# Graduate - All Colleges

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Application Procedure

Institutional Admissions 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/), 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. Certain graduate programs require graduate entrance examinations. The applicant must have obtained a satisfactory score on the appropriate entrance examination if 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.

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, 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.

Application Procedure for Graduate Admission

Applicants can apply using the online application.

- Master’s & Doctoral Application
- Application Deadline
- Types of Admission
- Graduate Certificate Application Procedure
- Non Degree Status
- Graduate Readmission/Deferral Policy

Master’s & Doctoral Application Information

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. Letters of recommendation written by individuals qualified to judge the ability of the applicant to carry on graduate work and research as requested by the department. Refer to the department page to learn about the number of required recommendations.
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 an institutionally approved language test for students from countries where English is not the national language. The thresholds for English tests are set by the department.

Institutionally approved English tests: TOEFL, IELTS, Duolingo. 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.

Graduate Certificate Candidate Application Information

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, submit the appropriate application fee, and submit an official transcript indicating the conferral of a bachelor’s degree. The graduate record exam (GRE) and letters of recommendation are 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.

Financial Assistance & Assistantships

FINANCIAL ASSISTANCE

- Applying for Financial Aid
- Other Types of Assistance

The Solution Center (https://www.uml.edu/thesolutioncenter/financial-aid/default.aspx)
University Crossing Lobby
220 Pawtucket Street, Suite 131
Lowell, MA 01854
Telephone: 978-934-2000
Office Hours: Monday - Friday: 8:30 a.m. to 5 p.m.

Applying 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 (http://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.studentaid.ed.gov (https://www.studentaid.ed.gov/sa/fafsa/filling-out/fsaid).

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 Solution Center website. 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 merit-based 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 (www.sss.gov (http://www.sss.gov))

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
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 need. A student will not be charged any interest before repayment begins or during authorized periods of deferment. An unsubsidized loan is not 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 visit the Solution Center at [https://www.uml.edu/thesolutioncenter/financial-aid/Receiving-Aid/Types-Aid/graduate/loans.aspx](https://www.uml.edu/thesolutioncenter/financial-aid/Receiving-Aid/Types-Aid/graduate/loans.aspx).

**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 website ([https://studentaid.gov/help-center/answers/article/federal-direct-loan-program](https://studentaid.gov/help-center/answers/article/federal-direct-loan-program)) 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 Solution Center ([https://www.uml.edu/thesolutioncenter/financial-aid/Forms.aspx](https://www.uml.edu/thesolutioncenter/financial-aid/Forms.aspx)). 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/Graduate-Student-Services/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 ([https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf](https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)) (a grade point average under 3.0 on the official transcript). See the Academic Standing information at [www.uml.edu/catalog/graduate/policies/Academic_Standing.htm](https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf).
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/Graduate-Student-Services/coordinators.aspx) (www.uml.edu/Grad/coordinators.aspx (https://www.uml.edu/Graduate-Student-Services/coordinators.aspx)) in the student’s department.

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 (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Language Arts & Literacy (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Doctor of Philosophy in Engineering (Ph.D)

- Chemical Engineering (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Civil Engineering (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Computer Engineering (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Electrical Engineering (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Energy Engineering (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
- Mechanical Engineering
  - Chemical Engineering
  - Mechanical Engineering/Civil & Environmental Engineering
  - Mechanical Engineering/Energy Engineering
  - Mechanical Engineering/Industrial Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
  - Mechanical Engineering/Manufacturing Engineering
- Plastics Engineering

Doctor of Nursing Practice (DNP)

- Nursing

Doctor of Philosophy (Ph.D.)

- Applied Psychology and Preventative Science
- Applied Biology (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
Biomedical Science;  
Developmental & Evolutionary Biology;  
Quantitative Biology & Biophysics; and  
Cellular & Molecular Biology  
- Biomedical Engineering & Biotechnology  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
- Business Administration  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  Technology Management International  
  Business Accounting Leadership Finance Management  
  Information Systems  
- Chemistry  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  Biochemistry Environmenta l Studies Green Chemistry  
- Computer Science Computational Mathematics  
- Criminology and Criminal Justice  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  Crime, Criminals & Community Global Perspectives on Crime  
  & Justice System Policy Technology Criminal Justice Victims Crime & Justice  
- Earth System Science  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
- Global Studies  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  Security & Human Rights Socio-Economic Development Comparative Cultures  
- Marine Sciences & Technology  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
- Nursing  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
- Pharmaceutical Science  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
- Physics  
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  Applied Mechanics Energy  
  Engineering Atmospheric Sciences Radiological Sciences  
- Polymer Science  
  Polymer Science/Plastics Engineering  
  Doctor of Physical Therapy (DPT)  
  - Physical Therapy  
  Doctor of Science  
  - Public Health Epidemiology  
  
  Master’s Programs Offered  
  Listed by Degree Earned  
  - Master of Arts  
  - Master of Business Administration  
  - Master of Education  
  - Master of Music  
  - Master of Public Administration  
  - Master of Public Health  
  - Master of Science  
  - Master of Science in Engineering  
  - Education Specialist  
  
  Master of Arts (MA)  
  - Community Social Psychology  
    (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  - Criminal Justice  
    (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  - History  
    (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  - Peace & Conflict Resolution  
    (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)  
  - Security Studies  
    (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)
Master of Business Administration (MBA)

- General Business
- Accounting
- Business Analytics
- Entrepreneurship
- Finance
- Healthcare
- Information Technology
- International Business
- Managerial Leadership
- Marketing

Master of Public Administration (MPA)

- Public Administration
- Human Service Management
- Public Humanities and the Arts
- Justice Administration

Master of Public Health (MPH)

- Public Health
- Dietetics
- Epidemiology
- Healthcare Management
- Nutrition
- Social and Behavioral Sciences

Master of Education (M.Ed.)

- Curriculum & Instruction
- Autism Studies
- Science Education, Initial Certification
- Math Education, beyond initial
- Educational Administration
- Non-licensure
- Higher Education
- Reading & Language
- Teacher of Reading
- Non-licensure

Master of Music (MM)

- Music Education
- Community Music
- Sound Recording Technology
Entrepreneurship

Environmental Studies
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Atmospheric SciencesAtmospheric Sciences (PSM)Environmental Engineering SciencesEnvironmental Geoscience (PSM)

Finance

Health Information Management
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Health InformaticsHealth Management

Information Technology

Marine Sciences &Technology

Mathematics

NursingAdult / Gerontological NursingFamily Health Nursing

Pharmaceutical Science
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Physics
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Public Health
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Radiological Science &Protection
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Medical Physics

Security Studies

Master of Science in Engineering (M.S.E.)

Chemical Engineering
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Leadership

Civil EngineeringLeadershipEnvironmentalGeoenvironmentalG eotectonicStructuralTransportation

Computer Engineering
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)LeadershipOptics

Energy Engineering
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)LeadershipNuclearSolar

Mechanical Engineering
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Leadership

Plastics EngineeringLeadershipCoatings &AdhesivesFibers &CompositesSynthetic Fibers

Education Specialist (EdS)

Administration, Planning &Policy
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Curriculum &Instruction
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)Education of Diverse Populations

Reading &Language
(https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

Bachelor’s to Master’s Programs

Earn Two Degrees in as Little as Five Years

Eligibility


- Course Credits
- How to Transition
- Francis College of Engineering Expanded Bachelor’s to Master’s Policy

NOTE: A course with a Pass/No Credit election cannot be applied to the university’s Bachelor’s to Master’s Program.

In order to encourage outstanding UMass Lowell undergraduate degree students to continue their studies towards an advanced degree, qualified students may transition to the 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. No graduate application is required for UMass Lowell’s Bachelor’s to Master’s programs. 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.)

The transcripts of the students who declare their intention to transition to master’s programs will be reviewed by the graduate coordinator to ensure the GPA and prerequisite requirements are met. Students should also provide one letter of recommendation to support their transition to the master’s program. Refer to the Bachelor’s to Master’s (https://www.uml.edu/Academics/undergraduate-programs/bachelors-masters.aspx) page for more information.

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 2020 semester, an individual can defer to either the Fall 2020 or Spring 2021 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. Students who are confirmed to transition 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 the graduate program and submit all required admission materials.

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. A graduate level course used to fulfill both an undergraduate degree requirement and a undergraduate minor requirement is also eligible to be used in the Master’s, but only up to the maximum number allowed for the specific Master’s degree.
3. Only courses of 5000 level or higher may count toward the Masters degree.
4. Transfer credit is not accepted for graduate certificates. The Bachelor's to Master's program benefits do not include credits toward a graduate certificate.
5. 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 as follows:
- Up to 12 credits may be transferred 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 Bachelors to Masters Degree Option for both the graduate and undergraduate degrees.

6. 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.

7. A course with a Pass/No Credit election cannot be applied to the University's Bachelor's to Master's Program.

The Francis College of Engineering participates in the UMass Lowell Bachelors to Masters Program and expands this benefit to applicants from other ABET-accredited engineering programs. All applicants from ABET-accredited institutions who meet the UMass Lowell BS/MS admissions criteria may transfer (double count) eligible graduate-level credits taken for the completion of their undergraduate degree program at their home institution to their UMass Lowell (UML) masters degree program. The maximum number of credits to be transferred will be the same as are allowed by UMass Lowell Francis students who graduate from the College of Engineering. Additionally, all Bachelors to Masters rules and regulations, including minimum grade requirements, must be met.

**Eligibility**

Applicants for this expanded program must have a minimum undergraduate cumulative GPA of 3.0 in appropriate engineering majors from other ABET-accredited institutions. As with current admissions policy in Engineering, the GRE may be waived for applicants meeting these criteria (minimum GPA from ABET-accredited engineering program).

**Double Counting**

Consistent with the current transfer policy, only graduate courses with grades of B or better may transfer. Also consistent with current policy, each department decides whether a course from another institution may or may not fulfill a departmental program requirement.

**How to Transition to Bachelor’s to Master’s Programs**

Undergraduate students are requested to apply to transition by submitting the application for transition found on the Undergraduate Bachelor’s to Master’s page (https://www.uml.edu/Academics/undergraduate-programs/bachelors-masters.aspx). Students normally apply to transition in the second semester of their third year as an undergraduate (up until the last day of classes in their final semester before graduation).

**Francis College of Engineering Expanded Bachelor’s to Master’s Policy**
Master’s Program

This program is no longer accepting students.

Master of Arts in Economic and Social Development of Regions

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 (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf):

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 (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf) 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:
Philip Moss (mailto:Philip_Moss@uml.edu)
978-935-2787

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)
ECON.5130 Foundations Of Comparative Regional Development (Formerly 57.513)(Formerly POLI.5130) - 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.

ECON.5140 Researching Industries and Companies in the Global Economy - Credits: 3

The Internet revolution gives us access to vast amounts of information on economics, industries, and companies. This course provides students with a framework, rooted in Prof. Lazonick’s ”theory of innovative enterprise,” for the integration of facts and logic in conducting research. Students Learn where to find and how to make use of relevant information available as e-resources. Through the study of Lazonick’s research, the course enables students to take a deep dive into the theoretical approaches and sources of information that he has used to analyze economies, industries, and companies in global perspective. During the course, students work in teams to produce e-resource-based research reports on innovation, competition, and globalization in selected industrial sectors.

ECON.5150 Politics and Economics of Public Policy (Formerly 57.515)(Formerly POLI.5150) - 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.

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

This course is an introduction to microeconomic theory. The focus in 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.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.
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.7011 Interdisciplinary Education and Research - Credits: 3

The recent growth of interdisciplinary programs has created new challenges and opportunities in higher education and research. This course is aimed at providing Global Studies PhD students with the skills and knowledge they need to overcome these challenges and make the most of these opportunities. In order to teach interdisciplinary research design and methods, students will also critique interdisciplinary research and learn how to identify research questions that are best approached using the perspectives of multiple disciplines. Additionally, students will become familiar with journals and conferences that publish and promote interdisciplinary work.

GLST.7012 Conflict, Cooperation, Security and Human Rights - Credits: 3

This is an interdisciplinary course for the Global Studies PhD Program. Drawing from political science, this course investigates the major global threats to human security, including poverty, public health crises, environmental deterioration, terrorism, mass killings and war. These threats to human security can also be framed as violations of human rights. Drawing from economics, the class will explore the interactions that lead to these violations and security threats with a game theoretic approach. Employing game theory, the study of interdependent decision-making, will enable students to analyze and gain an understanding of the strategies that lead to violations of human rights, with the aim of developing policies to mediate these threats to human security.

GLST.7017 International Political Economy, Trade and Development - Credits: 3

Since the end of the cold war it seems that analysts of international relations have changed their focus from the politics of preserving the peace to the politics of the international economy. Reading any international newspaper one is now less likely to see a story on the arms reduction talks between states on the front page than seeing an article on the trade relations between states. The economic crisis of 2007-8, the European debt crisis and the rise of China has brought more attention to the relationship between global politics and economics. This course is intended to give an introduction to international political economy (IPE) and global economic relations. Students will study the theoretical perspectives that are used by analysts, the history of IPE, and some important issues currently confronting the economic and trade relations of states in an era of globalization.

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.7031 Quantitative Approaches to Global Studies - Credits: 3

This course introduces students to topics related to research design and quantitative analysis in global studies. This course can be broken up into three parts. During the first part students will build on what they have learned about constructing theories and Hypotheses, how to quantify concepts, and how to evaluate the academic work of others. In the second part students will begin to learn how to test theories and explore relationships using descriptive analysis and hypothesis testing. In the third and final part students will more thoroughly develop and evaluate their theories and hypotheses using correlation and regression analysis. The course will focus on data, units of analysis and techniques most appropriate for global studies.

GLST.7120 Global Media Freedom, Human Rights, and Democratization (Formerly GLS.712) - Credits: 3

Media freedom is widely seen as critical to promoting democracy, development and human rights. Each year United States and European Union donors contribute to media assistance programs in the developing world. The idea is that
independent media will deep government in line and make life better for citizens. Yet, little is known about weather free media are up to the task. This course addresses important questions in political communication, human rights, media studies and international relations and requires students to engage in systematic comparative analysis of the effects of media freedom on human rights, democratization and development.

GLST.7130 Special Topics in Security and Human Rights - Credits: 3

Strategy is a crucial concept and practice in the field of international security. We will examine the foundational works in the area of strategy as well as contemporary work before exploring strategy as deployed in a range of issue areas, including military conflict, climate change, and arms control. The class will emphasize student participation and the application of concepts we learn in class. Students are asked to write a series of short policy memos and final paper exploring the application of strategy to international security broadly defined.

GLST.7132 Comparative Political Theory - Credits: 3

This course aims to introduce students to substantive topics in political theory at a Global Scale as well as to the main methodological issues that arise when we do research in something often called "Comparative Political Theory". Globalization has exposed not only the shortcomings and blind spots of traditional Western Political Theory, but also the violence, dispossession and oppression which have undergided the development of political communities in the modern world. Given this heritage, what might truly comparative and global political theory may look like.

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.7210 Curricular Practical Training - Credits: 1

An internship, practicum or other type of employment that is either required by the student's academic program or an experience for which a student receives academic credit. To be eligible the student must be in legal F-1 status and have been enrolled full-time for one academic year. CPT work experience must be in the student’s field of study and contain a curricular component. Contact the Global Studies Program Director for additional details.

GLST.7220 Civil Wars - Credits: 3

This course aims to examine the traditional and recent developments in the civil war literature. Some topics that will be covered in this course include the causes and termination of civil wars; the organization of rebel groups and its effect on the dynamics of civil conflicts; constructing peace in the aftermath of civil war as well as the role of the international actors in establishing lasting peace. The course will introduce three sets of empirical methods. The first set examines the traditional studies that test extant theories on large-N TSCS datasets. The second set focuses extensively on "micro-level" studies that use village-level or other spatially disaggregated unit of analysis. The third set examines recent methodological developments, particularly survey and field experiments.

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
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.5150 Contemporary Global Issues in Historical Perspective - Credits: 3
In a period of intensifying globalization a basic understanding of our world is increasingly important. By looking at various contemporary issues, such as the revolutions in the Muslim world, atrocious war, gender, corruption, religion vs. secularism, immigration, and global economic issues, this course will provide historically grounded perspectives of contemporary issues around the world.

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
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-Second World War 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.5370 Alcohol in American History - Credits: 3

This course uses the production, distribution, consumption, and prohibition of alcoholic drinks as a lens for studying cultural, political, and economic change in American life from the colonial era to the present. Students will develop a related original project involving immersive use of archival materials to write an article-length research paper.

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.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.5515 Topics in Middle East History:

Environmental History of the Middle East and North Africa - Credits: 3

This course is designed to introduce students to the intensive study of a particular aspect of Middle East History. In this course, with a focus on environmental factors, we will consider various historical perspectives on colonialism, nationalism, capitalism, gender and sexuality, empire, race, and class. What are some of the benefits of these interpretations? Are there also drawbacks? Students will explore this history through reading both primary and secondary sources. They will also pursue their own research project on a topic of their choosing in Middle East environmental history.

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 African-American, Latino, and Euro-American immigrant history.

HIST.5900 Topics in History - Credits: 3
An advanced course of study and examination of a variety of issues and topics in history, intended for graduate students. Instructor permission required. Subject matter to be announced in advance.

**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.

**HIST.5990 Thesis in History - Credits: 3-6**

For History graduate students actively engaged in research leading toward the submission of a written thesis for completion of their degree. A program of supervised study will be arranged between the student and a faculty supervisor.
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. 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.

MUPF.5630 Vocal Pedagogy (Formerly 75.463/563) - Credits: 3

Course will introduce students to the basics of teaching singing. It will include an overview of the anatomy of the respiratory and vocal mechanism and their application to singing; the categorization of voice types with suggestions for repertoire for young solo singers; an overview of vocal exercises for various technical goals and the diagnosis of common vocal problems and how to treat them. The class will also cover the child and adolescent voice and include in-class supervised teaching.

MUPF.5950 Graduate Direct Study: Research in Performance (Formerly 75.595) - Credits: 3

MUPF.5630 Vocal Pedagogy (Formerly 75.463/563) - Credits: 3

Course will introduce students to the basics of teaching singing.

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 73.500.

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.5040 Introduction to Woodwind Pedagogy 1
(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
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 & choral ensembles, and for students seeking materials for practical application. Participants will explore instrumental & choral music through performance on instruments. Clinician will provide additional information as to technical facility and instrument/vocal 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 writhing 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.
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.5030 Diplomacy and Cross Cultural Negotiations - Credits: 3

This course introduces the students to the breadth and depth of diplomatic historical practices, and theories. It will also introduce methods of negotiation and conflict resolution utilizing the different models focusing on cross-cultural negotiations. The role of cultural differences in the processes of negotiation and diplomatic practice and the multiple layers of public diplomacy will also be analyzed stressing the role of cultural differences in the processes of negotiation and diplomatic practice. The course will lastly examine democratic transition in conflicted countries and how to advocate for the transition as part and parcel of peace building.

PCST.5040 Restorative Justice: Repairing Harm Through Dialogue - Credits: 3

This course introduces students to the principles, values, and practices of restorative justice to repair harm through dialogue and build positive peace. Students develop a working knowledge of the general theories of restorative justice and gain practical experience with peacemaking techniques. Traditional assumptions about justice and the adversarial legal process will be explored and challenged. Students will critically examine how restorative justice addresses the needs and harms of multiple stakeholders, draws from indigenous approaches, and challenges interpersonal and structural forms of harm, including practical challenges in implementing restorative justice and the relationship between restorative justice, restorative practices, and other conflict resolution methods.

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.5080 Theories of Political and Criminal Violence - Credits: 3

The study of violence has been a central piece of debates in comparative politics that range from the causes of revolution to the analysis of civil wars. Since the 1990s, and as a result of the crucial changes the world experienced with the end of the Cold War, interest and research on civil wars increased notably, bringing in innovative theoretical insights. Yet, for the most part, research on political and criminal violence remains scattered across these different subfields, with research on civil war being the most active research field. This course aims to provide a broad overview of different bodies of research on violence and to analyze whether more dialogue between subfields could contribute to the accumulation of knowledge.

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 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.5530 Integrative Seminar in Peace and Conflict Studies (Formerly PCS 453/553) - Credits: 3

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.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
POLI.5001 Islam and Politics - Credits: 3
The relationship between Islam and Politics changed little since the rise of Islam. The surge in academic and public interest in the topic started in 1979 with the Iranian Revolution. This course will explain the role that Islam plays in everyday life, and will distinguish myth from fact about Islam and politics. Initially, the course will focus on the Muslim Brotherhood of Egypt as the prototype and first Islamic organization that was heavily involved in politics, will continue on to examine a range of issues including Jihad, woman’s rights, and related topics.

POLI.5002 Islamic Activists and Their Political Ideologies - Credits: 3
Islamic Activists have championed certain ideologies since the beginning of the twentieth century, the groups as well as their leading ideologues have changed over time. This course will explain the changes in political ideology, the causes of change and the group’s ability to appeal to a wide audience. Groups discussed in the class will include, the Muslim Brotherhood, the Jihad group in the 1980s, ISIS and other groups. The class will analyze the texts that the groups utilize to attract an audience as well as develop an understanding of the legitimization process of the group itself.

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.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.
Master’s Program in Applied Behavior Analysis & Autism Studies

Master of Science in Applied Behavior Analysis & Autism Studies

- Admissions Requirements
- Transfer Credit
- Part-Time Study and Non-Degree Status
- Graduate Advisor
- Degree Requirements
- Thesis Option
- Bachelors to Master's Program
- Partnership with Lasell

Admission Requirements

The Applied Behavior Analysis & 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 Applied Behavior Analysis & Autism Studies graduate program include these factors:

1. A bachelor's 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, etc.).
4. Relevant experience and other activities outside of the classroom.
5. Three letters of recommendation. At least one, and preferably more than one, from recent or current instructors.
6. 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 Graduate Admissions Office (https://www.uml.edu/Grad/default.aspx).

Transfer Credit

Matriculated students in Applied Behavior Analysis & 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 (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf). For students who have completed courses from the Applied Behavior Analysis Certificate Program (courses listed below) up to 21 credits of those courses may count towards the Master’s.

- PSYC.5810 (https://www.uml.edu/catalog/courses/PSYC/5810)
- PSYC.5820 (https://www.uml.edu/catalog/courses/PSYC/5820)
- PSYC.5830 (https://www.uml.edu/catalog/courses/PSYC/5830)
- PSYC.5840 (https://www.uml.edu/catalog/courses/PSYC/5840)
- PSYC.5850
Part-time Study and Non-Degree Status

While most Applied Behavior Analysis & 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, the 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 39 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 39 credits for the Masters degree are divided as follows:

**Course Requirements** - 27 credits

- **Supervised Practicum** - 6 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 in the ABA option can choose to complete a Master's Thesis, which involves original empirical research (the Master's Thesis is required for the Autism Studies option).

**Foundations** (9 credits):

- **PSYC.5810** [Behavior Concepts & Principles of Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/58 10)
- **PSYC.5830** [Philosophical Underpinnings of Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/58 30)
- **PSYC.6630** [Experimental Analysis of Behavior](https://www.uml.edu/catalog/courses/PSYC/66 30)

**Methods** (6 credits):

- **PSYC.5120** [Applied Research Methods](https://www.uml.edu/catalog/courses/PSYC/51 20)
- **PSYC.5820** [Measurement & Experimental Design](https://www.uml.edu/catalog/courses/PSYC/58 20)

**Behavioral Assessment, Intervention, and Ethics** (12 credits):

- **PSYC.5840** [Behavioral Assessment](https://www.uml.edu/catalog/courses/PSYC/58 40)
- **PSYC.5850** [Professional & Ethical Issues in Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/58 50)
- **PSYC.5870**
Behavior Change Procedures

- PSYC.5890
  Implementation & Supervision Practices in Behavior Analysis

Supervised Practicum (6 credits total):

- PSYC.5900
  Professional Seminar in Applied Behavior Analysis (0 credit)
- PSYC.6710
  Supervised Practicum
- PSYC.6720
  Supervised Practicum

Electives or Thesis Option (6 credits total):

**Electives 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 & Organizational Change
- PSYC.5460
  Behavior Concepts & Principles of Behavior
- PSYC.5740
  Social & Community Interventions in Autism
- PSYC.6110
  Program Evaluation
- PSYC.6300
  Educating Diverse Populations
- PSYC.6423
  Program Evaluation

**Thesis Option (6 credits):**

- PSYC.7440
  Master’s Thesis

Autism Studies Option:

**Core Requirements** - 24 credits
**Supervised Practicum** - 3 credits
**Thesis** - 6 credits
**Electives** - 9 credits

Students may select from any of 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. At least one elective in the Research Intensive option must be an approved Methods Course.

**Foundations (6 credits):**

- PSYC.5710
  Autism and Developmental Psychopathology
- PSYC.5740
  Social & Community Interventions
- PSYC.5810
  Behavior Concepts & Principles of Behavior
Analysis

Methods (6 credits):

- PSYC.5820 (https://www.uml.edu/catalog/courses/PSYC/5820) Measurement and Experimental Design
- PSYC.6500 (https://www.uml.edu/catalog/courses/PSYC/6500) Advanced Quantitative Methods

Supervised Practicum (3 credits total):

- PSYC.6710 (https://www.uml.edu/catalog/courses/PSYC/6710) Supervised Practicum

Directed Study or Thesis (9 credits total):

- PSYC.5920 (https://www.uml.edu/catalog/courses/PSYC/5920) Directed Study in Autism Studies (3 credits)
- PSYC.7440 (https://www.uml.edu/catalog/courses/PSYC/7440) Master’s Thesis in Autism Studies (6 credits)

Elective Option (9 credits total; 3 credits must be a methods course):

- PSYC.5010 (https://www.uml.edu/catalog/courses/PSYC/5010) Applied Developmental Psychology
- PSYC.5040 (https://www.uml.edu/catalog/courses/PSYC/5040) The Family System
- PSYC.5080 (https://www.uml.edu/catalog/courses/PSYC/5080) The Child in the Community
- PSYC.5220 (https://www.uml.edu/catalog/courses/PSYC/5220) Psychology of Diversity
- PSYC.5460 (https://www.uml.edu/catalog/courses/PSYC/5460) Grant Writing
- PSYC.5840 (https://www.uml.edu/catalog/courses/PSYC/5840) Behavioral Assessment
- PSYC.5870 (https://www.uml.edu/catalog/courses/PSYC/5870) Behavior Change Procedures
- PSYC.5450 (https://www.uml.edu/catalog/courses/PSYC/5450) Community and Organizational Change
- PSYC.6110 (https://www.uml.edu/catalog/courses/PSYC/6110) Program Evaluation
- PSYC.6940 (https://www.uml.edu/catalog/courses/PSYC/6940) Method Research Experience
- PSYC.7020 (https://www.uml.edu/catalog/courses/PSYC/7020) Participatory Action Research

Thesis Requirements

To earn the 39 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 Applied Behavior Analysis & 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 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, 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 during the review cycle each semester. 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. The decision to accept a Bachelor’s-Master’s applicant is based on three factors:

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

**Partnership with Lasell University?**

If you are a Lasell University student who has applied to the Interdisciplinary Training Program, please read about the partnership requirements.

**Ph.D. in Applied Psychology & Prevention Science**

- Program Overview
- Program Objectives
- Knowledge Competencies
- Skill Set
- Admission Requirements
- Transfer Credit
- Full-Time vs. Part-Time Study
- Graduate Advisor
- Degree Requirements
- Core Courses
- Required Courses
- Approved Electives
- Comprehensive Qualifying Papers
- Dissertation
- Graduate Teaching Assistants and Graduate Research Assistants

**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 four core areas of study:

1. Applied Cognitive Psychology
2. Community and Applied Social Psychology
3. Applied Developmental Psychology
4. Applied Behavior Analysis

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 track 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.

The Applied Behavior Analysis core area is designed to provide interdisciplinary training within psychology and behavior analysis. Students will be trained as both researchers and scientist-practitioners in the discovery and application of knowledge to solve problems of societal importance. Faculty research in this core area includes educational and occupational development of people on the autism spectrum and in particular members from culturally and linguistically diverse backgrounds, applications of verbal behavior, applications of behavior analysis to instructional design in higher education, as well as staff and parent training.

**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/Programs/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.
(http://www.cedevaluations.com/)
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. Due to the pandemic, we are temporarily waiving the GRE test requirement. In some cases, an applicant may be asked to submit test results to demonstrate that they have the quantitative, verbal and analytical skills required to succeed in the program. In addition, international applicants may submit the Duolingo Test of English as a replacement for the TOEFL or IELTS test.

Pre-pandemic:

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. Statement of Purpose: The online Graduate Admissions Application claims that statements can also be mailed or emailed to The Office of Graduate Admissions. This statement does not apply for applicants to the APPS program; APPS applicants are expected to upload their Statement of Purpose as part of the online application. Further, the Graduate Admission page provides a general description for the Statement of Purpose that we ask APPS applicants to ignore. Instead, please refer to these instructions for your statement: This statement of purpose should be uploaded in .doc, .docx or .pdf format. Please do not upload your statement in the .txt format. Please submit a statement of purpose up to three double-spaced pages in length that describes your plans for graduate study, research experience, current and future research interests, and career goals. The statement should indicate which of the four tracks you are most interested in and why. The statement should indicate whether you intend to enroll full-time or part-time (this information will also be provided separately on the application form). In your statement, please indicate at least one faculty member with whom you would be interested in doing research.

7. Resume: In the resume section, APPS applicants should submit a curriculum vitae rather than a resume to highlight academic and professional achievements. This section also states that resumes can be mailed or emailed to The Office of
Graduate Admissions. This is again not an option for applicants to the APPS program; APPS applicants must upload their curriculum vitae as part of their online application. Please upload your curriculum vitae in .doc, .docx (not listed on the site, but can be done), or .pdf format. Although .txt is listed as an accepted format, APPS applicants should not use this format. Test Scores: Refer to Graduate Admissions (https://www.uml.edu/Grad/Process/FAHSS-requirements.aspx) for specific information about test requirements.

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)

The online application will ask applicants to report, What is your intended academic load? Although part-time students may be admitted to the APPS program, we strongly encourage applicants to consider the demands of a doctoral program and the difficulty in meeting those demands with a part-time commitment before requesting admission as a part-time student.

Deadline for application is Jan. 15.

Additional Admission Requirements
Admission decisions will be made based on applicants potential to succeed in the program. All newly accepted students regardless or degree prior to enrollment are required to have obtained a level of proficiency in psychological research prior to enrollment in APPS, as demonstrated by any one of the following:

1. Completion of a senior honors thesis in psychology or related field; or
2. Completion of a masters thesis in psychology or related field; or
3. Completion of two graduate-level research methodology courses, in psychology or related field, with a B or better

Student who have not met the required research proficiency will be required to take the following courses at UMass Lowell during their first year:

1. PSYC.5120
   (https://www.uml.edu/catalog/courses/PSYC/5120)
   Applied Research Methods
2. CRIM.5900
   (https://www.uml.edu/catalog/courses/CRIM/5900)

Descriptive and Inferential Statistics
These courses may not be used to fulfill any doctoral program requirements.

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 University's Graduate Transfer Credit requirements (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf).

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 9 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 (https://www.uml.edu/catalog/courses/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 (https://www.uml.edu/catalog/courses/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 (https://www.uml.edu/catalog/courses/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 (https://www.uml.edu/catalog/courses/PSYC/6500) is a pre-requisite 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** (https://www.uml.edu/catalog/courses/PSYC/6400) Theories of Change in Applied Psychology
- **PSYC.6410** (https://www.uml.edu/catalog/courses/PSYC/6410) Fundamentals of Prevention Science

**plus any two of the following content courses:**

- **PSYC.5000** (https://www.uml.edu/catalog/courses/PSYC/5000) Introduction to Community Social Psychology
- **PSYC.5010** (https://www.uml.edu/catalog/courses/PSYC/5010) Applied Developmental Psychology
- **PSYC.5030**

**plus three advanced methods courses:**

- **PSYC.6500** (https://www.uml.edu/catalog/courses/PSYC/6500) Advanced Quantitative Methods (required)

**and any two of the following:**

**Psychology Department:**

- **PSYC.7010** (https://www.uml.edu/catalog/courses/PSYC/7010) Narrative Methods
- **PSYC.7020** (https://www.uml.edu/catalog/courses/PSYC/7020) Participatory Action Research

**Work Environment:**

- **PUBH.5770** (https://www.uml.edu/catalog/courses/PUBH/5770) Introduction to Biostatistics
- PUBH.6890 (https://www.uml.edu/catalog/courses/PUBH/6890)  
  Advanced Regression Modeling

Graduate School of Education:

- EDUC.7040 (https://www.uml.edu/catalog/courses/EDUC/7040)  
  Qualitative Research Methods
- EDUC.7050 (https://www.uml.edu/catalog/courses/EDUC/7050)  
  Survey Research

Criminology and Justice Studies:

- CRIM.5900 (https://www.uml.edu/catalog/courses/CRIM/5900)  
  Descriptive and Inferential Statistics
- CRIM.7920 (https://www.uml.edu/catalog/courses/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 (https://www.uml.edu/catalog/courses/PSYC/5220)  
  Psychology of Diversity
- PSYC.5270 (https://www.uml.edu/catalog/courses/PSYC/5270)  
  Immigrant Psychology & Communities
- PSYC.5460 (https://www.uml.edu/catalog/courses/PSYC/5460)  
  Grant Writing
- PSYC.5710 (https://www.uml.edu/catalog/courses/PSYC/5710)  
  Autism and Developmental Psychopathology
- PSYC.5740 (https://www.uml.edu/catalog/courses/PSYC/5740)  
  Community & Social Interventions in Autism
- PSYC.6110 (https://www.uml.edu/catalog/courses/PSYC/6110)  
  Program Evaluation
- PSYC.6640 (https://www.uml.edu/catalog/courses/PSYC/6640)  
  Child Maltreatment
- PSYC.6680 (https://www.uml.edu/catalog/courses/PSYC/6680)  
  Primary Care Behavioral Health
- PSYC.6750 (https://www.uml.edu/catalog/courses/PSYC/6750)  
  Seminar in Health Psychology
- PSYC.6760 (https://www.uml.edu/catalog/courses/PSYC/6760)  
  Seminar in Language Acquisition
- PSYC.6770 (https://www.uml.edu/catalog/courses/PSYC/6770)  
  Applying Cognitive Psychology to Education
- PSYC.6780 (https://www.uml.edu/catalog/courses/PSYC/6780)  
  Seminar in Metacognition
- PSYC.6790 (https://www.uml.edu/catalog/courses/PSYC/6790)  
  Psychology and Law
- PSYC.6800 (https://www.uml.edu/catalog/courses/PSYC/6800)  
  Aging and Community
- PSYC.6810 (https://www.uml.edu/catalog/courses/PSYC/6810)  
  Health Campaigns: Effects & Processes
- PSYC.6930 (https://www.uml.edu/catalog/courses/PSYC/6930)  
  Directed Study in APPS
- PSYC.7030 (https://www.uml.edu/catalog/courses/PSYC/7030)  
  Selected Topics in Applied Psychology and Prevention Science

Program of Study

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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 Programs in Psychology

- Applied Behavior Analysis (for BCBA 5th Edition Coursework Preparation)
- Behavioral Intervention in Autism for Board Certified Behavior Analyst Preparation (offered fully online)
- Behavioral Management in Autism (BCaBA) (offered fully online) *(No longer accepting students)*
- Diversity in the Workplace
- Domestic Violence Prevention
- Family Studies

### Applied Behavior Analysis

**Contact:** Rebecca Markovits

| Contact: Rebecca Markovits (https://www.uml.edu/FAHSS/Psychology/faculty/Markovits-Rebecca.aspx), Ph.D., 978-934-4205 |

The Applied Behavior Analysis Certificate Program has been designed to provide the core knowledge required for Board Certified Behavior Analysts. The 7-course Autism Certificate program has been updated to conform with the BACB’s new task-list standards.

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.

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 behavioral methods and how and where such methods can be used. Interested students should have a background in the psychology of child development. Courses will be available on-line.

Note that full BACB certification also involves a masters degree and an experience requirement to be eligible to take the BCBA exam (see details at http://www.bacb.com).

Required Courses:

- PSYC.5810 [Concept and Principles of Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/5810)
- PSYC.5820 [Measurement and Experimental Design](https://www.uml.edu/catalog/courses/PSYC/5820)
- PSYC.5830 [Philosophical Underpinnings of Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/5830)
- PSYC.5840 [Behavioral Assessment](https://www.uml.edu/catalog/courses/PSYC/5840)
- PSYC.5850 [Professional and Ethical Issues in Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/5850)
- PSYC.5870 [Behavior Change Procedures](https://www.uml.edu/catalog/courses/PSYC/5870)
- PSYC.5890 [Implementation and Supervision Practices in Behavior Analysis](https://www.uml.edu/catalog/courses/PSYC/5890)

Note the PSYC.5810 is a prerequisite or co-requisite for PSYC.5820 and a prerequisite for PSYC.5830 and PSYC.5850; PSYC.5810, PSYC.5820, and PSYC.5840 are prerequisites for PSYC.5860 and PSYC.5870. The recommended sequence is PSYC.5810 and PSYC.5820 together in one semester, then either two or three of PSYC.5830, PSYC.5840, and PSYC.5850, and finishing with the remaining two or three courses. Students taking one course at a time are urged to follow the numerical sequence.

Behavioral Intervention in Autism for Board Certified Behavior Analyst Preparation

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 pursing 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.

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).

**Required Courses:**

- PSYC.5610 (https://www.uml.edu/catalog/courses/PSYC/5610) Introduction to Behavioral Intervention in Autism
- PSYC.5620 (https://www.uml.edu/catalog/courses/PSYC/5620) Teaching and Positive Behavioral Support in Autism
- PSYC.5650 (https://www.uml.edu/catalog/courses/PSYC/5650) Measurement and Experimental Design in Behavioral Intervention
- PSYC.5680 (https://www.uml.edu/catalog/courses/PSYC/5680) Behavioral Intervention Program Models in Autism
- PSYC.5720 (https://www.uml.edu/catalog/courses/PSYC/5720) Legal and Ethical issues in Professional Practice

Note: PSYC.5610 (https://www.uml.edu/catalog/courses/PSYC/5610) is a prerequisite or co-requisite for PSYC.5620 (https://www.uml.edu/catalog/courses/PSYC/5620) and PSYC.5650 (https://www.uml.edu/catalog/courses/PSYC/5650); PSYC.5620 (https://www.uml.edu/catalog/courses/PSYC/5620) is a prerequisite for PSYC.5660 (https://www.uml.edu/catalog/courses/PSYC/5660) and PSYC.5680 (https://www.uml.edu/catalog/courses/PSYC/5680); PSYC.5650 (https://www.uml.edu/catalog/courses/PSYC/5650) or 5660 is a prerequisite for PSYC.5720 (https://www.uml.edu/catalog/courses/PSYC/5720). The recommended sequence is PSYC.5610, PSYC.5620, PSYC.5650, PSYC.5660, and finishing with PSYC.5720.

Behavioral Management in Autism (BCaBA)(offered fully online)

*We no longer accepting students for this program.*

This four-course (12 credit) graduate certificate is open to any student with a bachelor’s degree from an accredited institution. This certificate fulfills the coursework requirements for certification as a Board Certified Assistant Behavior Analyst (BCaBA) and helps prepare students to take the Behavior Analyst Certification Board’s (BACB’s) BCaBA Certification Exam. All four courses are offered online and a student may complete the program in as few as two consecutive semesters.

**Curriculum Outline**

**Required Courses (4 courses, 12 credits total)**

- PSYC.5610 (https://www.uml.edu/catalog/courses/PSYC/5610) Introduction to Behavioral Intervention in Autism
- PSYC.5620 (https://www.uml.edu/catalog/courses/PSYC/5620) Teaching and Positive Behavioral Support in Autism
- PSYC.5630 (https://www.uml.edu/catalog/courses/PSYC/5630) Management Strategies in Applied Behavioral Intervention

*Note: PSYC.5610 (https://www.uml.edu/catalog/courses/PSYC/5610) and PSYC.5620 (https://www.uml.edu/catalog/courses/PSYC/5620) may be taken concurrently; both are prerequisites for PSYC.5630 (https://www.uml.edu/catalog/courses/PSYC/5630) and PSYC.5660.*
Students wishing to pursue certification as a Board Certified Assistant Behavior Analyst through the BACB must apply for and be accepted into the Behavioral Management in Autism Certificate Program and successfully complete the four required courses. This program is approved by the BACB to fulfill their BCaBA coursework requirement, and it is designed to help prepare students for the BACB BCaBA Certification Exam.

Three of the courses in this program can be applied towards the BACB's BCBA coursework requirements, and, with program approval, they could count towards UMass Lowell's MS in Autism Studies or the M.Ed. in Curriculum and Instruction: Autism Studies Option.

Note: This program does not confer BACB certification or licensure in any state. While this program is approved by BACB as a BCaBA coursework preparation program, students will need to apply separately to BACB for a BCaBA certification exam. Check the BACB website regularly as the requirements change periodically. Students should also review their state's government website to see if any additional licensure is required to serve as a BCaBA in their state.

APPLIED BEHAVIOR ANALYSIS

Psychology Department

Contact: Rebecca Markovits
(https://www.uml.edu/FAHSS/Psychology/faculty/Markovits-Rebecca.aspx), Ph.D., 978-934-4205

The Applied Behavior Analysis Certificate Program has been designed to provide the core knowledge required for Board Certified Behavior Analysts. The 7-course Autism Certificate program has been updated to conform with the BACB's new task-list standards. 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 BCABA certification. For the most current information about BACB certification requirements, please visit 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 behavioral methods and how and where such methods can be used. Interested students should have a background in the psychology of child development. Courses will be available online.

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
  (https://www.uml.edu/catalog/courses/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
  (https://www.uml.edu/catalog/courses/PSYC/5000)
  Introduction to Community Social Psychology (3 credits)
- PSYC.5050
  (https://www.uml.edu/catalog/courses/PSYC/5050)
  Work and Family (3 credits)
- PSYC.5220
  (https://www.uml.edu/catalog/courses/PSYC/5220)
  Psychology of Diversity (3 credits)

Open Electives - select one additional course from either the preceding lists or the list below:

- PUBH.5000
  (https://www.uml.edu/catalog/courses/PUBH/5000)
  Introduction to Work Environment (3 credits)
- PUBH.5420
  (https://www.uml.edu/catalog/courses/PUBH/5420)
  Human Factors (3 credits)
- PUBH.6430
  (https://www.uml.edu/catalog/courses/PUBH/6430)
  Healthy Work Organization Design (3 credits)
- PUBH.5230
  (https://www.uml.edu/catalog/courses/PUBH/5230)
  Women in the Community (3 credits)
- PSYC.5270
  (https://www.uml.edu/catalog/courses/PSYC/5270)
  Immigrant Psychology and Communities (3 credits)
- PSYC.5420
  (https://www.uml.edu/catalog/courses/PSYC/5420)
  Working with Groups (3 credits)
- PSYC.5450
  (https://www.uml.edu/catalog/courses/PSYC/5450)
  Community & Organizational Change (3 credits)
- 57.503/PUBH.6540
  (https://www.uml.edu/catalog/courses/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: Wilson Palacios, Ph.D., 978-934-4106,
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.

- Program Requirements
  (https://www.uml.edu/resources/catalog-archive/current/Graduate.pdf)

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
  (https://www.uml.edu/catalog/courses/PSYC/5000)
  Introduction to Community Social Psychology (3 credits)
- PSYC.5010
  (https://www.uml.edu/catalog/courses/PSYC/5010)
Applied Developmental Psychology (3 credits)
- PSYC.5040
  (https://www.uml.edu/catalog/courses/PSYC/5040) The Family System (3 credits)

Electives:
- PSYC.5020
  (https://www.uml.edu/catalog/courses/PSYC/5020) Seminar in Community Social Psychology (3 credits)*
- CRIM.6220
  (https://www.uml.edu/catalog/courses/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.

Partnership with Lasell University

Department of Psychology

Applicants from Lasell University who apply and are accepted into UMass Lowell's Interdisciplinary Training Program with Lasell University will be admitted to the Master of Science in Applied Behavior Analysis and Autism Studies program.

Students in the Interdisciplinary Training Program will be required to complete the same existing degree requirements (39 credits) with two exceptions:

1. Six (6) credits of thesis/electives that are built into the master’s program in ABA and Autism Studies will be completed at Lasell University. These credits will be transferred from Lasell once completed. (Courses must have an earned grade of B (3.00) or better to qualify for transfer)
   a. SPED721 Inclusive Education
   b. ED711 Curriculum and Assessment of Diverse Learners

2. Students will be required to enroll in a 0-credit seminar (PSYC.5901 (https://www.uml.edu/catalog/courses/PSYC/5901)) each semester they are in the program (four semesters total)

The curriculum for the Interdisciplinary Training Program is as follows:

Foundations (9 credits):
- PSYC.5710
  (https://www.uml.edu/catalog/courses/PSYC/5710) Autism and Developmental Psychopathology
- PSYC.5740
  (https://www.uml.edu/catalog/courses/PSYC/5740) Social & Community Interventions
- PSYC.5810
  (https://www.uml.edu/catalog/courses/PSYC/5810) Behavior Concepts & Principles of Behavior Analysis

Methods (6 credits):
- PSYC.5120
- PSYC.5820
  (https://www.uml.edu/catalog/courses/PSYC/5820) Measurement and Experimental Design

Behavioral Assessment, Intervention, and Ethics (12 credits):
- PSYC.5840
  (https://www.uml.edu/catalog/courses/PSYC/5840) Behavioral Assessment
- PSYC.5850
  (https://www.uml.edu/catalog/courses/PSYC/5850) Professional & Ethical Issues in Behavior Analysis
- PSYC.5870
  (https://www.uml.edu/catalog/courses/PSYC/5870) Behavior Change Procedures
- PSYC.5890
  (https://www.uml.edu/catalog/courses/PSYC/5890) Implementation & Supervision Practices in Behavior Analysis

Supervised Practicum (6 credits total):
- PSYC.5900
  (https://www.uml.edu/catalog/courses/PSYC/5900) Professional Seminar in Applied Behavior Analysis (0 credit)
- PSYC.5910
Professional Seminar in Interdisciplinary Collaboration (0 credit)

- **PSYC.6710**
  - [Supervised Practicum I](https://www.uml.edu/catalog/courses/PSYC/6710)

- **PSYC.6720**
  - [Supervised Practicum II](https://www.uml.edu/catalog/courses/PSYC/6720)

Electives/Thesis Option (6 credits):

- ELSP721 Inclusive Education
- ED711 Curriculum and Assessment of Diverse Learners

Additional Coursework (6 credits) toward Graduate Certificate in Teaching Bilingual Learners with Disabilities at Lasell University (NOT REQUIRED FOR DEGREE COMPLETION at UMass Lowell)

- ELPS701 Fundamentals of Bilingual Special Education (1.5 credits)
- ELSP702 Removing Barriers for Classroom Assessment (1.5 credits)
- ELSP703 Assessment for Equity and Inclusion (1.5 credits)
- ELSP704 Culturally Responsive Individualized Education (1.5 credits)
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.

Both theories and research will be discussed.

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.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.5611 Introduction to Behavioral Intervention in Autism for 3rd - Credits: 3

This course is for students who took 5610 prior to fall 2014 and who need additional hours to qualify for the BCBA exam. It 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 in 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.5621 Teaching and Positive Behavioral Support in Autism for 3rd - Credits: 3
This course is for students who took 5620 prior to fall 2014 and who need additional hours to qualify for the BCBA exam. 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.5651 Measurement and Experimental Design in Behavioral Intervention for 3rd - Credits: 3
This course is for students who took 5650 prior to Fall 2014 and who need additional hours to qualify for the BCBA exam. 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.5661 Functional Analysis and Treatment of Challenging Behavior for 3rd - Credits: 3
This course is for students who took 5660 prior to Fall 2014 and who need additional hours to qualify for the BCBA exam. 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.5680 Behavioral Intervention Program Models in Autism ( Formerly 47.568) - Credits: 3
This course explores how educational environments can be designed to maximize learning. Different models of effective, evidence-based behavioral interventions are analyzed. The use of teaching activity schedules and staff training to build supportive educational settings is also covered.

PSYC.5681 Behavioral Intervention Program Models in Autism for 3rd - Credits: 3
This course is for students who took 5680 prior to Fall 2014 who need additional hours to qualify for the BCBA exam. This course explores how educational environments can be designed to maximize learning. Different models of effective, evidence-based behavioral interventions are analyzed. The use of teaching activity schedules and staff training to build supportive educational settings is also covered.

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.5810 Concepts and Principles of Behavior Analysis - Credits: 3
This course is designed to provide students with foundational knowledge regarding the basic concepts and principles of behavior analysis. Students will gain an introduction to what behavior analysis is and how it differs from other approaches that study behavior. Students will be asked to define and identify examples of the basic principles, then apply that knowledge to describe and diagram original, real-world examples. Students will look at how the environment promotes the development of both adaptive and maladaptive behaviors, shapes behavior over time, and how the environment can be modified to help change behavior.

PSYC.5820 Measurement and Experimental Design - Credits: 3
This course provides advanced coverage of the measurement methods that are important to the effective use of applied behavior analysis. 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 social validity and generalization considerations in research, are also covered.

PSYC.5830 Philosophical Underpinnings of Behavior Analysis - Credits: 3
This course will focus on the scientific and philosophical underpinnings of behavior analysis. In this course, students will review basic assumptions about the nature of behavior, including comparison of the philosophical positions of free will and determinism. Emphasis will be placed on verbal behavior and the problems that can arise when practitioners are confronted with mentalistic explanations of behavior. Students will also explore complex conceptual issues, such as knowledge and understanding, purpose and intention, problem-solving, reasoning, creativity, culture, ethics, and rights and values, in ways that illustrate how they are important to everyday life. The historical perspective of how radical behaviorism evolved, and how it compare to other conceptual systems will be reviewed.

PSYC.5840 Behavioral Assessment - Credits: 3
This course covers the assessment of behaviors and skills. We will review many types of assessments used in applied behavior analysis and the reliability of these common assessments. Specific topics to be covered include functional behavior assessments, functional analysis, preference and reinforcement assessments, skill assessments, identification of goals, how to write goals, and the development of a treatment plan. Emphasis will be placed on the use of assessments to inform treatment.

PSYC.5850 Professional and Ethical Issues in Behavior Analysis - 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.5870 Behavior Change Procedures - Credits: 3
This course covers the design and application of behavior change procedures commonly used by behavior analysts. We will review the importance of cultural considerations and ongoing monitoring of progress. Specific topics to be covered include reinforcement, antecedent manipulations, transfer of stimulus control, and programming for maintenance and generalization. Emphasis will be placed on procedures used for skill acquisition including social, communication, self-help, and academic skills.

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.5890 Implementation and Supervision Practices in Behavior Analysis - Credits: 3**

This course covers implementation of simpler to more complex behavior change procedures and the management and supervision of the staff who implement those procedures. We will review the importance of ethical and safety considerations, data analysis to monitor progress and problem-solve any lack of progress, and initial staff training and ongoing supervision of staff. Specific topics to be covered include reinforcement procedures to impact behavior, positive and negative punishment, group contingencies and programming for maintenance and generalization of behavior changes, staff training and supervision effectiveness. Emphasis will be placed on procedures used for behavior reduction and socially-valid replacement behaviors as well as best practices in personnel management and supervision.

**PSYC.5900 Professional Seminar in Applied Behavior Analysis - Credits: 0**

A monthly meeting for students in the ABA option of the Applied Behavior Analysis and Autism Studies graduate program designed to address questions related to the supervised practicum experience. Student will be required to be in a setting accruing fieldwork experience under the supervision of a Board Certified Behavior Analyst.

**PSYC.5901 Collaborative and Interdisciplinary Professional Development - Credits: 0**

This is a 0-credit course that will meet monthly to provide a forum for scholars in the UMass Lowell and Lasell interdisciplinary program. The course will provide a platform for scholars to discuss collaborative projects and gain extensive overlapping fieldwork experience in at least two different educational settings working with diverse learners with autism and related disabilities. The seminar will cover a wide range of topics related to interdisciplinary work and host guest speakers in areas related to special education and applied behavior analysis, including a panel discussion with family members and individuals with autism and related disabilities to share their perspectives on disability and service systems. This is a consent only class. To register for the course, you must be matriculated in the master's degree program in Applied Behavior Analysis and Autism Studies and be a scholar in the UMass Lowell and Lasell Interdisciplinary training program.

**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.6200 Special Topics in Applied Behavior Analysis (ABA) - Credits: 3**

Special topics classes are used to address timely issues that do not fit into the regular course offerings. This is an advanced course of study. Specific subject matter will be announced in advances.

**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 Capstone Practicum I in Community Social Psychology (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.

**PSYC.6320 Capstone Practicum II in Community Social Psychology(Formerly 47.632) - Credits: 3**

Continuation of PSYC.6310, 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.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.6710 Supervised Practicum in Behavioral Intervention in Autism: I** (Formerly 47.671) - Credits: 3

This is the first of a two-semester practicum course to supplement supervised fieldwork experience students receive as a requirement for the Master of Science in Applied Behavior Analysis and Autism Studies. Students practice engaging in the necessary skills to become an effective behavior analyst and a scientist-practitioner. The assignments, activities, and discussions will enhance student’s understanding of the fundamental concepts, principles, and behavior change programs used in the field. All students must have an off-site, approved placement that includes direct work with clients.

**PSYC.6720 Supervised Practicum in Behavioral Intervention in Autism: II** (Formerly 47.672) - Credits: 3

This is the second of a two-semester practicum course to supplement supervised fieldwork experience students receive as a requirement for the Master of Science in Applied Behavior Analysis and Autism Studies. Students practice engaging in the necessary skills to become an effective behavior analyst and a scientist-practitioner. The assignments, activities, and discussions will enhance student’s understanding of the fundamental concepts, principles, and behavior change programs used in the field. All students must have an off-site, approved placement that includes direct work with clients.

**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.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 Applied Behavior Analysis and Autism Studies (47.692) - Credits: 1-3
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.6930 Directed Study in Applied Psychology and Prevention Science (Formerly 47.693) - Credits: 3-9
Designed as an independent study under faculty supervision in a topic not offered elsewhere in the curriculum.

PSYC.6940 Mentored Research Experience - Credits: 1-6
Students will take an applied role in faculty-supervised research, with prior approval of primary advisor, where they provide a meaningful contribution to a faculty member’s research program or particular study. Students will be involved in various stages of the research process, including literature review, research design, procedures, data collection, entry, and/or analysis. Activities will be substantive enough for the students to earn co-authorship in research dissemination, including research papers, presentations, and policy briefs. Graded as Satisfactory or Unsatisfactory, 3 credits or 6 credits. This course may be repeated but no more than 12 credits total from an combination of PSYC.6930, PSYC.6940, PSYC.6950 may be counted toward the degree.

PSYC.6950 Applied Field Research - Credits: 3-6
Students will work in an applied setting, with prior approval of primary advisor, where they will have the opportunity to perform various research tasks, including grant writing, needs assessments, gap analyses, and provide evidence-based workshops and training to staff and community members at the applied setting, these activities may culminate in research papers, presentations, policy briefs. Graded as Satisfactory or Unsatisfactory, 3 credits or 6 credits. This course may be repeated but no more than 12 credits total from any combination of PSYC.6930, PSYC.6940, PSYC.6950 may be counted toward the degree.

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.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.7050 Intro to Structural Equation Modeling - Credits: 3
Introduction to basic concepts, principles, and applications of structural equation modeling including path analysis, confirmatory latent variable models, multiple-group modeling, and latent growth curve modeling. Students will learn how to use these techniques in relation to various examples of social science research data.

PSYC.7220 Master’s Project in Autism - Credits: 3
For master's graduate students actively engaged in a research or intervention-based project leading to the submission of a written project report. A program of supervised study will be arranged between the student and a faculty supervisor. This course may be repeated once. Permission of instructor.

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.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 Applied Behavior Analysis and 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.

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: 1-9

Faculty supervision of doctoral dissertation.
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.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.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 understanding 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.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.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.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.5920 From Data to Practice and Policy - Credits: 3
This course provides students with the tools and understanding needed to collect, process, and analyze data, turn it into useful information, and communicate knowledge to a variety of audiences via written and visual means. Students will earn how they can take unprocessed, messy, and complex data from a variety of sources, turn this into something useful (and reliable), and then effectively communicate the underlying ‘so what’ to other people to help influence policy and practice. As part of this process, students will learn the skills needed to spot incomplete, suspect, and/or fake data, and to identify misinformation, disinformation, and propaganda. Students will learn these skills through a combination of different modalities.
At the conclusion of the course, students will be able to produce their own impactful policy briefs and data visualizations to effectively communicate impactful information to a variety of audiences.

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.6000 Professional Development - Credits: 3
This course is designed to support the professional development of doctoral students as they pursue a research-oriented graduate degree. Specific material will sensitize students to the expectations for the quality of their work, as well as enhance preparation for developing a research agenda, publishing scholarly manuscripts, seeking external funding, and navigating the job market. This course will also discuss topics relevant to preparing graduate students for teaching at the undergraduate level, including course development, lecture/activity planning, and classroom management.

CRIM.6010 Criminological Theory Advanced (Formerly 44.601) - Credits: 3
The course examines contemporary criminological thought by assessing major theories that anchor the discipline of criminology. Also explores the causal structure of these theories, the level of analysis at which they reside, the assumptions that underlie them, their strengths and weaknesses, and their policy implications.

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.6050 Advanced Theory of Political Violence - Credits: 3
The course aims to provide advanced understanding of the various ways in which social scientists explain the manifestations of political violence, such as terrorism, insurgency, and political assassinations. Theories from the fields of political science, sociology, criminology, international relations, and economics will be introduced, and critically analyzed, to examine their utility in answering questions such as: How does violence differ from other types political action? When and why is violence employed in place of peaceful solutions to conflict? How is violence being rationalized? The course will force students to grapple with research from different disciplinary traditions, and with various methodologies, and in general, exercise an interdisciplinary approach.

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.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.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 44.546/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...
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.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.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.6860 Directed Study (Formerly 44.696/CRIM.686) - Credits: 6

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 sales. 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.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 CRIM.5900, 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 submitted 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 related to 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 one of your elective courses, but it is assumed that you have already completed all requirements for the Masters in Criminal.

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

Umass Lowell
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.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.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.

CRIM.7950 Advanced Qualitative Methods - Credits: 3

This course is designed to train graduate students in qualitative research methods in criminology and criminal justice, using an applied and collaborative approach. Students in the course will activity engage in designing and collecting data for a primary research project. The collaborative project will best fit, to the extent possible each students' research interests. Data collection will be a joint effort, with each student in the course responsible for collecting data and conducting analysis, the merged dataset will be utilized by each student to develop an independent research paper on a specific topic pertinent to the project's larger research goals.
SOCI.5020 Managing Human Service Organizations -
Credits: 3

The purpose of this course is to introduce students to the specific context of managing a human service organization in a nonprofit of public environment. Topics covered may include strategic planning in a mission driven organization, budgets in a nonprofit context, human resources management, human services leadership, the role of fund raising and development, public sector advocacy, and working a Board of Directors. This course is required for MPA students in Human Service Management (HSM) Option.

SOCI.5100 Asylum and Refugee Policy - Credits: 3

This course provides an introduction to asylum and refugee policy, including its historical development, current implementation, and interdisciplinary considerations. After understanding the legal underpinnings of current policy, students will examine the journey of a refugee or asylum applicant, beginning with push/pull migration factors and moving to experiences in the receiving context. Students will leave the course with practical knowledge for working with asylum and refugee populations.

SOCI.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.5310 Special Topics in Sound Recording Technology - Credits: 1-6
Contemporary topics in sound recording technology and related disciplines. Course content is chosen by instructor to meet needs and interest of students.

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 form 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.5900 Advanced Acoustics for Audio (Formerly 78.590) - Credits: 3
This course includes measuring, predicting and modifying the acoustic behavior of rooms, instruments, and speaker enclosures, culminating in original student designs. An in-depth study of sound perception will also be included along with the latest research in live sound reinforcement and related technologies. Students must complete an original research project by the end of the term.

MUSR.5950 Graduate Directed Study in SRT (Formerly 78.595) - Credits: 3
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.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 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.

**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 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.

**MUSR.7450 Continued Graduate Research SRT (Formerly 78.745) - Credits: 1-3**

Thesis/Project Continued Research

**MUSR.7460 SRT Masters Thesis B (Formerly 78.746) - 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 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.