change, aggression, helping behavior, attribution, and interpersonal influence.

PSYC.5040 The Family System (Formerly 47.504) - Credits: 3

Studies family processes and the interplay between the family and other social, cultural, and socio-economic systems. Topics include parental roles, changing family structures, racial and ethnic factors, and interactions between family, work, and community.

PSYC.5090 Psychological Approaches to Child Maltreatment (Formerly 47.509) - Credits: 3

The course addresses the painful topic of Child Maltreatment in the context of research on optimal, typical, and unacceptable treatment of children, as maltreatment cannot be considered apart from acceptable and even optimal treatment. The impact of maltreatment on the development of the child from the first growth of physical organs in the prenatal infant through the development of moral reasoning in the adolescent is addressed.

PSYC.5120 Applied Research Methods (Formerly 47.512) - Credits: 3

Considers strengths and limitations of various approaches to community and social psychological research. Develops skills for formulating research questions and translating them into practical study designs. Sensitivity to research ethics as well as research practicality and validity are emphasized. Pre- or Co-requisite: 47.500

PSYC.5220 Psychology of Diversity (Formerly 47.522) - Credits: 3

This course introduces students to theoretical, philosophical and experiential frameworks for thinking about diversity in our communities and society. It includes an examination of the experiences of diverse groups, especially traditionally oppressed groups and individuals. This course is designed to engage students in a process of introspection and self-examination about issues such as racism, sexism, classism, and homophobia. Emphasis will be placed on challenging one's own world view and the way it fits into institutional oppression, as well as the way it may affect our work as community change agents.

PSYC.5230 Women in the Community (Formerly 47.523) - Credits: 3

An examination of women’s roles in the home, community, and work place; examines psychological consequences, social structural influences, and options for change. Topics include: housework and childcare; violence against women; work place stratification issues; and women’s contributions to their communities.

PSYC.5260 Workplace Diversity (Formerly 47.526) - Credits: 3

This course will explore the challenges presented by the increasingly diverse workforce within the United States. Students will consider how work groups and organizations can effectively incorporate a diversity of perspectives. Students will consider issues of oppression, discrimination and bias, with particular attention paid to the situation here in the Merrimack Valley. There will also be some focus on personal awareness and the development of skills for addressing diversity concerns.

PSYC.5270 Immigrant Psychology and Communities (Formerly 47.527) - Credits: 3

This course will focus on the immigrant experience and the various immigrant groups in the United States with emphasis on recent immigrants in Lowell and Massachusetts. Theories of
acculturation and adaptation to a new cultural environment will be extensively examined in the course. An experiential approach will be integrated throughout the course via the incorporation of guest speakers, films, autobiographies/novels, and food. Students will have ample opportunities to read, reflect, discuss and write about the immigrant experience. As our country is a country of immigrants, this course should have relevance to anyone working in the community.

PSYC.5420 Working with Groups (Formerly 47.542) - Credits: 3

This course uses a community-based approach to working with groups. Guided by an understanding of theoretical principles, students will gain insights about group dynamics and process. Students will develop and apply various skills, including assessment, enhanced communication, conflict resolution, problem solving, decision-making, and evaluation. Emphasis is placed on working within diverse groups, attaining outcomes, and utilizing resources. Organizational, prevention/intervention, and focus groups are examined.

PSYC.5430 Psychology and Law (Formerly 47.543) - Credits: 3

This course focuses on applications of psychological research and practice to the legal system. Drawing from the areas of social, cognitive, developmental, clinical, and neuropsychology, students will critically examine the legal process and compare the law’s informal theories of human behavior to what psychologists know on the basis of theories and research. Topics covered include including the practice of scientific jury selection, jury deliberation and decision-making, police interrogations and confessions, use of the polygraph as a lie-detector test, eyewitness testimony, repressed and recovered memories, the use of hypnosis, child witnesses in sex abuse cases, the death penalty, the insanity defense, and the role of psychologists as trial consultants and expert witnesses.

PSYC.5450 Community and Organizational Change (Formerly 47.545) - Credits: 3

A review of skills, techniques, and qualities associated with effective community and organizational interventions. Topics include the possibility and desirability of change, methods for studying change, assessment of needs and resources, visioning and planning, membership recruitment and retention, strategy and tactics, leadership styles, publicizing, funding, advocacy, evaluation techniques, and the personal qualities of the change agent. Both cultural factors and the community context of interventions will be discussed. Application to specific cases will be made. Students will have the opportunity to apply course material to settings outside the classroom.

PSYC.5460 Grant Writing (Formerly 47.546) - Credits: 3

This course will be a hands-on course in grant writing. One of the first lessons that you will learn is that grant writing is only to a small degree about writing. Successful grants emerge from working effectively with others to draw out ideas, capture those ideas to create a program or a plan for research, show how the plan is an appropriate one to respond to the "Request for Proposals", and package those ideas so that they make sense to the people who will review the proposal. Grant writing is increasingly a team building activity. Whether or not you obtain the funding is sometimes less important than the networking and planning that you do as a part of developing a grant proposal.

PSYC.5540 Diversity in Family (Formerly 47.554)(Last Term Spring 2009) - Credits: 3

PSYC.5610 Introduction to Behavioral Intervention in Autism (Formerly 47.561) - Credits: 3

This course provides an introduction to the causes and diagnosis of autism, scientific validation, applied behavior analysis, and ethical treatment. Students also learn to write functional objectives, plan positive reinforcement, and design an applied measurement system in the context of developing Individualized Family Service Plans and Individualized Education plans. The issue of culturally appropriate interventions is addressed. Prerequisite: coursework in the psychology of child development, or permission.

PSYC.5620 Teaching and Positive Behavioral Support in Autism (Formerly 47.562) - Credits: 3

This course covers the application of specific behavioral teaching procedures, including prompting, reinforcement, shaping, chaining, error correction and generalization methods, and the development of instructional plans. Emphasis is placed on procedures and plans to teach communication, social, self-help and per-academic skills. Application of such methods in inclusive classroom settings is also considered.

PSYC.5630 Management Strategies in Applied Behavioral Intervention - Credits: 3

This course provides instruction on areas of the 4th edition task list related to ethically providing behavior analytic services as established by the Behavior Analysis Certification Board and codes of conduct for behavior analysts in the field of applied behavior analysis. Building on knowledge of applied behavior analysis and autism gained in the two prerequisite courses, students will enhance their understanding of best practices in the assessment and treatment of individuals diagnosed with an autism spectrum disorder and how ABA strategies are implemented and evaluated.
PSYC.5650 Measurement and Experimental Design in Behavioral Intervention (Formerly 47.565) - Credits: 3
This course provides advanced coverage of measurement methods used in behavioral intervention. It also offers in-depth coverage of the "within-subject" experimental designs commonly used in behavioral research and practice. Component analysis and parametric analysis methods, and ethical considerations in research, are also covered.

PSYC.5660 Functional Analysis and Treatment of Challenging Behavior (Formerly 47.566) - Credits: 3
This course covers the purpose, rationale and methods used in conducting and interpreting functional analyses of challenging, or "maladaptive", behaviors (self-injury, stereotypy, aggression). It also describes the full range of behavioral procedures used to decrease or eliminate these behaviors, with emphasis placed on ethical interventions and the desirability of least restrictive and non-aversive strategies.

PSYC.5710 Autism and Developmental Psychopathology (Formerly 47.571) - Credits: 3
This course is designed to explore Autism Spectrum Disorders (ASDs) in the developing person and in changing social contexts (e.g., family, school, employment) across development. An empirical and theoretical review of developmental transformations and reorganizations across the lifespan provides the basis for examining biological, social, psychological, and cultural contributions to the continuity and discontinuity of both adaptive and maladaptive processes over time as well as an analysis of individual and environmental risk and protective factors across development. Special attention is given to the changing competencies and challenges of developmental periods and their role in the assessment, display, meaning, and implications of ASDs from infancy through adulthood.

PSYC.5720 Legal and Ethical Issues in Professional Practice (Formerly 47.572) - Credits: 3
This course will explore the legal and ethical issues facing professionals working with individuals diagnosed with disabilities, particularly those on the autism spectrum. The goal is to provide behavior analysts and other professionals the opportunity to develop skills in dealing with the complex legal and ethical issues that arise when working in human service fields.

PSYC.5740 Community and Social Interventions in Autism (Formerly 47.574) - Credits: 3
This course will focus on current perspectives of community-based programming for individuals on the autism spectrum, particularly among the adolescent and adult age range. We will overview the challenges experienced by those with an autism spectrum disorder (ASD) during adolescence and adulthood, and consider the issues involved in designing, implementing, and evaluating social and community interventions for this population.

PSYC.5880 Advanced Cognition - Credits: 3
This course will provide an advanced overview of the scientific study of mental processes. Specifically, we will read a number of experimental and review articles that describe or contribute significant advancements to our understanding of memory, decision-making, language, attention, perception, etc. Readings will be critically evaluated and synthesized through discussions and a variety of in-class review activities, with particular emphasis on the role of cognition in a broader human context.

PSYC.6110 Program Evaluation (Formerly 47.611) - Credits: 3
A skill-oriented approach that considers both formative and summative evaluation techniques. Emphasizes mastery of the technical aspects of the evaluation process, and includes consideration of the importance of program evaluation in community psychology, health, education, etc.

PSYC.6250 Advanced Community Dynamics: Lowell (Formerly 47.625) - Credits: 3
An examination of principles that influence community structure, function, and evolution over time. Students will learn how community patterns and activities can best be understood and how community problems and concerns can best be addressed, employing psychological and other conceptual frameworks and perspectives. Specific emphasis will be placed on the historic and diverse city of Lowell. Prerequisites: 47.500 and 47.512.

PSYC.6310 Practicum I (Formerly 47.6310) - Credits: 3
Provides supervised field experience in a setting appropriate to the student’s area of specialization, plus on-campus class meetings. An average of approximately ten hours of fieldwork in an approved setting for two consecutive semesters is required. Prerequisites: 47.500 and 47.512: pre-or Co-requisite: 47.625

PSYC.6320 Practicum II (Formerly 47.632) - Credits: 3
Continuation of 47.631, which is pre-requisite.
PSYC.6400 Theories of Change in Applied Psychology (Formerly 47.640) - Credits: 3
Examines major theories of development and change relevant to Applied Psychology; and discusses the use of theories in posing and answering research questions. A major focus of research and practice is on understanding and promoting change (in structures, functions and processes of cognition, emotion, behavior and relationships) over time. In this course, students will examine major theories of change (development, therapeutic and school/community/contextual change), learn to place these theories in comparative, historical and philosophical context, examine efforts in theory integration, and test the direct relevance of theories to posing and answering their own research questions.

PSYC.6410 Fundamentals of Prevention Science - Credits: 3
This graduate course will examine theoretical, empirical, and practical foundations of prevention science for designing and evaluating diverse interventions to prevent human social problems and promote healthy development. The seminar will cover the origins and multidisciplinary roots of prevention science, key concepts, current trends and directions, theoretical approaches, program theory, methodology, research to practice, policy development, and dissemination. Special consideration will be given to conceptual issues in the field such as prevention versus promotion, stages of program development, scaling up, methodological approaches such as randomized controlled trials, quasi-experiments, process and impact assessment, cost-benefit analysis, statistical methodology, dissemination.

PSYC.6500 Advanced Quantitative Methods (Formerly 47.700/PSYC.7000) - Credits: 3
This course is designed to provide an overview of the most widely used methods employed by psychologists and other behavioral scientists. You will learn about the common research tools and strategies that psychologists use in the production of knowledge. The course will provide you with a basic understanding of the strengths and weaknesses of the various research strategies used by psychologists so that you can become an informed consumer of research both in the behavioral sciences and the media. In addition, you will begin to develop and practice a set of research skills that will prepare you for advanced study in the behavioral sciences.

PSYC.6610 Social and Community Interventions in Autism (Formerly 47.661) - Credits: 3
This course will focus on current perspectives of community-based programming for individuals on the autism spectrum, particularly among the adolescent and adult age range. We will overview the challenges experienced by those with an autism spectrum disorder (ASD) during adolescence and adulthood, and consider the issues involved in designing, implementing, and evaluating social and community interventions for this population. The class will incorporate weekly readings focusing on research in the field, presentations, and guest speakers.

PSYC.6630 Experimental Analysis of Behavior (Formerly 47.663) - Credits: 3
This course will explore the basic principles of the experimental analysis of behavior and their application to an understanding of learning. Emphasis will be placed on the historical underpinnings of the field, the methods of analysis, and current issues in the field.

PSYC.6640 Child Maltreatment (Formerly 47.664) - Credits: 3
The purpose of this class is to introduce the topic of child maltreatment. Child abuse and neglect and family violence impact people of all ages in all communities. These issues have not been solved and have generated controversy between and within psychology, the legal system, medical, and social service professionals. This course examines the main issues and controversies to foster an understanding of relevant theory, empirical findings, and research methodology.

PSYC.6650 Advanced Community Social Psychology (Formerly 47.665) - Credits: 3
Introduces history and contemporary trends of community and social psychology with focus on how social and environmental forces affect individual and group quality of life. This course surveys the history, theoretical framework, core values, methods/approaches and orienting concepts in the field.

PSYC.6670 Advanced Applied Cognitive Psychology (Formerly 47.667) - Credits: 3
This course is designed to give you an overview of various applications of basic cognitive psychology to everyday problems in four domains: education, law, work, and health. It is by no means a comprehensive survey, and you should see it just as an idiosyncratic introduction to the field of applied cognitive psychology. In this class you will begin learning about how basic research into our cognitive processes can help inform real-life issues.

PSYC.6680 Primary Care Behavioral Health (Formerly 47.668) - Credits: 3
This course is designed to prepare applied psychologists to
work in primary care medical environments. The course focuses on delivering psychological knowledge relevant to medical treatment in a variety of ways.

**PSYC.6690 Advanced Applied Developmental Psychology (Formerly 47.669) - Credits: 3**

Provides a life span developmental perspective on individual and social and research, and illustrates the influences of environmental, social and cultural factors. Understanding the levels and tasks of development that characterize various ages helps us to understand the role of individuals as they interact in social contexts as well as the role of social contexts in the lives of individuals.

**PSYC.6710 Supervised Practicum in Behavioral Intervention in Autism: I (Formerly 47.671) - Credits: 3**

The practicum sequence of courses is required of all Master of Science in Autism Studies students, whether they have opted for the Fieldwork or University Intensive Practicum option for accumulating supervised experience hours. In this first of a 3-course sequence, students will gain experience in applying behavioral principles and methods to individuals with Autism Spectrum Disorder or other appropriate populations. All students must have an off-site, approved placement from 10 to 30 hours per week, as determined by BACB requirements; the placement must include direct work with clients. Class time will be used to discuss treatment and analysis strategies in the context of individual cases with which the student is involved during their on-site placement.

**PSYC.6720 Supervised Practicum in Behavioral Intervention in Autism: II (Formerly 47.672) - Credits: 3**

In this second of a 3-course sequence, students will gain experience in applying behavioral principles and methods to individuals with Autism Spectrum Disorder or other appropriate populations. All students must have an off-site, approved placement from 10 to 30 hours per week, as determined by BACB requirements; the placement must include direct work with clients. Class time will be used to discuss treatment and analysis strategies in the context of individual cases with which the student is involved during their on-site placement.

**PSYC.6730 Supervised Practicum in Behavioral Intervention in Autism: III (Formerly 47.673) - Credits: 3**

In this third of a 3-course sequence, students will gain experience in applying behavioral principles and methods to individuals with Autism Spectrum Disorder or other appropriate populations. All students must have an off-site, approved placement from 10 to 30 hours per week, as determined by BACB requirements; the placement must include direct work with clients. Class time will be used to discuss treatment and analysis strategies in the context of individual cases with which the student is involved during their on-site placement.

**PSYC.6750 Seminar in Health Psychology - Credits: 3**

This course focuses on the application of psychological principals to the subspecialty of health psychology. Students will learn about the major topics in health psychology, including health behaviors, stress and health, health moderators, and prevention. Students will be exposed to psychological theories and research methodologies used in health psychology, and to current literature in the field.

**PSYC.6760 Seminar in Language Acquisition (Formerly 47.676) - Credits: 3**

This course explores the development of oral language and the relationship between oral language and literacy. Receptive and productive abilities in all major aspects of language acquisition will be addressed, including articulation, vocabulary, syntax/morphology, narration, and metalinguistic awareness, as will major theories of language acquisition. Special circumstances such as bilingualism, dialect differences, and use of sign language will also be addressed.

**PSYC.6770 Applying Cognitive Psychology to Education (Formerly 47.677) - Credits: 3**

This course is designed to provide an in-depth look into the impact of cognitive psychology on education. We will look at basic processes including attention, memory, decision-making, and motivation, starting first from basic theoretical principles. We will then read papers that have taken these theoretical principles as a starting point and applied them to real-life issues in education, such as exam performance and students self-evaluations of their own performance.

**PSYC.6780 Seminar in Metacognition (Formerly 47.678) - Credits: 3**

Metacognition is any reflection or judgment made upon an internal representation such as a memory (Dunlosky &Metcalfe, 2009, p.145), and refers more broadly to peoples cognitions about their cognitions thoughts about thoughts. This course will provide a survey of the core concepts, research, and theory about metacognition that has arisen from multiple approaches.
PSYC.6790 Psychology and Law (Formerly 47.679) - Credits: 3
This course is designed to provide an overview of many topics, representing major fields of study within psychology and law. In this course, students will learn about the diversity of interests among legal psychologists as well as innovative and important ideas, theories, and research findings. This class concentrates on the scientific study of psychology and law. The main goal is to provide students with an understanding of relevant theory, empirical findings, and research methodology. This is an interdisciplinary class for students whose research concerns psychology, law, or criminal justice.

PSYC.6800 Aging and Community (Formerly 47.680) - Credits: 3
This course addresses aging processes in diverse community contexts, with an emphasis on practical applications of theory and research to empower elders, promote culturally-appropriate services, and foster intergenerational community. Topics will include theoretical approaches to adult development and aging, with a focus on ecological models and theories, individual differences and strengths that influence aging processes, social support and sense of community among older adults, civic engagement and activism, "aging in place" and "age-friendly" communities, globalization and aging, dependency and end-of-life care, and intergenerational social justice.

PSYC.6810 Health Campaigns: Effects and Processes (Formerly 47.681) - Credits: 3
The intent of this course is to provide the student with a thorough understanding of the effects and processes of health campaigns -- including theoretical foundations, empirical findings, and practical applications. The emphasis will be on applying this information to diverse aspects of human health, including individual physical and mental health as well as the broader fabric of public health and societal functioning. As the course evolves, students will apply and extend the course concepts through critical analysis of existing health campaigns and through the design of a proposed campaign of their choosing.

PSYC.6910 Directed Study in Community and Social Psychology (Formerly 47.691) - Credits: 3
This course is designed as an independent study under the supervision of a member of the department of a subject not offered in the standard curriculum.

PSYC.6920 Directed Study in Autism (47.692) - Credits: 3
This course is designed as an independent study under the supervision of a member of the department of a subject not offered in the standard curriculum.

PSYC.7010 Narrative Methods (Formerly 47.701) - Credits: 3
Narrative refers to real or imaginary events related often by means of language, but also by means of pictures, songs, and dance. Narrative often involves a sequence of events, representation of the meaning of those events, and description of the context in which they occurred. Narrative is the primary means by which we make sense of our experiences and represent ourselves to and develop intimacy with others. There are important documented differences in narration due to culture, cognition, emotion, age, and gender. To adequately analyze narration requires expertise in a wide variety of analytic methods and is the overarching goal of this course.

PSYC.7020 Participatory Action Research (Formerly 47.702) - Credits: 3
Participatory action research (PAR) is a form of systematic inquiry that is carried out in collaboration with those affected by the issue being studied, for purposes of education and social change. PAR approaches engage those most intimately impacted by social problems in shaping research questions, framing interpretations, and planning meaningful research products and dissemination. PAR is a mechanism for disenfranchised communities to become active policy critics and agents engaged in reform in their communities. This seminar will introduce participants to the epistemological foundations of PAR along with a number of theoretical and practical issues in the design and implementation of participatory action research.

PSYC.7030 Selected Topics in Applied Psychology and Prevention Science (Formerly 47.703) - Credits: 3
Presents a careful consideration of selected topics in the area of Applied Psychology and Prevention Science.

PSYC.7330 Master's Project in Community-Social Psychology (Formerly 47.733) - Credits: 3
For graduate students actively engaged in developing a change-oriented intervention leading to the submission of a written project report. A program of supervised study will be arranged between the student and a faculty supervisor. Prerequisite: Approval of major advisor.

**PSYC.7410 Graduate Research: Psychology**  
(Formerly 47.741) - Credits: 1

**PSYC.7430 Master's Thesis in Community Social Psychology** (Formerly 47.743) - Credits: 3

For graduate students actively engaged in research leading toward the submission of a written thesis. A program of supervised work will be arranged between the student and a faculty supervisor. This course may be repeated for credit, but only a total of 6 credits may be counted toward the Master's degree. Prerequisite: 47.500 and 47.512 and permission of the faculty member who will supervise the thesis.

**PSYC.7440 Master's Thesis in Autism Studies**  
(Formerly 47.744) - Credits: 3

For graduate students actively engaged in research leading toward the submission of a written thesis. A program of supervised work will be arranged between the student and faculty supervisor. This course may be repeated for credit, but only a total of 6 credits may be counted toward the Master's degree. Prerequisite: 47.512 and 47.561 and permission of the faculty member who will supervise the thesis.

**PSYC.7460 Master's Thesis in Community Social Psychology** (Formerly 47.746) - Credits: 6

For graduate students actively engaged in research leading toward the submission of a written thesis. A program of supervised work will be arranged between the student and a faculty supervisor. Only a total of 6 credits may be counted toward the Master's degree. Prerequisite: 47.500 and 47.512 and permission of the faculty member who will supervise the thesis.

**PSYC.7630 Dissertation** (Formerly 47.763) - Credits: 3-9

Faculty supervision of doctoral dissertation.
Criminal Justice

School of Criminology and Justice Studies

Objectives of the Graduate Programs

The School of Criminology and Justice Studies offers three graduate programs. These distinct programs provide students with an educational experience designed to meet the diverse needs of graduates across a wide range of career venues, from positions in higher education, to research in private sector firms, to research, policy-making, and administrative positions in the public sector. Each of our graduate programs has been designed to accomplish a number of important objectives.

Please follow these program-specific links for more information:

- Doctor of Philosophy
- Master of Arts
- Graduate Certificates

Master's Program

Master of Arts in Criminal Justice

- Expected Academic/Professional/Occupational Results
- Admission Requirements
- Degree Requirements
- Bachelor's/Master's (BS/MA) Option
- Degree Program
- Masters Thesis
- Course of Study

Expected Academic/Professional/Occupational Results

It is anticipated that the masters and certificate programs will serve four types of students:

1. Those seeking a terminal masters degree as a prerequisite for entry into the criminal justice field.
2. Those currently in service in the criminal justice system who seek to broaden their skills and obtain job-related knowledge and expertise.
3. Those currently in the criminal justice system seeking to specialize and/or work in some other area of the system.
4. Those currently in the system or pre-service who wish to obtain the training and expertise necessary to meet the growing need for teaching criminal justice at the community college level. In addition, the program will meet the needs of students preparing for doctoral work in criminal justice or related fields. Off-campus graduate courses have been offered in Boston, Woburn, and Bedford, and varied with each semester. Selected courses are also offered via the Internet.

Admission Requirements

In addition to the university requirements for graduate admissions, applicants should have the ability to pursue graduate education, as demonstrated by:

1. Graduation from an accredited four-year institution.
2. Minimum undergraduate grade point average of 2.8 or higher.
3. Acceptable scores on the Graduate Record Examination Aptitude Test or Millers Analogy Test.
4. Three letters of reference from individuals familiar with the educational and/or professional performance of the applicant.
5. Two copies of a complete and official transcript from each undergraduate and graduate institution attended.
6. An interview may be requested by the Graduate Admissions Committee.
7. Subject to departmental approval, a maximum of 12 credits of graduate level coursework taken at an accredited university outside of UMass Lowell with a grade of B or better may be transferred into the Criminal Justice masters degree program.
8. Prospective applicants may take a maximum of two classes at UMass Lowell as a non-degree student which may be transferred into the master's program.

Students with a Bachelors degree from an accredited program who have an undergraduate grade point average between 2.5 and 2.8 may, with the permission of the Graduate Coordinator, take limited courses as non-degree students. These non-degree students should take CRIM 5800 Criminal Justice Scholarship and CRIM 5200 Administration of Criminal Justice or other courses with approval. If they successfully complete these two courses with a grade of B or better, they may then make formal application to the program,
submitting all required credentials. The Graduate Committee of the School of Criminology and Justice Studies then will review all relevant information and make a decision regarding admission to the program.

A maximum 6 credits of graduate level course work taken at an accredited university outside of UMass Lowell with a grade of B or better may be transferred into the Criminal Justice master’s degree program.

Degree Requirements

You must complete a minimum of thirty-three (33) credits for the Master of Arts Degree, including a Core Course Sequence of fifteen (15) credits, which includes the following required courses:

1. CRIM.5010 Criminological Theory: Foundations
2. CRIM.5200 Administration of Justice System
3. CRIM.5900 Descriptive &Inferential Statistics
4. CRIM.5910 Research Design
5. CRIM.6130 Law and Public Policy OR CRIM.5210 Managing Criminal Justice Organizations

In addition, all students may choose to complete CRIM.5830/5860 Masters Thesis (6 credits). If you do not undertake the thesis option, two additional classes must be taken to complete the six credit hours.

You should meet with your academic advisor to develop an individualized course of study to meet your degree requirements.

Bachelor’s/Master’s (BS/MA) OPTION

Outstanding undergraduate Criminal Justice majors at the University of Massachusetts Lowell may enroll in a B.S./M.A. program that allows students to complete both degrees in five years (in many cases).

Additional information and how to apply.

Degree Program

During the first year of full-time study, students emphasize the five core courses. The decision to complete a thesis should be made before the completion of 24 credits. Full time students will enroll in thesis during the second year of study. Selected specialty courses will be taken during the second or subsequent year. With the approval of the academic advisor, students may select up to nine credits of graduate level courses in other programs at the university. Students will be assigned an academic advisor, usually the Graduate Coordinator, when entering the program. Students will be required to maintain a 3.0 cumulative average. If a student should receive a grade below a B, the academic advisor will meet with the student to discuss methods of improving performance. No more than six credits below a B may be counted toward the degree. If a student should receive a second grade below a B, there will be a review by the Graduate Committee for such actions as a warning, probation, or loss of degree candidacy. Such action will be subject to the approval of the Graduate Dean. All requirements for the degree must be completed within five years of the time the student was first admitted as a matriculated student.

Masters Thesis

The thesis will be completed under the direction of a mutually acceptable thesis advisor. The thesis proposal must be approved by the thesis committee. An approved copy of the proposal will be filed with the Graduate Coordinator. The thesis will represent the students ability to formulate, carry out, and present a significant research project. A defense of thesis will be conducted before a panel including the thesis advisor (chair), and the committee members chosen by the student and approved by the Graduate Coordinator. Thesis forms and guidelines are available.

Course of Study

Once the majority of the required core courses are completed, students are free to choose the remaining courses in their program of study. Students should meet with their advisor to develop an individualized course of study that best meets their interests and needs.

Ph.D. Program

Doctor of Philosophy in Criminology and Criminal Justice

- Expected Academic/ Professional/Occupational Results
- Admission Requirements
- Degree Requirements
- Degree Program
- Terrorism Study Option
- Doctoral Qualifying Exam
- Doctoral Dissertation
- Course of Study

Expected Academic, Professional, or Occupational Results

The doctoral program is designed to achieve particular outcomes - to produce graduates who:

1. Will conduct interdisciplinary research and teach at both the graduate and undergraduate levels in aspects of
2. Will be well prepared for analytical and administrative leadership posts in international and domestic research and policy institutions.

3. Can become policy analysts, managers, and administrators in criminal justice and community venues to help prevent crime in the first place, or alternatively, respond effectively to those who violate the law or who come into contact with the justice system.

4. Will be at the forefront of the expanding frontier of criminology and an ever evolving criminal justice system, and consequently, will more effectively be able to address crime control and criminal justice policy problems through sophisticated research than would be the case otherwise.

Admission Requirements

In addition to the general UMass Lowell requirements for admission, doctoral program applicants must demonstrate their ability to pursue doctoral level education as evidenced by:

1. Minimum undergraduate GPA of 3.25; or graduate GPA of 3.5 (for at least 24 credit hours).
2. Satisfactory Verbal and Quantitative scores on the Graduate Record Examination as demonstrated by an official score report.
3. Three letters of reference from individuals familiar with the educational (two letters minimum) and/or professional performance (maximum of one letter) of the applicant.
4. Two copies of complete and official transcript from undergraduate and graduate institutions.
5. A personal statement which indicates why the applicant wishes to pursue a doctoral degree in Criminology and Criminal Justice.
6. A writing sample: theoretical paper, research paper, or literature review.
7. An interview may be requested by the Graduate Admissions Committee.
8. International applicants must provide official TOEFL scores.

9. The Graduate Admissions Committee can accept transfer credit for graduate courses from an accredited university with a grade of ?B+ or better. Transfer credit can be awarded:
   - up to 24 credit hours if applicant has not completed a Master's degree
   - 30 hours for a completed Master's.

Transfer credit will only be awarded for graduate courses that are substantially similar to ours. Applicants are required to submit Course Descriptions and Course Syllabi for each course.

Degree Requirements

The doctoral degree in Criminology and Criminal Justice is a 60 credit-hour doctoral program. The curriculum has been developed to incorporate a theoretically grounded and methodologically sophisticated set of courses as a highly necessary foundation for the evidence driven and "best practices" approaches to the substantive concentration areas. In order to deliver this curriculum effectively, the course work contains three progressive tiers. The three tiers are hierarchical and build upon one another. There are multiple measures to assess student learning throughout the three tiers. The basic layout of the doctoral program is depicted below. Please download the Graduate Programs Guide (https://www.uml.edu/docs/PhD%20Student%20Handbook%20092016_tcm18-53258.pdf) for further information on the three tiers of course work and complete descriptions of all degree requirements and procedures.

Degree Program

During the first year of full-time study, students will enroll in the Tier I courses. Tier I provides for 33 credit hours of study and encompasses 27 credit hours for 9 courses in four core areas that provide crucial foundation knowledge on which the rest of the doctoral curriculum is based. These core areas are:

(A) Theory; (B) Methodology and Statistical Analysis; (C) Crime & Justice Policy; (D) Extent and Correlates of Crime. Tier I also includes 2 courses, 6 credit hours, in Electives.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Course Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I: Core Courses</td>
<td></td>
</tr>
<tr>
<td>Eight Required Courses; 3 choices = 11</td>
<td></td>
</tr>
<tr>
<td>A. Theory - two required courses</td>
<td>2</td>
</tr>
<tr>
<td>B. Methodology - three required courses</td>
<td>3</td>
</tr>
<tr>
<td>C. Crime and Justice Policy - one required; one choice</td>
<td>2</td>
</tr>
<tr>
<td>D. Extent and Correlates - two required courses</td>
<td>2</td>
</tr>
<tr>
<td>E. Electives - two choices</td>
<td>2</td>
</tr>
</tbody>
</table>

GRADUATE / COLLEGE OF FINE ARTS, HUMANITIES AND SOCIAL SCIENCES
Total Tier I: 11

Tier II: Advanced Methods and Concentrations
One Required Core Course; 4 choices = 5 total
A. Methods - one required; two choices
B. Concentration - two courses chosen by student
Total Tier II: 5

Tier III: Dissertation Research
Four Required Core Courses
A. Dissertation Seminar - two required courses
B. Concentration - two courses chosen by student
Total Tier III: 5

Program Total: 20

During the second year of full-time study students are involved in the Tier II component of the doctoral program. Tier II contains advanced work in methodology and statistical analysis as well as the six areas of research and teaching concentration or specialization: (A) Justice System and Policy; (B) Crime, Criminals, and Community; (C) Victims, Crime and Justice; (D) Global Perspectives on Crime and Justice; (E) Technology and Criminal Justice; and (F) Terrorism Studies Option. A student will choose one of the six areas and then a minimum of two courses in the specialty area.

Terrorism Studies Option

Students interested in the study of terrorism and counter-terrorism within the Ph.D. in Criminology and Criminal justice program should indicate this in the Statement of Purposes during the application process. All other admission requirements are the same. If accepted into the Ph.D. program and the Terrorism Studies Option, students will be assigned an appropriate advisor from the tenured faculty of the Center for Terrorism and Security Studies. The program of study requires 60 credit hours of study, with terrorism-specific course requirements in Tier 1 (B, D) and Tier II (A, B). For more information, please contact the Criminal justice Graduate Advisor via e-mail: CJGradAdvisor@uml.edu.

Doctoral Qualifying Exam

Students are required to sit for the doctoral qualifying exam after completing the 36 hours of course work in Tier I. The qualifying exam will test students knowledge in the four core areas: (A) Theory; (B) Methodology and Statistical Analysis; (C) Crime & Justice Policy; and (D) Extent and Correlates of Crime. Students enrolled in the Terrorism Studies Option will have an appropriate modified exam. The exam will be constructed and graded by the Doctoral Examination Committee.

Doctoral Dissertation

The dissertation is a manuscript-length original work initiated and completed independently by the doctoral candidate. This work typically includes an introduction, literature review, outline of hypotheses, discussion of data and methodology, a series of analytical chapters, and a conclusion/discussion chapter of results and implications. There is a rigorous process at all stages of the doctoral dissertation. The steps in this process are as follows:

1. Prepare a proposal draft that outlines the project that the student intends to undertake.
2. Selection of a formal dissertation committee consisting of four department faculty. The Chair of the committee must be a tenured faculty member.
3. Defense of the proposal by the student before the committee and such other members of the faculty and the public who choose to attend the defense. The proposal is announced publicly throughout the university at least two weeks before the scheduled defense.
4. After successful defense of the proposal, the student is advanced to doctoral candidacy and begins preparing the dissertation under the guidance of the dissertation committee.
5. Once the committee has approved the work as ready for the final defense, a doctoral candidate proceeds to a formal oral defense of the dissertation before the committee, other faculty, and members of the public. The final dissertation defense is announced at least two weeks prior to the defense date. The committee may accept, accept subject to minor changes, require major changes, or reject the dissertation.
6. Upon acceptance by the committee, the work(s) must meet all requirements by the Graduate Deans office for formatting and processing. Both the traditional dissertation and the three-paper option must be in compliance with university requirements. Students must provide bound copies of this work to their committee as well as any university offices set forth by the Vice Provost for Graduate Education.

Course of Study
In addition to the two Tier I electives, students are allowed to choose the Tier II area of specialization in which they will concentrate their independent courses and research that will lead to the dissertation. Students should meet with their advisor to develop an individualized course of study that best meets their interests and needs.

Certificate Program

Graduate Certificates in Criminal Justice

The graduate program also offers six 12-credit certificates that are designed to meet the diverse needs of criminal justice professionals:

- Domestic Violence Prevention
- Forensic Criminology
- Leadership & Policy Development
- Security Studies
- Victim Studies

Admission Requirements

In addition to the university’s requirements for graduate admission, applicants should have the ability to pursue graduate education, as demonstrated by:

1. Graduation from an accredited four-year institution.
2. Minimum undergraduate grade point average of 2.8 or higher.
3. Two copies of a complete and official transcript from each undergraduate and graduate institution attended.
4. An interview may be requested by the Graduate Admissions Committee.

Graduate Certificate Application Form

Certificate Requirements

- Once the requirements for a certificate have been completed you must submit a Graduate Certificate Clearance Form. This form may be found on the Registrar’s website under forms.
- Four courses must be completed within a five-year period with a minimum of a 3.00 Grade Point Average and with no more than three credits below an earned grade of B (3.00).

Please note: The CRIM prefix refers to on-campus courses, while the 44 prefix identifies the online course.

Graduate Certificate in Domestic Violence Prevention

Departments of the School of Criminology and Justice Studies and Psychology

Coordinators:
Kareen Jordan, Ph.D.
Email: CJGradAdvisor@uml.edu
Phone: 978-934-3077

Domestic violence is one of the major social and public health problems in the Commonwealth. The existing degree programs in Criminal Justice, Community Social Psychology, and the College of Health Sciences each offer relevant courses that greatly assist their graduates working with agencies and clients affected by domestic violence. The certificate provides a focused program for those working in settings where domestic violence is an issue. Courses may be applied to the relevant department’s Master’s degree program with the approval of the department’s graduate coordinator.

Required Courses (one of the 3-credit courses in each of the four groups):

**Group 1:**
- CRIM.6310 Intimate Partner Violence (cross-listed as PSYC.6220)
- CRIM.6320 Responding to Child Abuse and Mistreatment

**Group 2:**
- PUBH.6250 Health Policy
- CRIM.5200 Administration of Criminal Justice
- CRIM.6300 Victimology
- PSYC.5040 The Family System

**Group 3:**

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In addition to the two Tier I electives, students are allowed to choose the Tier II area of specialization in which they will concentrate their independent courses and research that will lead to the dissertation. Students should meet with their advisor to develop an individualized course of study that best meets their interests and needs.

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Graduate Certificate in Forensic Criminology

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Email: CJGradAdvisor@uml.edu
Phone: 978-934-3077

The graduate certificate provides a focused program for criminal justice managers and administrators. This specialized education will increase the knowledge and skills necessary to administer delivery of high quality and cost effective services. This program is designed to respond to the changes taking place in the criminal justice field which require up-to-date management skills.

Required Courses: (total of 6 credits)
- CRIM.5420 Sex Crimes and Offenders
- CRIM.6400 Criminal Mind and Criminal Behavior
- CRIM.6410 Mental Health and Criminal Justice
- CRIM.6500 Violence in America

Plus two of the following (total of 6 credits):
- CRIM.5010 Criminological Theory
- CRIM.6510 Criminal Homicide
- CRIM.6520 Social Ecology of Crime
- CRIM.5710 Domestic Terrorism and Hate Crimes
- CRIM.6550 Substance Abuse and Crime (cross-listed as PSYC.5310)
- CRIM.6550 Substance Abuse and Crime (cross-listed as PSYC.5310)
- PSYC.5000 Introduction to Community Social Psychology
- PSYC.5230 Women in the Community
- PSYC.5420 Working with Groups
- CRIM.5400 Criminal Profiling
- CRIM.5410 Forensic Psychology
- CRIM.6400 Criminal Mind and Criminal Behavior

Graduate Certificate in Leadership & Policy Development

Graduate Coordinator:
Kareem Jordan, Ph.D.
email: CJGradAdvisor@uml.edu
Phone: 978-934-3077

The certificate is designed for students with current or potential careers in the fields of criminal justice, nursing/public health, law and paralegal studies, psychology, and social work who wish to expand their expertise in forensic criminology including mental health applications. Students in this program focus on populations being served by state and federal court systems, state and federal correctional systems, law enforcement agencies, mental health facilities, and juvenile facilities and are able to choose from a variety of courses appropriate for their own specific professional needs.

Required Courses: (Choose two of the following courses - 6 credits)
- CRIM.5420 Sex Crimes and Offenders
- CRIM.6400 Criminal Mind and Criminal Behavior
- CRIM.5400 Criminal Profiling
- CRIM.5410 Forensic Psychology
- CRIM.6400 Criminal Mind and Criminal Behavior
- CRIM.5910 Research Design
- CRIM.5950 Program Evaluation Methods
- CRIM.6250 Seminar Juvenile Justice and Youth Crimes
- CRIM.6500 Violence in America
- CRIM.6510 Criminal Homicide
- CRIM.6520 Social Ecology of Crime
- CRIM.5710 Domestic Terrorism and Hate Crimes
- CRIM.6550 Substance Abuse and Crime (cross-listed as PSYC.5310)
- PSYC.5000 Introduction to Community Social Psychology
- PSYC.5230 Women in the Community
- PSYC.5420 Working with Groups

Graduate Certificate in Leadership & Policy Development

Graduate Coordinator:
Kareem Jordan, Ph.D.
email: CJGradAdvisor@uml.edu
Phone: 978-934-3077
Graduate Certificate in Security Studies

Graduate Coordinator:
James Forest, Ph.D.
email: james_forest@uml.edu
Phone: 978-934-4106

This graduate-level certificate program addresses the increasing global and local concern involving security issues. The program consists of three required courses plus one elective course that can be chosen from a list of courses in the student's particular area of interest.

After the tragedies of September 11, 2001, national policymakers called upon state and local law enforcement agencies to work together in strengthening our national defense. The formulation of the Homeland Security Act was a legislative effort to implement a "total" security infrastructure composed of federal, state, local, and private law enforcement agencies as well as a vast range of organizations that historically did not interface with one another.

Because of these recent changes in government, there is a growing need to understand the type of information gathering that occurs in these agencies, strategies for sharing the information while maintaining data quality, and ways to use the information for strategic planning, policy development and analysis. There are also concerns about how to go about gathering and analyzing this critical information without infringing upon the public’s civil liberties and privacy rights.

In response to the demand for knowledge in this area, UMass Lowell’s School of Criminology and Justice Studies has developed a graduate-level program designed to educate students in the complex nature of threats and how to manage them. Students can focus their studies in areas such as risk management and analysis; organizational and systems integration; legal and political policy and ethical issues in responding to threats; policy development and analysis; and the use of technology in implementing national security.

Intended Audience

The program is appropriate for students with a general interest in homeland security, professionals who are currently employed in security-related jobs, and for those interested in pursuing careers in security.

Required Courses (9 credits):

- CRIM.5740 Overview of Homeland Security
- CRIM.5720 Terrorism and Counter-Terrorism
- CRIM.5750 Contemporary Security Studies

Plus one of the following (3 credits):

- CRIM.5700 Crisis and Emergency Management
- CRIM.5710 Domestic Terrorism and Hate Crimes
- CRIM.5730 Threat Assessment and Risk Management
- CRIM.5260 Economic Crime
- CRIM.6940 Crime Analysis and Mapping
- CRIM.5760 Criminal Justice Intelligence and Information Sharing
- CRIM.5780 Intelligence Analysis: Policy and Practice
- CRIM.6580 Issues in Computer Crime and Cyber Security
- CRIM.6660 Terrorist Networks
- CRIM.6680 Scientific and Technical Dimensions of National Security
- CRIM.6640 Weapons of Mass Destruction

Graduate Certificate in Victim Studies

Graduate Coordinator:
Kareem Jordan, Ph.D.
email: CJGradAdvisor@uml.edu
Phone: 978-934-3077

The Graduate Certificate in Victim Studies is a 12-credit program consisting of one required course (3 credits), one Victimization elective (3 credits), and two Skills and Knowledge electives (6 credits).

The purpose of the proposed Graduate Certificate in Victims Studies is to provide multidisciplinary specialized knowledge of crime victim issues, crime victims rights, and formal responses to victims so that students may apply that knowledge within their own professional context. Completion of the certificate will provide students with the background to understand strengths and limitations of current responses to crime victims so they can be a part of initiatives and programs to prevent crime victimization, be prepared to engage in research and evaluation focused on crime victims issues, and respond effectively to victims of crime in a culturally appropriate manner.

Unlike many graduate certificates which are designed to provide specialized knowledge within a particular field, the Graduate Certificate in Victims Studies is designed to provide specialized knowledge on crime victims that can be applied in a broad range of fields. The courses offered draw from programs in Criminal Justice and Criminology, Education, Psychology, and Regional Economics and Social Development. All students will take a core overview course in Victimology, one course about a specific type of victimization, and two courses pertaining to skills, theory and/or evaluation.

Elective courses are organized in clusters according to skills.
and knowledge content. These options are intended to guide students as to how they can tailor their education to their particular interests and/or professional needs. For example, a program director in a human services agency might take Program Evaluation or Grant Writing.

In recent semesters, a number of graduate students enrolled in the Criminal Justice Masters and certificate programs, who are working in victim services, have expressed an interest in taking more courses in that field through UML. In addition, many of our students who have completed our Domestic Violence Prevention Certificate have expressed interest in further course work which addresses the diverse range of victims of other types of crimes, e.g. identify theft, economic crime, and cyber stalking. Therefore, the proposed certificate is distinct from the Domestic Violence Prevention Certificate and will focus on crime victims more broadly and also include victims of crimes committed by non-family members and strangers.

Target Audience

The target audience for the proposed certificate includes professionals or potential professionals in fields that come in direct contact with victims of crime, as well as those who simply seek to better understand victimization. Some of the professionals this would include are those who provide direct services to victims, those who supervise victim programs, and those who come in contact with victims as a part of their professional lives. Some examples include victim advocates, prosecutors, health services workers, law enforcement and corrections personnel, youth services workers, social workers, journalists, and first responders.

Required course: (3 credits)

- CRIM.6300 Victimology

Elective Courses:

Victimization Electives (choose one of the following 3 credit courses):

- CRIM.5600 Gender, Race and Crime
- CRIM.6310 Intimate Partner Violence
- CRIM.6320 Responding to Child Mistreatment
- PSYC.5090 Psychological Approaches to Child Maltreatment

Skills and Knowledge Electives (Choose two of the following 3 credit courses):

- Please note that clusters are suggested groupings based on student interest and their utility for application to current or potential employment. However, students are free to choose any two courses from the list.
CRIM.5010 Criminological Theory: Foundations (Formerly CRIM 501/521) - Credits: 3
This course provides a detailed examination of the best known and most influential theories of crime causation. Topics include: theory construction, hypothesis testing, theory integration, and the links among theory, research, and policy.

CRIM.5200 Administration of Justice (Formerly 44.503/CRIM 520) - Credits: 3
An examination of the components of the criminal justice system and a review of the administration of federal, state and local criminal justice agencies, including a focus on criminal law and procedure.

CRIM.5210 Managing Justice Organizations (Formerly 44.570/CRIM 521) - Credits: 3
A range of criminal justice management issues are addressed, including organizational structure, purpose, rewards and relationships, leadership and management styles, and the development of effective change strategies by criminal justice agencies. The complex role of the criminal justice manager in both the adult and juvenile justice system is emphasized.

CRIM.5220 Issues in Policing (Formerly 44.541/CRIM 522) - Credits: 3
An introduction to research on the police, both basic research and applied, evaluative research. Since police discretion was discovered in the 1950s, basic research has focused on factors that explain the discretionary use (and abuse) of police authority, and particularly on factors that would signify bias in police decision-making, and also on the mechanisms by which police may be held accountable to the public. Evaluative research, beginning with the Kansas City Preventive Patrol Experiment in the 1970s, has been concerned with estimating the effects of programmatic and tactical innovations on social conditionssuch as crime, fear of crime, satisfaction with police services and quality of life.

CRIM.5230 Courts and Sentencing (Formerly CRIM 523) - Credits: 3
Examines the various philosophies and theories of punishment and the distinct court structures and approaches to sentencing. Students will explore recent changes in sentencing policies and will study the social and economic costs of incarceration. We will examine sentencing disparities and their appropriateness based on offender and victim characteristics such as race and gender. Explores the debates regarding contemporary sentencing practices and investigates the increasing use of specialized courts and their effectiveness.

CRIM.5240 Issues in Corrections (Formerly 44.550/CRIM 524) - Credits: 3
This course reviews the development of institutional corrections and the issues surrounding the punishment of criminals in secure settings. The course also surveys the management of correctional institutions, including custody, classification, reception, programming, release, staffing, scheduling, collective bargaining, prisoners’ rights, and other related issues.

CRIM.5250 Juvenile Justice and Youth Crime (Formerly CRIM 525) - Credits: 3
Examines the historical development of juvenile justice in the U.S., how the juvenile justice system operates, the rationale for treating juveniles differently from adults, and the extent of youth crime in the United States according to official statistics and self-report data.

CRIM.5260 Economic Crime (Formerly 44.574/CRIM 526) - Credits: 3
Introduction to economic crime including nature, causes, consequence, investigation, and prevention. Empirical findings and major economic crime cases will also be examined.

CRIM.5400 Criminal Profiling (Formerly 44.542/CRIM 540) - Credits: 3
An overview of the development and characteristics of violent offenders, some of whom will evolve to become criminal psychopaths. The class provides an analytical understanding of the unique characteristics of serial criminals and the methodologies used to commit their crimes.

CRIM.5410 Forensic Psychology (Formerly 44.543/CRIM 541) - Credits: 3
This course applies psychological theories, principles, and research to issues of concern to the criminal justice system with a special focus on the intersection of the mental health and criminal justice systems.

CRIM.5600 Gender, Race & Crime (Formerly 44.560) - Credits: 3
The implications of criminal laws, criminal justice practices and programs. Focus on inequalities based on gender, race and class.

CRIM.5660 Transportation Systems Safety and
Security (Formerly 44.566) - Credits: 3
This course will look at safety, security and emergency management with regard to transportation operations; multi-modal transportation security threats, vulnerabilities, risk and strategies to mitigate and incident; and the security of supply chains and critical infrastructure. The course will use case studies to provide the student with the knowledge, skills, and abilities to effectively safeguard the movement of assets within interconnected transportation networks.

CRIM.5700 Crisis and Emergency Management (Formerly 44.513/CRIM 570) - Credits: 3
This course will provide a broad introduction to the critical challenges of disaster management. The course will address past and present strategies for reducing and responding to hazards posed by both manmade and natural disasters. Emphasis will be placed on what we can learn from the history of disasters, and on how we can apply those lessons to the management of future events.

CRIM.5710 Domestic Terrorism and Violent Extremism (Formerly 44.526/CRIM 571) - Credits: 3
This course examines the evolution and contemporary nature of domestic terrorist threats and violent extremist movements that the U.S. has confronted over the past several decades. Special attention is focused on right-wing militias, religious extremists, racial supremacist/hate groups, and extreme environmental and animal rights groups. Students will also learn about political and socioeconomic factors that enable a terrorist group’s ideological resonance, prison radicalization, the role of the Internet in mobilizing individuals toward violent behavior, and the legal and criminal justice dimensions of responses to terrorism.

CRIM.5720 Comparative Terrorism and Counterterrorism (Formerly 44.549/CRIM 572) - Credits: 3
This course examines a broad spectrum of terrorist groups and counterterrorism responses in over a dozen countries, including Colombia, Germany, India, Israel, Italy, Northern Ireland/UK, Pakistan, Somalia, Spain, Sri Lanka, Turkey and Yemen. This comparative analysis will help students develop and understand of patterns and trends within political violence (including radicalization, tactics, financing, targeting behavior, malevolent creativity, disengagement and de-radicalization) and the many different policies and strategies adopted by governments in response to terrorist threat.

CRIM.5730 Threat Assessment and Risk Management (Formerly 44.554/CRIM 573) - Credits: 3
The goal of this course is to enhance understanding and increase expertise regarding risk management and the impact of terrorism on economic and other critical infrastructures in the United States. The course will provide the tools (operational and statistical) and technology required to mitigate these risks. A second purpose of the course is to examine and critically discuss current and future methods to create best practices in security management.

CRIM.5740 Overview of Homeland Security (Formerly 44.567/CRIM 574) - Credits: 3
The U.S. has embraced the homeland security monolith without a full understanding of what it encompasses. This course provides a comprehensive overview of homeland security and defense as undertaken in the United States since 9/11. The course critically examines the current body of knowledge with a specific focus on understanding security threats, sources, and reasons for these threats. The roles of the key players at the federal, state and local levels, the policies and procedures enacted since 9/11, and the homeland security system in practice are also examined.

CRIM.5750 Contemporary Security Studies (Formerly 44.568/CRIM 575) - Credits: 3
This course examines the complex nature of key domestic and international security threats and responses. Topics include terrorism and insurgency, transnational organized crime, WMD proliferation, cyber-security, intelligence, national and homeland security strategies, critical infrastructure protection, and theories of international security.

CRIM.5760 Criminal Justice Intelligence and Information Sharing (Formerly 44.599/CRIM 576) - Credits: 3
A primary function of law enforcement is the gathering of information. However, information by itself does little to support the law enforcement mission. Intelligence, in the context of law enforcement, is the outcome of rigorous analysis of information, and often generates key decisions and/or guides tactical strategies that help facilitate the enforcement mission. This course examines the role of information and intelligence in defining and achieving the law enforcement mission. Problem solving tools such as SARA, and management tools like COMPSTAT, which rely heavily on both information and intelligence, are discussed. In a world now confronted by the threat of terrorism, the course examines the sharing/lack of sharing of information and intelligence among local law enforcement and federal agencies and the impact of this
contentious relationship.

CRIM.5780 Intelligence Analysis Policy and Practice (Formerly CRIM.578) - Credits: 3

Students will examine the tradecraft of intelligence collection and analysis from various perspectives. Topics will include strategies, tactics, legal and ethical implications, sources, means, methods, limitations, covert action, methods of analysis, and case studies of prominent intelligence successes and failures in the last half century.

CRIM.5800 Criminal Justice Scholarship (Formerly 44.501/CRIM.580) - Credits: 3

This course is designed to improve the writing skills of graduate students. This will be done in the context of the important subject area of evidence based criminal justice research and policy.

CRIM.5830 Master’s Thesis - Criminal Justice (Formerly 44.743/CRIM 583) - Credits: 3

CRIM.5860 Master’s Thesis - Criminal Justice (Formerly 44.746/CRIM 586) - Credits: 6

CRIM.5880 Strategic Intelligence and Homeland Security (Formerly 44.588) - Credits: 3

This course is designed to provide an overview of the past, present, and future role of intelligence in national security. The course addresses the development and institutional structure of intelligence organizations and explains their purpose, roles, responsibilities, and realms of authority. It also provides an overview on oversight and accountability of intelligence agencies, intelligence cultures, the impact of technology, the development of collection and analytic capabilities, and the interaction between intelligence and policy. The course makes extensive use of case studies to examine incidents where intelligence played a significant role and the dilemmas in its application, primarily in the areas of national security and military policy.

CRIM.5900 Descriptive & Inferential Statistics (Formerly 44.580/44.590) - Credits: 3

This course is a rigorous introduction to statistical inference: probability theory, confidence intervals, and hypothesis tests. The course also covers regression analysis, which is developed in a non-technical way, with an emphasis on interpretation of regression results, using examples from recent research.

CRIM.5910 Research Design (Formerly CRIM.591) - Credits: 3

Research design is a graduate-level introduction to methodology as used in criminology/criminal justice. The course surveys the research design enterprise and covers a host of issues on the measurement and collection of data, and other procedures that influence whether a research study will lead the investigator to scientifically rigorous information. This course explains various strategies for devising social science studies, compares the relative benefits of various designs, and identifies the tools necessary to conduct studies that will yield data worthy of analysis and interpretation. This material will be valuable for students who will conduct research and administrators who must evaluate the research of others.

CRIM.5950 Program Evaluation (Formerly 44.595) - Credits: 3

A detailed examination of methods of evaluating criminal justice programs. Focuses on both process and outcome evaluation.

CRIM.6010 Criminological Theory Advanced (Formerly 44.601) - Credits: 3

CRIM.6020 Nature and Extent of Crime and Criminals (Formerly CRIM 602) - Credits: 3

Exposes students to the major measurement methods for the incidence of crime and prevalence of criminals. Students will become versed in using data derived from any of the three primary sources of crime statistics: police-based measures (UCR, NIBRS), victim surveys (NCVS), and self-reports of criminal behavior (Monitoring the Future, National Youth Survey).

CRIM.6030 Correlates of Crime and Justice (Formerly CRIM 603) - Credits: 3

This course examines the nature of the relationships among attributes and indices at the individual, situational, and aggregate levels to various forms of crime and systems of justice. The implications of criminal laws, criminal justice practices, and programs are examined with a focus on inequalities based on gender and race.

CRIM.6040 Women and Crime (Formerly...
44.565/CRIM 604) - Credits: 3

Examination of the interplay between gender, crime, and criminal justice. Since much of the information about crime and the criminal justice system is presented in relation to men, a course focused on women and crime fills a tremendous gap in the criminal justice discourse. The goal of this course is to provide an understanding of the unique ways that gender may affect crime and criminal justice experiences.

CRIM.6110 Law and Social Control (Formerly CRIM 611) - Credits: 3

This course examines and analyzes the various means by which society attempts to control criminal conduct. Social control encompasses both formal and informal mechanisms and a variety of institutions and social processes to deter inappropriate conduct, if possible, and/or punish and reform such conduct. Social control has evolved considerably over time and various social control philosophies and techniques have been prevalent at one time but not in others. Because social control is a response to inappropriate conduct, the course will also provide a brief introduction to the concepts of deviance and crime and the differential social control needs and priorities posed by different kinds of inappropriate conduct.

CRIM.6120 Drugs, Crime and Justice (Formerly CRIM 612) - Credits: 3

This course surveys the historical development and contemporary context of the use of criminal sanctions to combat the use of illicit drugs. The relationship between drug use/abuse and crime is explored. The course also provides a policy analysis of the alternative means available to deal with the drugs-crime issue (legalization, decriminalization, interdiction, tougher criminalization).

CRIM.6130 Law and Public Policy (Formerly 44.573/CRIM 613) - Credits: 3

The course is an introduction to crime and the efforts to control crime through public policy. We explore the foundations of the policy-making process at the federal, state, and local levels. The course also considers broad theoretical applications pertaining to public opinion, national culture, and comparative analyses among Western democracies and their differing approaches to crime. This course employs a variety of learning tools, from roundtable discussions to policy cases.

CRIM.6220 Seminar in Policing (Formerly CRIM 622) - Credits: 3

This seminar examines the contemporary research literature in policing with a focus on the key research issues. Through a critical examination of the literature, students gain an understanding of the significant topic areas that have been pursued and develop an agenda for further research.

CRIM.6230 Seminar in Courts and Sentencing (Formerly CRIM.623) - Credits: 3

This seminar examines the contemporary research literature in adjudication and sentencing with a focus on the key research issues. Through a critical examination of the literature, students gain an understanding of the significant topic areas that have been pursued and develop an agenda for further research.

CRIM.6240 Seminar in Corrections (Formerly CRIM.624) - Credits: 3

This seminar examines the contemporary research literature on institutional corrections with a focus on the key research issues. Through a critical examination of the literature, students gain an understanding of the significant topic areas that have been pursued and develop an agenda for further research.

CRIM.6250 Seminar in Juvenile Justice and Youth Crime (Formerly CRIM 625) - Credits: 3

This seminar examines the contemporary research literature concerning juvenile justice with a focus on the key research issues. Through a critical examination of the literature, students gain an understanding of the significant topical areas that have been pursued and develop an agenda for further research.

CRIM.6260 Community Based Correction (Formerly 44.650/CRIM 626) - Credits: 3

This course presents a detailed examination of current theory, research, and policy development in the field of community corrections, both nationally and internationally. Topic areas include sentencing, probation, parole, fines, community service, and intermediate sanctions (intensive supervision, house arrest/electronic monitoring, boot camps). Issues include the punishment vs. control argument, community justice models, special offender populations (drug offenders, sex offenders, mentally ill offenders, AIDS), and the cost effectiveness of community corrections.

CRIM.6270 Technology, Crime, and Social Control (Formerly CRIM 627) - Credits: 3

This course examines the application of new technological advances in the criminal justice system. Topic areas include the new technology of crime commission, and the corresponding new technology of crime control strategies. Our focus will be
on the application of both hard technology (e.g. equipment, hardware, devices, etc) and soft technology (e.g. computer software programs, information systems, classification devices, and other problem-solving applications) in each of the following areas: crime prevention, police, courts, institutional corrections, community corrections and the private sector.

**CRIM.6280 Innovation and Leadership in Criminal Justice (Formerly CRIM 628) - Credits: 3**

This course critically examines one of the core concepts of criminology and criminal justice: change--at the individual, group, and organizational levels. There is a brief history of change in police, court, and correctional organizations, focusing primarily on major reform initiatives and change strategies introduced by criminal justice managers over the past fifty years (e.g. in policing--problem-oriented and broken windows policing, in the courts--federal mandatory sentencing and parole abolition, specialized courts, and in corrections--the new techno-prison, privatization of institutional and community corrections, control-oriented community supervision). For each part of the criminal justice system, we examine the major types of change strategies employed by criminal justice managers to implement major reforms: empirical rational, normative re-educative, and power coercive strategies.

**CRIM.6300 Victimology (Formerly CRIM 522) - Credits: 3**

This course examines the study of crime victims and of the patterns, impact, and formal responses to criminal victimization. Particular attention is given to research issues such as measurement of victimization, fear of crime and related measures, and conducting research with victimized populations, as well as discussion of current issues in the field of Victimology. Substantive topics may include theories of victimization, the overlap between victims and offenders, social-psychological and other impacts of victimization on primary and secondary victims, media coverage of victimization, and evaluation of prevention and intervention programs for victims (criminal justice system based programs and others).

**CRIM.6310 Intimate Partner Violence (Formerly 44.622/CRIM 631) - Credits: 3**

An examination of the nature and extent of intimate partner violence and an analysis of the causes and consequences of violence between partners as well as the latest research regarding the criminal justice response.

**CRIM.6320 Responding to Child Maltreatment (Formerly 44.623/CRIM 632) - Credits: 3**

Introduction to empirical findings and theoretical perspectives concerned with the maltreatment of children and youth. Includes an examination of prevalence rates, risk factors, consequences, and system responses.

**CRIM.6400 Criminal Mind and Behavior (Formerly 44.545) - Credits: 3**

This course is designed to address a broad range of topics relevant to criminal behavior and the development of the so called criminal personality. Factors that are considered to influence the evolution of criminal mentality are examined and the laws and the past and current response of the criminal justice system to repeat offenders are explored.

**CRIM.6410 Mental Health & Criminal Justice (Formerly 44.646/CRIM 641) - Credits: 3**

The course focuses on how and why individuals with serious mental illness become involved in the criminal justice system, and on how the criminal justice and public mental health systems respond to that involvement. Topics include law enforcement responses, court-based strategies, mental health and corrections, community supervision of individuals with mental illness, violence and mental disorder, and unique challenges associated with female and juvenile populations.

**CRIM.6420 Sex Crimes and Offenders (Formerly 44.646/CRIM 642) - Credits: 3**

This course examines the nature of sex offenses as well as the mind of the sex offender, and focuses on motives, possible victims, and rehabilitation. The responses of the mental health and criminal justice systems are examined and the effectiveness of those responses is assessed.

**CRIM.6500 Violence in America (Formerly CRIM 650) - Credits: 3**

This course provides an in-depth analysis of the causes, context, and control of a wide range of violent crimes. Topics covered in this class include: Murder, rape, robbery, assault, and violence in the helping professions, the workplace, school, gang violence, cult violence, and institutional violence. For each form of violence, we examine issues related to (1) the extent of the problem, characteristics of the crime, victim, and offender, (2) causation, (3) crime prevention, and (4) crime control strategies.

**CRIM.6510 Criminal Homicide (Formerly 44.575/CRIM 575) - Credits: 3**

A survey of the nature and extent of criminal homicide. There will be five main components: statutory definitions of
homicide; theories of homicide; homicide rates over time and across jurisdictions; trends and patterns in homicide characteristics; and cross-cultural comparisons. Homicide is an important topic in criminology for three reasons: (1) it is the crime of greatest severity in any penal code; (2) it is a fairly reliable barometer of all violent crime; and (3) at a national level, no other crime is measured as accurately, precisely, and comprehensively.

CRIM.6520 Social Ecology of Crime (Formerly 44.520) - Credits: 3

This course provides an overview of issues in the ecology of crime, with particular emphasis on the area of communities and crime by addressing existing criminological theories and how they can be applied to the study of community crime levels. This includes a critical analysis of existing empirical research. We will also read and discuss anthropological approaches to crime in neighborhoods. Attention will be given to both the factors that influence community-level crime rates, as well as the effects that community characteristics have on the behavior and outcomes of individuals.

CRIM.6530 Gangs (Formerly CRIM 653) - Credits: 3

An introduction to the study of gang problems in the U.S. by exploring the nature of gangs, including issues such as defining gangs, types of gangs, female gang involvement, etc. The course also examines theory and methods of understanding gangs and the group process of gangs and investigates the criminal involvement of gangs, focusing on gang members' involvement in extortion, drugs, violence, and other crimes. Also examines programs for social intervention and law enforcement, and policy issues.

CRIM.6540 Elite Deviance and White Collar Crime (Formerly 44.523) - Credits: 3

This course introduces the concept of white collar crime as an area of scientific inquiry and theory formation. It critically examines the latest scholarship on the subject by looking at white collar crime from a multiplicity of perspectives and reference points, ranging from a focus on the offense, offender, legal structure, organizational structure, individual and organizational behavior, to victimization and guardianship, with special attention on the interaction between these components. The course also pays special attention to definitional issues, typologies of white collar crime, and assesses the nature, extent and consequences of white collar crime nationally and internationally. To enhance the understanding of white collar crime in today's IT development and society, the course will pay a special attention to roles of information and technology and E-commerce within white collar crime. Finally, the course examines current criminal justice system efforts at controlling white collar crime.

CRIM.6550 Substance Abuse and Crime (Formerly 44.563/CRIM 655) - Credits: 3

This course examines the dynamics of substance abuse, the interrelationship between substance abuse and crime, and the use of both criminal and civil law to deal with the problems posed by substance abuse.

CRIM.6560 Criminal Careers Foundations (Formerly CRIM 656) - Credits: 3

This course examines the concept of the Criminal career By examining the scholarly progression through which this term has evolved. We will investigate three main venues: (1) the research that originated in the early 1900's at the University of Chicago (Shaw and Sutherland); (2) the work of the Gluecks between 1930 and 1957; and (3) the two Philadelphia Birth Cohort Studies. These three research venues are largely responsible for the origin and sustenance of the criminal career paradigm in criminology.

CRIM.6570 Criminal Careers Contemporary (Formerly CRIM 657) - Credits: 3

Examines contemporary research on the "criminal career paradigm" which has dominated criminological research over the past 20 to 25 years. Despite a widely held belief that this area of inquiry has been significant, desirable, worthwhile, etc., there have been a number of polemical publications that have spawned a debate over the yield attained through criminal career research on the one hand, and the value of or necessity for a longitudinal approach to studying criminal behavior on the other. These debates will be examined and the nature of contemporary inquiry into criminal careers will be examined.

CRIM.6580 Issues in Computer Crime and Cyber Security (Formerly 44.642/CRIM 658) - Credits: 3

This course will examine the history and evolving nature of the relationship between technology, crime, and security, with a particular focus on legitimate and illegitimate Internet commerce, and cyber criminal methodologies and techniques. We will study major issues in cyber security including criminal and state-sponsored hacking; data, intellectual property, and identity theft; financial and personal data security; cyber-terrorism; tools and methods used to exploit computer networks, and strategies to protect against them; and new and emerging technologies. This course will be taught specifically for non-computer science majors, although students with computer science backgrounds are welcome for the experiences that they can bring to the class discussions.

CRIM.6610 Comparative Criminal Justice (Formerly
CRIM 661) - Credits: 3

Examines crime, crime control and crime prevention from a comparative perspective. A number of key countries are analyzed to identify innovative practices in policing, the administration of justice, and corrections, with an eye on their applicability, if any, to criminal justice practices in the United States. Developments in select countries are examined to learn critical lessons about the interplay between culture, types of government, quality of life, and levels and types of crimes. Islamic justice systems are explored to enrich our knowledge of cultural differences and their effects on crime control. Points of divergence between various countries and the United States are analyzed to assess differences in perception regarding the causes of crime and differences in the effectiveness of crime prevention, rehabilitation and punishment efforts. We will furthermore investigate transnational and international crime problems, focusing on terrorism, nuclear weapons, organized crime and drug smuggling. Finally, the course will examine current multi-national efforts in controlling crime problems.

CRIM.6620 Global Issues and Human Rights and Justice (Formerly CRIM 662) - Credits: 3

This course examines the impact of global issues on crime and justice and the intersection of social control and human rights approaches to crime. The course interweaves readings, lectures and discussion of justice and law; security and safety; socio-economic development; and comparative cultures and institutions in an examination of the impact of globalization, migration, labor exploitation, war and transnational agendas on the construction of crime, the development and control of criminal opportunity structures, and legal/justice system responses. It examines the complex interactions between global context, human rights and social control approaches to crime. Topics include human trafficking; children and war; refugees and migration; and transnational crime in a global economy.

CRIM.6630 Prisons A Global Perspective (Formerly CRIM 663) - Credits: 3

This course provides a comprehensive, global assessment of the use/misuse of prisons and jails in North America (U.S. focus), and in other parts of the world, including selected countries in Europe, Asia, Africa, and South America. A broad range of topics are compared among U.S. and global policies and practices. Topics include: (1) who goes to prison and why; (2) sentencing disparity and sentencing reform movements; (3) prison life and prison organization; (4) prison classification; (5) inmate, staff, and management culture; (6) prison violence and disorder; (7) treatment programs; (8) the links between prison culture and community culture; (9) the prospects for offender change; and (10) offender reentry.

CRIM.6640 Weapons of Mass Destruction (Formerly 44.643/CRIM 664) - Credits: 3

This course explores the threats that weapons of mass destruction (WMD) pose to the U.S. and its interests along with the strategies to meet those threats. The course will examine the technical aspects, history, and contemporary threat of each category of weapon Chemical, biological, radiological, and nuclear followed by a critical analysis of U.S. and global efforts to limit access to these weapons and prohibit their production, proliferation and use. The course will also review some aspects of WMD attack response, recovery, and mitigation.

CRIM.6650 Global Trafficking and Criminal Networks (Formerly 44.644/CRIM 665) - Credits: 3

Illicit economic activities are a global phenomenon with local impact. This course will examine the threat that global trafficking poses to a nation’s security, political stability, economic development, and social fabric. The lessons in this advanced graduate-level seminar are organized around the trafficking activities of greatest concern to the United Nations, Interpol, IAEA and other international agencies as well as to the U.S. Departments of State, Defense, Justice, and Homeland Security.

CRIM.6660 Terrorism Networks (Formerly 44.577/CRIM 666) - Credits: 3

This course will explore the dynamics of terrorist networks and will equip students with an understanding of the drivers of terrorist network formation, development and disintegration. The course will also provide students with knowledge and understanding of how, why and when networks expand, affiliate, and occasionally splinter. And finally, students will be guided through the applicability of network theory and analysis to the design of hypothetical operational responses and contingency planning surrounding the disruption or containment of terrorist networks.

CRIM.6670 Advanced Security Studies (Formerly CRIM 667) - Credits: 3

This course examines the complex nature of key domestic and international security threats and how nations respond to them. While the traditional focus of security studies has been the phenomenon of war, the past two decades have seen tremendous growth and expansion of the field. Some scholars have studied the threat, use and control of military force, while others have studied various forms of political violence such as terrorism, organized crime, and insurgency or armed rebellion. Research in this field also incorporates scholarship on the politics of defense and foreign policymaking, traditional theories of international relations, comparative analysis of national and regional case studies, ethics and morality of
security policies, and transnational issues like arms trafficking, piracy, and the proliferation of materials and technology for weapons of mass destruction. Overall, the study of national and international security has evolved into a complex, interdisciplinary field, as demonstrated on the list of journals and websites provided on the last page of this syllabus. Each lesson in this course draws on a large and diverse body of readings, including academic journal articles, government reports, and original source materials.

CRIM.6680 Scientific & Technological Dimensions of National Security (Formerly 44.569/CRIM 668) - Credits: 3

In this required course for the MS in Security Studies program, students will take this course to learn all about the efforts in the public and private sector to design new sensors, scanner, and the general role of science and technology in homeland and national security.

CRIM.6690 Counterterrorism Policies and Strategies (Formerly 44.576/CRIM 669) - Credits: 3

This course examines the formulation and implementation of U.S. national strategies for combating terrorism, protecting critical infrastructure, and preventing the proliferation of chemical, biological, radiological and nuclear weapons or materials that could be used by terrorists. Students will develop an understanding of the structure and operations of key federal agencies, state and local fusion centers, and examine the political, legal, moral and ethical issues of countering modern terrorism threats.

CRIM.6700 Seminar in Terrorism Studies (Formerly CRIM 670) - Credits: 3

This course will offer an in-depth examination of one more special topics within the field of terrorism. Examples include terrorist psychology, the use of women and children by terrorist groups, models of successful hostage negotiation or the use of social network analysis to understand the evolving nature of a terrorist threat. Students should consult with their advisor and the program director before registering for this course.

CRIM.6800 Selected Topics (Formerly 44.680) - Credits: 3

A comprehensive examination of a current issue in criminal justice.

CRIM.6830 Directed Study (Formerly CRIM 683) - Credits: 3

This course is designed as an independent study of a subject not offered in the standard curriculum.

CRIM.6890 Special topics in Criminal Justice and Criminology (Formerly CRIM.689) - Credits: 3

Special topics classes are used to address timely issues that do not fit into the regular course offerings.

CRIM.6900 Advanced Regression Analysis (Formerly CRIM 690) - Credits: 3

This course focuses on statistical methods that are useful in the investigation of hypotheses in the social sciences and the analysis of public policies and programs. The bulk of the course is a detailed examination of the bivariate and multiple regression models estimated using Ordinary Least Squares (OLS), with an emphasis on constructing regression models to test social and economic hypotheses. Several special topics in regression analysis are addressed as well, including violations of OLS assumptions and the use of dummy variables, and interaction effects. Throughout, examples are drawn from the literature so students can see the models and methods in action.

CRIM.6910 Advanced Research Design (Formerly 44.691) - Credits: 3

This course focuses on measurement and data development strategies and techniques to facilitate effective statistical analysis. Topics include the logic of causal inquiry and inference, the elaboration paradigm and model specification, handling threats to internal validity, hierarchies of design structure (experimental, quasi-experimental and non-experimental), linking design structure to affect estimation strategies, and analyzing design elements in published literature. Students will select a research topic in consultation with the instructor and prepare a written comparative design analysis.

CRIM.6919 Directed Study in Criminal Justice (Formerly CRIM.691) - Credits: 3

This course is designed as an independent study of a subject not offered in the standard curriculum.

CRIM.6920 Qualitative Research Methods (Formerly CRIM 692) - Credits: 3

This course is designed to increase students knowledge and understanding of the design and process of qualitative research in criminology. The material covered in this course includes the nature and uses of qualitative research; the design of qualitative research; grounded theory and the use of qualitative research to advance new theories and critically evaluate tenants or
assumptions of widely held explanations of criminal behavior and justice system functioning; and the ethics of qualitative research. Qualitative research methodologies including ethnography, case studies, participant observation, interviewing, content analysis, and life history narrative / life course analysis will be studied. Students will develop and initiate their own qualitative research and learn first-hand about the conduct of such research, the sequencing of data collection, data analysis, and more data collection. Students will learn the uses of computer assisted software programs designed to assist qualitative data analysis.

CRIM.6930 Survey Methods (Formerly CRIM 693) - Credits: 3

This course exposes students to the use of survey methods in social science research. Emphasis is placed on interview and questionnaire techniques and the construction and sequencing of survey questions as well as the use of Likert and Thurstone scales. Attention is also devoted to sampling theory, sampling designs, and sampling and non-sampling errors.

CRIM.6940 Crime Analysis and Mapping (Formerly 44.594/CRIM 694) - Credits: 3

This course examines the use of new technologies to analyze crime patterns and develop crime prevention strategies. Students study theories that explain the geographic distribution of crime and learn how to use Geographic Information Systems to study crime in ways that draw upon theory as well as how to apply GIS techniques in the law enforcement and corrections fields.

CRIM.6960 Program Evaluation Methods (Formerly 44.595/CRIM 695) - Credits: 3

An examination of the methods and techniques of evaluation research. Evaluation research includes the issues that characterize the generic research enterprise. In addition to the usual research concerns and problems, evaluation research must also address problems that are unique to determining whether a program, treatment, law, or policy, has had the desired effect when implemented in practice. This task is especially problematic with social policy contexts. The agenda for the course has two main components. First, the course will concern the structural features of designing and conducting a program evaluation. The second component will be an analysis of actual program evaluations in the literature.

CRIM.6970 Security Studies Project Design and Defense (Formerly 44.697/CRIM.697) - Credits: 3

Under faculty supervision, students in the MS in Security Studies program will design a science or technology-related project that demonstrates mastery in a subject relevant to security. Examples could include chemical or biological sensors, computer firewall intrusion detection system, baggage scanners, signals interception device, etc.

CRIM.6980 Security Studies Capstone 1 Data Collection and Analysis (Formerly 44.698/CRIM.698) - Credits: 3

This course is the first of a 2-part culminating capstone experience for students in the MA in Security Studies program at UMass Lowell. Incorporating the tools learned in 44.591: Research Design and Methods, students are required to design a research question, gather and analyze information, and write a Masters level research paper of at least 50 pages on a topic of their choosing related to security studies. The design of the 2-course capstone sequence emphasizes independent research and writing, thus required class periods are kept to a minimum.

CRIM.6990 Security Studies Capstone Research Paper (Formerly 44.699/ CRIM.699) - Credits: 3

This course represents the culminating capstone experience for students in the MA in Security Studies program at UMass Lowell. Incorporating the tools learned in 44.590, Research Design and Methods, students are required to design a research question, gather and analyze information, and write a Masters level research paper of at least 50 pages on a topic of their choosing related to security studies. Students will provide drafts of their paper to their faculty supervisor periodically during the semester, and the final version will be submitter for grading on the basis of quality research and writing.

CRIM.6993 Capstone Research Paper in Criminal Justice - Credits: 3

This course is the culminating, final core requirement for the Masters in Criminal Justice. In this course, students will write an integrative research paper (generally 50-60 pages in length, double spaced) on a topic of their choosing within the realm of criminal justice. By integrative, we mean you are expected to draw upon material you have covered in several of the courses in this program, including (but not limited to) Administration of Criminal Justice, Criminological Theory: Foundations, Descriptive and Inferential Statistics, Research Design, Managing Criminal Justice Organizations, or Law & Public Policy. You may enroll in this course at the same time as on of your elective courses, but it is assumed that you have already completed all requirements for the Masters in Criminal.

CRIM.7000 Dissertation Seminar I (Formerly CRIM.701) - Credits: 3

This is the first part of a two-semester sequence in which
students develop a plan and a template for the conduct of the various stages of the doctoral dissertation. Topics include: theoretical foundations, hypothesis development, sampling design, construct measurement, data collection, and analysis of quantitative or qualitative data.

CRIM.7010 Dissertation Seminar II (Formerly CRIM.702) - Credits: 3

This is the second part of a two-semester sequence in which students develop a plan and a template for the conduct of the various stages of the doctoral dissertation. Topics include: theoretical foundations, hypothesis development, sampling design, construct measurement, data collection, and analysis of quantitative or qualitative data.

CRIM.7030 Dissertation Supervision (Formerly CRIM 703) - Credits: 3

Direct supervision with a dissertation advisor (3 credits).

CRIM.7060 Dissertation Supervision (Formerly CRIM 706) - Credits: 6

Direct supervision with a dissertation advisor (6 credits).

CRIM.7090 Dissertation Supervision (Formerly CRIM 709) - Credits: 9

Direct supervision with a dissertation advisor (9 credits).

CRIM.7100 Advanced Research in Terrorism (CRIM 710) - Credits: 3

This course focuses on describing and understanding how research and evidence-based analysis helps us to understand, explain and predict changes in terrorist behavior. The course makes use of case studies to illustrate quantitative and qualitative research methods, and to approach research questions on terrorism from multiple levels of analysis. The course will also examine successful examples of interdisciplinary research and will help students navigate the pathway from theoretically informed research on terrorism to policy and practitioner-relevant counter-terrorism.

CRIM.7110 Continued Dissertation Review (Formerly CRIM 711) - Credits: 1

Direct supervision with a dissertation advisor (1 credit).

CRIM.7160 Dissertation Seminar Accelerated (Formerly CRIM.716) - Credits: 6

This course is an accelerated version of the CRIM 701/702 sequence. It is suitable for students who have already acquired the data for their doctoral thesis research and thus can accomplish the plan and template for the conduct of the various stages of the doctoral dissertation in one semester. Topics include: theoretical foundations, hypothesis development, sampling design, construct measurement, data collection, and analysis of quantitative or qualitative data. Prerequisite: Doctoral Candidacy in Criminology.

CRIM.7410 Thesis Review (Formerly 44.741) - Credits: 1

CRIM.7900 Categorical and Limited Dependent Variables (Formerly CRIM 790) - Credits: 3

The estimation of empirical models is essential to public policy analysis and social science research. Ordinary Least Squares (OLS) regression analysis is the most frequently used empirical model, and is appropriate for analyzing continuous dependent variables that meet certain distributional assumptions. This course examines several types of advanced regression models for dependent variables that violate one or more of the assumptions of the OLS regression model. For example, some dependent variables may be categorical, such as pregnant or not, employed or not, etc. Other dependent variables may be truncated or censored, such as contributions to an individual retirement account that are limited by law to certain dollar amounts. Still others may be counts of things, like the number of children born to a given woman or the number of traffic accidents on a given day. The principal models examined in the course are binary logit and probit, multinomial logit, ordinal logit and probit, tobit, and the family of Poisson regression models. The Heckman correction for selection and Event History Analysis are also addressed. All these models are estimated using maximum likelihood estimation (MLE). The course focuses on the application and interpretation of the models, rather than statistical theory.

CRIM.7910 Structural Equation Modeling (Formerly CRIM 791) - Credits: 3

This course is an introduction to structural equation modeling (SEM). SEM represents a general approach to the statistical examination of the fit of a theoretical model to empirical data. Topics include observed variable (path) analysis, latent variable models (e.g., confirmatory factor analysis), and latent variable SEM analyses.

CRIM.7920 Survival Analysis and Longitudinal Data (Formerly CRIM 792) - Credits: 3

Criminological research often involves the study of change over time in both individuals and groups. Analyzing such over time poses a number of methodological and statistical challenges,
however, and these must be addressed to derive valid inferences from data analysis. This course will examine several techniques that are appropriate for such analyses. These include the family of univariate, bivariate and multivariate techniques collectively known as survival or event history analysis that are appropriate for studying processes such as recidivism and length of time individuals spend in various programs. The course will also describe zero-inflated Poisson trajectory and latent growth curve models, as well as multilevel models for change. Emphasis will be on application as opposed to theory.

CRIM.7930 Data Reduction and Factor Analysis
(Formerly CRIM 793) - Credits: 3

Criminologists are often confronted with datasets containing numerous variables resulting from surveys and archival data extraction. It is advantageous to reduce the number of variables while still maintaining the integrity of the measurement of crucial concepts. Factor analysis is a valuable statistical technique for reducing the number of variables and detecting possible underlying structure(s) in the relationships among variables. This course will examine major factor analytic techniques such as Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) designed to find underlying unobservable (latent) variables that are reflected in the observed variables or manifest variables. In addition the course will examine the various factor rotation procedures commonly used to ensure that the derived factors or dimensions are orthogonal and do not either introduce multi-collinearity problems or exacerbate collinearity issues already present in the data.

CRIM.7940 Multi-Level Modeling - Credits: 3

This course covers multilevel statistical models, which are increasingly being used in the social sciences to analyze clustered data. The course will introduce students to the theory and concepts of multilevel model and will address both the statistical and theoretical advantages to using multilevel models to analyze clustered data. The course will largely take an applied approach, meaning that it is designed to prepare students for putting the techniques covered in the course to use in a "real world" context. As such, course lectures and assignments will cover a range of relevant issues, including data acquisition, data exploration, estimation of multilevel models with statistical software, and reporting of results from multilevel analyses.
SOC1.5150 Social Policy and Inequalities - Credits: 3

Social Policy and Inequalities is a semester-long course that analyzes the social policies in the United States and Massachusetts that address persistent and structural inequalities in education, health and healthcare access, immigration, workforce, and human services. We will pay particular attention to social policies that contribute to or seek to alleviate inequalities based on race, gender, income and wealth, sexuality and disabilities. The course will identify key features of policy development, implementation and evaluation and interrogate the underlying patterns of inequalities at each stage. The course will analyze case studies of policies such as those related to poverty and income inequality; affirmative action; education; workforce development and employment.
MUSR.5200 Recording Analysis (Formerly 78.520) - Credits: 3
Recognition of the unique dimensions of audio recordings, and evaluation of how they can be crafted to support musical expression. Aural analysis of audio device performance, integrity of audio quality, recording environments, and sound source characteristics. Understanding of the mix as musical interpretation and performance.

MUSR.5210 Sound Synthesis 2 (Formerly 78.421/521) - Credits: 3
Advanced sound synthesis techniques are studied and supplemented with sound synthesis studio laboratory work. The course will cover MIDI implementation in analog and digital sound synthesis, the historic origins of computer music and electro-acoustic music, live electronic music performance, audio equipment and applications of MIDI-based and functional devices and processors, advanced music production and sound synthesis via MIDI. Permission of Coordinator and Chair.

MUSR.5450 Advanced Mix Techniques (Formerly 78.545) - Credits: 3
This course develops deep technical mastery and advanced aesthetic achievement in the multitrack mixdown phase of sound recording. Key families of effects are covered from first principles and technical basics to advanced applications. Processes are integrated into contemporary production strategies for music, film, game, broadcast, and live mixing.

MUSR.5500 Advanced Video Production (Formerly 78.550) - Credits: 3
Extends basic music production skills into the professional sphere. Hands on experience is emphasized. Students are involved with exercises that teach approaches to dramatic lighting, audio-recording skills for challenging environments, specialized camera techniques used in Hollywood productions, and refined editing techniques. After completing several short video presentations, students will produce a multi-tracked production that demonstrates their competency in video and audio recording, sound effects, narration, and refined editing techniques. Prerequisite: 78.350

MUSR.5950 Graduate Directed Study in SRT (Formerly 78.595) - Credits: 3
MUSR.6100 Digital Media (Formerly 78.610) - Credits: 3
This course in an in-depth study of the systems and standards that collectively define "digital fusion", the convergence of all known media on a common platform and practice. Text, music, sound, images, and moving pictures are all digital objects that are stored, processed, and transmitted using the same set of technologies. The course examines each of these technologies and their common foundation in contemporary digital computing. The course also examines the impact of digital fusion on the traditional 3-tier media value-chain (producer/publisher/wholesaler/retailer/end user) Prerequisite: 78.630

MUSR.6300 Technologies of Audio (Formerly 78.630) - Credits: 3
In-depth study of historical, current, and cutting edge technologies of audio devices, systems, and software; includes performance specifications, design and operational parameters, and interface considerations at all systems levels.

MUSR.6400 Production Practicum (Formerly 78.640) - Credits: 3
Experimental and current recording production techniques, and historically significant approaches to recording. Performance of advanced production work including acoustic and electronic sound sources, automated mixdown, stereo and surround mixing, synchronization and MIDI, audio for visuals, multimedia. Studio production work led by lecture/demonstration classes and individual student research.

MUSR.6500 Research in Sound Recording Technology (Formerly 78.650) - Credits: 3
An introduction to the knowledge and skills common to research in all areas of music: finding resources, reading and interpreting research, and understanding and applying the principles of objective investigation. The research paradigms of technology and engineering, the humanities, the natural sciences, and the social and behavioral sciences are explored and contrasted. This course consists of a sequence of lectures on the fundamental topics, followed by a series of modules or case studies in specific research areas pertaining to SRT. Each class meeting involves a project or lab for which the student must write a report or research document.

MUSR.6600 Seminar in Audio (Formerly 78.660) - Credits: 3
Current topics are explored in a seminar setting requiring student participation and research. Topics selected for in-depth examination might include advanced SRT-related research methods and materials; advanced facility and systems design; experimental technologies and media; experimental production practices or artistic projects; evaluations of recordings; audio
industry trends; facility and career management. Prerequisite: 78.630.

**MUSR.6950 Directed Study and Research in SRT. (Formerly 78.695) - Credits: 3**

An in-depth independent study with a member of the Sound Recording Technology faculty. The topic and scope of the study must be approved by the faculty member and the Coordinator of SRT.

**MUSR.7400 Masters Recording Project (Formerly 78.740) - Credits: 6**

Planning and execution of a substantial recording project under the supervision of an SRT faculty member.

**MUSR.7410 Masters Recording Project A (Formerly 78.741) - Credits: 3**

Planning and execution of a substantial recording project under the supervision of an SRT faculty member. First part of two-course sequence. 78.742 - Masters Recording Project B must subsequently be taken to satisfy masters degree capstone requirement.

**MUSR.7420 Masters Recording Project B (Formerly 78.742) - Credits: 3**

Planning and execution of a substantial recording project under the supervision of an SRT faculty member. Second part of two-course sequence to satisfy masters degree capstone requirement.

**MUSR.7430 SRT Masters Thesis (Formerly 78.743) - Credits: 6**

The thesis is a scholarly investigation in SRT or an audio-related field resulting in a comprehensive written document. The student must complete acceptable research and defend it before a thesis committee. The choice of a thesis topic and a thesis advisor, the formation of a thesis committee, and the procedures for the preparation of the thesis and its defense are described in detail in the Master's Degree Requirements section of the University of Massachusetts Lowell Graduate Catalog. The specific procedures required by the Department of Music are published by the Department and are available in the main office. Second part of two-course sequence to satisfy masters degree capstone requirement.

**MUSR.7440 SRT Masters Thesis A (Formerly 78.744) - Credits: 3**

The thesis is a scholarly investigation in SRT or an audio-related field resulting in a comprehensive written document. The student must complete acceptable research and defend it before a thesis committee. The choice of a thesis topic and a thesis advisor, the formation of a thesis committee, and the procedures for the preparation of the thesis and its defense are described in detail in the Master's Degree Requirements section of the University of Massachusetts Lowell Graduate Catalog. The specific procedures required by the Department of Music are published by the Department and are available in the main office. First part of two-course sequence. 78.745 - SRT Masters Thesis B must subsequently be taken to satisfy masters degree capstone requirement.