# Contents

Director’s Welcome .......................................................................................... 3  
Introduction ........................................................................................................ 4  
Summary of Curriculum ................................................................................... 4  
Program-specific of Curricula ........................................................................ 6  
  International Development and Social Change .............................................. 6  
  Environmental Science and Policy ................................................................. 6  
  Community Development and Planning ......................................................... 7  
Master in Health Science Course of Study ..................................................... 8  
MSGIS Course of Study ................................................................................... 10  
  Concentration in GIS for Development and Environment ......................... 11  
  Concentration in Conservation Applications .............................................. 14  
  Concentration in Environmental Remote Sensing ...................................... 17  
  Concentration in Global and Community Health Applications ................... 20  
Accelerated Degree Program ......................................................................... 23  
  Bachelor of Arts/Master of Arts in International Development & Social Change, BA/MA ................. 23  
  Bachelor of Arts/Master of Science in Environmental Science and Policy, BA/MS .................. 27  
  Bachelor of Arts/Master of Arts in Community Development and Planning, BA/MA .................. 30  
  Bachelor of Arts/Master of Science in Geographic Information Systems, BA/MS ................. 33  
Certificate Programs ....................................................................................... 36  
  Certificate in Community and Global Health ............................................... 36  
  Certificate in Monitoring and Evaluation .................................................... 37  
  Certificate in Refugee, Displacement, and Forced Migration Studies ............. 38  
  Certificate in Youth Work Practice ............................................................... 39  
Skills and Methods Courses ......................................................................... 40  
Concentrations ............................................................................................... 42  
  Concentration Declaration Procedures and Responsibilities ....................... 42  
  Concentrations ............................................................................................ 44  
  Climate Change Impacts and Adaptation ..................................................... 44  
  Conservation and Development ................................................................. 45  
  Refugees, Forced Migration, and Belonging ............................................... 46  
  Education for Development ....................................................................... 47  
  Youth Development ..................................................................................... 48  
  Urban Resilience ......................................................................................... 49  
  Monitoring, Evaluation, and Learning ......................................................... 50  
  Gender and Identity ..................................................................................... 51  
  Health Equity .............................................................................................. 51  
  Healthy People, Healthy Planet ................................................................. 52  
Final MA/MS Course Unit: IDCE 12th Final Unit Options ........................... 54  
Internships .................................................................................................... 61
IDCE Resources.................................................................................................................63
Assistant to the Director....................................................................................................63
Manager of Student Services and Academic Affairs.....................................................63
Career Development Office ............................................................................................63
Academic Dishonesty Policy..............................................................................................64
Academic Probation Policy...............................................................................................65
Student Accessibility Services at Clark ..........................................................................66
Appendix ..........................................................................................................................68
Dual Degree .......................................................................................................................68
Master of Business Administration/Master of Arts in Environmental Science and Policy .....68
New Curriculum IDCE Graduate Program Course of Study Checklist .........................73
IDCE Internship Proposal ..............................................................................................73
IDCE Internship Report ..................................................................................................76
Internship Supervisor Evaluation ...................................................................................77
IDCE Concentration Declaration Form .........................................................................79
MSGIS – Community and Global Health Applications ..................................................81
MSGIS – Conservation Applications ..............................................................................83
MSGIS – Geographic Information Science for Development and Environment ...........85
MSGIS – Remote Sensing ..............................................................................................87
Faculty Index ..................................................................................................................89
Director’s Welcome

Welcome to the International Development, Community and Environment Department (IDCE) at Clark University. Is your passion to achieve a more equitable world, free from problems like hunger and preventable child deaths? Do you believe that it is important to understand how research and data shape policies and projects in the US and around the world? Do you want to learn from leading experts in fields including global health, environmental science, international development and geographic information science? Is it important to surround yourself with different personal, professional, and national backgrounds who also want to make a difference? If you said yes to those questions, then IDCE is the place for you.

A hallmark of IDCE is our ongoing effort to meaningfully link theory to practice. We pride ourselves in undertaking engaged research that translates our high-quality primary research into policy and projects in the world. We believe that the most effective practitioners integrate ideas across fields. Our problem-centered curriculum is evidence of our ongoing effort to ensure that students engage in crosscutting efforts to address global challenges so that they graduate equipped with the tools to have an impact on their places of work.

While our curriculum is unique, it is effective because of IDCE’s people. Our faculty produce highly-regarded publications, partner with organizations from small community NGOs to the world’s largest development donors, and engage in activism in Worcester and around the world. Our students include returned Peace Corps volunteers, Former AmeriCorps volunteers, and early to mid-career professionals. More than 40% of IDCE students come from outside the US, which means that the typical IDCE classroom is characterized by a diversity of knowledge and experience that deepen the learning environment.

The student community of IDCE and Clark is inclusive and supportive, with many students living very close to campus. Frequent social events are planned by fellow students, as well as excursions to interesting destinations on weekends. Classes are taught by the IDCE faculty and are deliberately small. Doing so provides students the opportunity to collaborate with each other and their faculty - a feature that fosters the social and academic community at IDCE.

Our dedicated career development office works with IDCE students to set up internship opportunities and connections to the broad IDCE alumni network. Today, graduates work at a range of organizations and companies, including small NGOs like Last Mile Health, large multilateral institutions such as the World Bank, academic institutions including Duke University, government offices like the Massachusetts Department of Environmental Protection, government contractors such as Chemonics and private corporations such as National Grid.

Ultimately, our goal is to graduate students who are effective in their efforts to address major challenges in today’s world – the sort of people that employers are seeking. Come join IDCE and be a part of the global change-makers making a difference in their communities and around the world.

Sincerely,
Ed Carr, Ph.D.
Director and Professor
International Development, Community, and Environment Department
Clark University
Introduction

IDCE is home to scholar-practitioners pursuing solutions to pressing challenges in the 21st century. How can we support marginal communities as they adapt to the impacts of climate change? When do market forces succeed in increasing wealth and wellbeing, and when do they fail? What gives rise to health disparities across communities and countries, and how can we address them?

Complex challenges require novel solutions built on a deep, multifaceted understanding of the task at hand. The IDCE community engages in translational, hands-on research that defies disciplinary categorization, and is uniquely effective. Our five-degree programs are integrated into a distinctive, transdisciplinary curriculum that enables our students to collaborate with classmates and faculty members of diverse backgrounds and areas of expertise – producing an educational experience parallel to that of the working world.

By thinking critically, acting collaboratively, and engaging responsibly with challenges around the globe, IDCE students build a more just, healthy, sustainable world during their time at Clark and beyond.

Summary of Curriculum

IDCE takes an innovative approach to graduate education. The student experience is a reflection of a world where problems are not confined to a single discipline.

The pioneering IDCE curriculum is designed to facilitate transdisciplinary collaboration around challenges that emerge through the interplay between domestic and international contexts and social and environmental issues. We take a problem-first approach, identifying a pressing social or environmental problem and then bringing together a diverse team of researchers and practitioners with the collective expertise to tackle it. As a result, the wide-ranging projects our students and faculty undertake do not fit comfortably within a single disciplinary silo. Many of our projects build on partnerships between IDCE and community or governmental organizations around the United States and the globe.

Whether in the classroom, or working on projects, our students combine their own knowledge and experience with insights shared by their peers, who include health specialists, geographic information scientists, environmental scientists, international development professionals, and community development leaders, to gain an extraordinarily broad, yet coherent perspective as they work to develop actionable solutions and make new discoveries.
The programs require the following:

1) Three “core” courses. As IDCE courses (like all courses at Clark) are worth the equivalent of four units at other institutions, this is still a twelve-unit core that serves to provide the necessary intellectual foundation for the students in each degree area.

2) Two methods courses. These are to be drawn from the consolidated list of methods courses in the figure in the Skills and Methods Courses section below. These courses, approved by advisors in each degree program, are intended to further build the program-specific skills of students.

3) Formal Concentrations within the department that reflect the faculty-identified focal areas of the department, and which cross-cut some or all of the degree programs (Figure 1). Students who elect a Concentration will spend roughly half of their classroom experiences in these areas, which are discussed in detail below.

4) A 12th course unit. The options include: a paper (Thesis, research paper, practitioner paper), an additional methods/skills course, or a Collaborative Final Project (CFP).

<table>
<thead>
<tr>
<th>Program</th>
<th>ID</th>
<th>ES&amp;P</th>
<th>CDP</th>
<th>CGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Core</td>
<td>IDCE 360</td>
<td>IDCE 30287</td>
<td>IDCE 344</td>
<td>IDCE 30330 OR IDCE 377</td>
</tr>
<tr>
<td>(3 Units)</td>
<td>IDCE 361</td>
<td>IDCE 30102</td>
<td>IDCE 30281/30240</td>
<td>IDCE 308</td>
</tr>
<tr>
<td></td>
<td>IDCE 30247</td>
<td>IDCE 30118</td>
<td>IDCE 30289</td>
<td>IDCE 30264</td>
</tr>
</tbody>
</table>

| Methods/Skills   | See "Methods/Skills” Courses |
| (2 Units)        |                                  |

| Area of Concentration | See Descriptions of each area for eligible courses/modules |
| (6 Units)            |                                                        |

12th Unit (1 Unit)

Figure 1: Structure for IDCE degree programs in ID, ES&P, CDP, and the two CGH tracks.
Program-Specific of Curricula

International Development

The Master of Arts degree in International Development (ID) emphasizes the connection between critical thinking and effective action. It is designed for scholars of international development, as well as for present and future practitioners of grassroots and community-based development.

A minimum of 12 graduate course units are required. These include three core courses, two skills/methods courses, and six elective courses. Students may choose to pursue a Concentration by taking six elective courses within one of ten possible IDCE Concentrations. Students are also permitted to self-design a Concentration, with prior approval, to craft a course of study that best fits their intellectual interests and professional aspirations/goals.

One of the six elective course units can be completed as an internship or directed study under the supervision of an ID core or affiliate faculty member, if they agree to take on this additional mentoring responsibility. Directed studies are an opportunity for students to engage in advanced level work on issues of special interest to them through literature reviews, annotated bibliographies, research papers, thesis preparation, grant proposal developments, etc. Graduate internships require 210 hours of internship engagement and the development of a substantive academic product, in the Form of either a practitioner report or an academic paper. Details on the 12th course unit are explained in a subsequent section.

Program Requirements:

- Three Core Course Units
  - IDCE 360: Development Theory
  - IDCE 361: Development Program and Project Management
  - IDCE 30217: Economic Fundamentals for International Development
- Two Skills and Methods Course Units
  - We strongly suggest taking a research methods course (Qualitative, Quantitative, or Mixed Methods)
- Six Elective Course Units
  - One Elective Unit can be completed as an Internship or Directed Study
- One Culminating Course Unit

Environmental Science and Policy

The Environmental Science and Policy (ES&P) Program prepares students for exciting, fulfilling careers at the intersection of environment, technology, policy, and society. ES&P continues a long tradition: the current program has evolved from one of the first environmental programs in the country to explore this multi-faceted intersection.
The ES&P MS degree typically takes four semesters, combines breadth with depth, and requires completion of 12 course units. These include three core courses, two skills/methods courses, and six elective courses. Students choose to pursue one of the IDCE Concentrations by taking six elective courses within those Concentrations.

- **Program Requirements:**
  - Three Core Course Units
    - IDCE 30102 Case Studies in Environmental Issues and Policy Analysis (Policy Foundation)
    - IDCE 30287 Fundamentals of Environmental Science (Science Foundation)
    - IDCE 30118 Science Meets Policy in the Real World (Science & Policy Intersection)
  - Two Skills and Methods Course Units
  - Six Elective Course Units in a Concentration
  - One Culminating Course Unit (see 12th unit options below)

**Community Development and Planning**

The Community Development and Planning (CDP) Program provides current and future community development practitioners, and scholars with a strong foundation based on theory, skill development, and practice to take on the challenges of urban revitalization in the United States. Students learn alternative ways of thinking and transforming communities to achieve greater equity and social justice.

A minimum of 12 graduate course units are required. These include three core courses, two skills/methods courses, and six elective courses. Students may choose to pursue a Concentration by taking six elective courses within one of ten possible IDCE Concentrations.

- **Program Requirements**
  - Three Core Course Units
    - IDCE 344 Going Local: Community Development and Planning
    - IDCE 30240 Community Development Planning Studio or
    - IDCE 30281 Community Needs and Resource Analysis
    - IDCE 30289 Community Development Finance
  - Two Skills and Methods Course Units
  - Six Elective Course Unit
  - One Culminating Course Unit (see 12th unit options below)
CGH Course of Study

The Master of Health Science (MHS) in Community and Global health is ideal for students who are committed to health care as a right, not a privilege, and who believe in social justice and equity for all members of society.

The Master’s of Health Science in Community and Global Health requires 12 graduate course units. These include three core courses, two skills/methods courses, and six electives. Students pursue a concentration by taking six elective courses within one of ten possible IDCE concentrations. The final unit is an advanced methods course, a collaborative final project course, a Master’s paper, MHS thesis, or Practitioner paper.

Program Requirements:

- Three Core Course Units
  - IDCE 377 Approaches to Global Health. Or IDCE 3030 Approaches to Community Health
  - IDCE 308 Health (in) equity: social determinants and policy solutions.
  - IDCE 30109 Introduction to Epidemiology
- Two Skills and Methods Course Units
- Six Elective Course Units
- One Culminating Course Unit (see 12th unit options below)

Students pursue a concentration by taking six electives courses within one of the ten possible IDCE concentrations.

As one of the elective units, students have the option of undertaking an internship or a directed study under the supervision of an ID core or affiliate faculty member. Directed studies are an opportunity for students to engage in advanced level work (beyond what they learn in seminars) or issues of special interest to them. Directed studies take different forms (e.g. literature review, annotated bibliography, research paper, thesis preparation, grant proposal, etc.) depending on the interest and abilities of each student, and the degree of involvement and supervision from the faculty. Graduate internships require 210 hours of internship engagement and a substantive academic product in the form of either a practitioner report or an academic paper.
Final Course Unit

Community and Global Health students must complete a final course unit. There are several options for the 12th unit:

1. An advanced Methods/Skills course related to the student’s concentration or self-designed course of study;
2. Collaborative Final Project course. Students in CFP courses work in teams to produce deliverables for a community agency or research partner; or
3. MHS thesis, research paper, or practitioner paper-student designed research project or professional consultancy culminating in a final paper.
MSGIS Course of Study

Clark University offers the Master of Science degree in Geographic Information Science organized according to four areas of Concentration:

1. Geographic Information Science for Development and Environment (GISDE)
2. Conservation Applications
3. Remote Sensing
4. Global and Community Health Applications

Each has its own requirements and students successfully completing the program will have their area of Concentration noted on the degree. The first of these is the most flexible and permits the development of a very individually tailored program.

Within each Concentration, students are given the option of two tracks – a research track or an internship track.

The research track is suitable for students who intend to pursue a higher program of study, or who envision working for an organization in a research capacity. The research track requires two units specifically focused on their research. In addition, students on the research track typically spend the summer following their second semester working on their research.

The internship track is designed for students who wish to gain practical experience working with an organization that uses GIS and remote sensing. This requires the completion of an approved internship during the summer after your second semester, followed by a report and public presentation during your third semester.

Each Concentration has a specific set of required courses, prerequisites and suggested electives. However, you are not limited to these electives. We encourage students to take advantage of the diversity of courses offered throughout Clark University, and consider enrolling in courses offered in the other programs in the Department of International Development, Community, and Environment, and in other departments (particularly Geography, Economics and Biology) as approved by the student’s academic advisor.

The curriculum for each Concentration is designed to allow full-time students to complete the program in four semesters.
Concentration in GIS for Development and Environment

Description

The Concentration in Geographic Information Science for Development and Environment is intended for students interested in applications of geospatial technologies to address the challenge of sustainable development. The issues are many, ranging from natural resource development while protecting biodiversity, smart development and planning of infrastructure to social issues such as disaster management, humanitarian assistance, water and sanitation, poverty and hunger alleviation, climate change impacts, conflicts, and migration.

The GISDE Concentration builds upon the broad strengths of the Department of International Development, Community and Environment (IDCE), the Graduate School of Geography and Clark Labs. Accordingly, this Concentration allows considerable flexibility in tailoring an individual program, crafted with the assistance of a faculty advisor.

Curriculum

Candidates for the MS in GIScience specializing in GIS for Development and Environment are required to complete 12 units

Required Courses:

1. GEOG 397 Advanced Raster GIS
2. IDCE 388 Advanced Vector GIS
3. IDCE 391 Professional Seminar (0.5 unit)

Students in the research track are also required to take:

4. GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)
5. IDCE 30213 MS Final Requirement: Research Track (1 unit - Spring Semester of Year 2)

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
- Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
- Public presentation using PowerPoint about your internship during GIS Week in your third semester

Prerequisites:

The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the Program Coordinator. However, this does not reduce the requirement for a total of 12
units for completion of the degree.

1. IDCE 310 Introduction to GIS
2. GEOG 311 Introduction to Quantitative Methods
3. GEOG 383 Introduction to Remote Sensing

**Highly Recommended Electives:**

IDCE 30306 GIS for International Development (0.5 unit)
IDCE 398 Internship¹
GEOG 346 Geospatial Analysis with R
IDCE 302 Python Programming (0.5 unit)
IDCE 30274 Computer Programming for GIS (0.5 unit)
IDCE 359 Web mapping and Open source GIS
GEOG 382 Advanced Remote Sensing

**Other Electives:**

IDCE 30360 Spatial Analysis for Health
GEOG 389 Conservation GIS (0.5 unit)
GEOG 336 Wildlife Conservation GIS Research Seminar
GEOG 332 Landscape Ecology
GEOG 386 Habitat Modeling (0.5 unit)
IDCE 30393 Social Applications of GIS (0.5 unit)
IDCE 30229 Monitoring and Evaluation
IDCE 361 Program and Project Management
IDCE 377 Approaches to Global Health and Social Change
IDCE 30330 Approaches to Community Health and Social Change
IDCE 30264 Introduction to Epidemiology and Biostatistics
IDCE 312 Famine and Food Security
IDCE 332 Sustainable Development Assessment & Planning
IDCE 30231 Humanitarian Assitances in Complex Emergencies/Disasters
IDCE 30103 Network and Analytics of Development
GEOG 304 Cartography and Map design (0.5 unit). Not regularly offered.
GEOG 323 Forest Ecology and Management
GEOG 333 Terrestrial Ecosystems and Global Environmental Change
GEOG 347 Intermediate Quantitative Methods
GEOG 352 GIS and Land Change Science
GEOG 360 GIS and Land Change Models
GEOG 363 Climate Systems and Global Environmental Change
GEOG 372 Contemporary Environmental Issues: Forest Ecosystems
GEOG 378 Emerging Issues in Climate Change Science

¹ Students on the internship track can optionally register for a 0.5 or 1.0 unit internship either during the summer when they take the internship, or in the fall semester immediately following. Note that international students taking their internship as CPT must register for the internship course (0.5 or 1.0 unit).
GEOG 379  GIS and Map Comparison  
GEOG 387  New Methods in Earth Observation  
GEOG 391  Innovations in Earth Observation  
GEOG 392  Remote Sensing of Global Environmental Change  

Students may also take courses offered by the Graduate School of Geography or the other four graduate programs in IDCE (International Development and Social Change, Community Development and Planning, Community and Global Health, and Environmental Science and Policy) or in other departments, where approved by their academic advisor. Please view Clark’s official Academic Catalog www.clarku.edu/academiccatalog for a complete listing of course offerings.
Concentration in Conservation Applications

Description

Conservation GIS is concerned with the application of Geographic Information Systems and related geospatial technologies to the needs of Conservation Biology, Landscape Ecology, Wildlife Management and Conservation Planning. The MSGIS in Conservation Applications builds upon the history of close partnerships between Clark University and Clark Labs with organizations such as Conservation International, The Nature Conservancy, the Wildlife Conservation Society and the Gordon and Betty Moore Foundation. Through these relationships, for example, Clark Labs has developed a distinctive set of geospatial software tools for Conservation, such as: the Land Change Modeler, the Habitat and Biodiversity Modeler, the Climate Change Adaptation Modeler, the Ecosystem Services Modeler and the Earth Trends Modeler. Clark University is home of the New England chapter of the Society for Conservation GIS.

The objectives of the concentration in Conservation Applications are to gain spatial analysis skills required in ecological and conservation applications including: vector and raster spatial data analysis, analysis of image time series, remote sensing applied to environmental monitoring, GIS programming skills, spatial conservation planning, spatial modeling of species distributions, and effective map communication.

Curriculum

Candidates for the MS in Geographic Information Science specializing in Conservation Applications are required to complete 12 units, normally including 6-8 required courses.

Required Courses:

1. GEOG 397 Advanced Raster GIS
2. IDCE 388 Advanced Vector GIS
3. IDCE 391 Professional Seminar (0.5 unit)
4. GEOG 332 Landscape Ecology
5. GEOG 386 Habitat Modeling (0.5 unit)
6. GEOG 389 Conservation GIS (0.5 unit)

Students in the research track are also required to take:

7. GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)
8. IDCE 30213 MS Requirement: Research Track (1 unit - Spring Semester of Year 2)

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
• Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
• Public presentation using PowerPoint about your internship during GIS Week in your third semester

Prerequisites:

The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the Program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.

1. IDCE 310 Introduction to GIS
2. GEOG 311 Introduction to Quantitative Methods
3. GEOG 383 Introduction to Remote Sensing

Highly Recommended Electives:

IDCE 398 Internship
GEOG 346 Geospatial Analysis with R
IDCE 302 Python programming (0.5 unit)
IDCE 30274 Computer Programming for GIS (0.5 unit)
IDCE 359 Web mapping and Open source GIS
GEOG 336 Wildlife Conservation GIS Research Seminar

Other Electives:

GEOG 304 Cartography and Map design (0.5 unit). Not regularly offered.
GEOG 323 Forest Ecology and Management
GEOG 333 Terrestrial Ecosystems and Global Environmental Change
GEOG 352 GIS and Land Change Science
GEOG 360 GIS and Land Change Models
GEOG 363 Climate Systems and Global Environmental Change
GEOG 372 Contemporary Environmental Issues: Forest Ecosystems
GEOG 378 Emerging Issues in Climate Change Science
GEOG 379 GIS and Map Comparison
GEOG 382 Advanced Remote Sensing
GEOG 387 New Methods in Earth Observation
GEOG 391 Innovations in Earth Observation
GEOG 392 Remote Sensing of Global Environmental Change
GEOG 395 Advanced Topics in Biogeosciences
BIOL 306 Advanced Biostatistics. Not offered regularly
BIOL 316 Ecology
BIOL 358 Small Scale Land Conservation Principles

2 Students on the internship track can optionally register for a 0.5 or 1.0 unit internship either during the summer when they take the internship, or in the fall semester immediately following. Note that international students taking their internship as CPT must register for the internship course (0.5 or 1.0 unit).
Students may also take courses offered by the Graduate School of Geography or the other four graduate programs in IDCE (International Development and Social Change, Community Development and Planning, Community and Global Health, and Environmental Science and Policy) or in other departments, where approved by their academic advisor. Please view Clark’s official Academic Catalog www.clarku.edu/academiccatalog for a complete listing of course offerings.
Concentration in Remote Sensing

Description

Remote Sensing is the scientific discipline concerned with the acquisition of environmental data at a distance (typically from imaging sensors on satellites and aircraft) and their subsequent analysis to yield information, typically in map form. Clark’s concentration in Remote Sensing focuses on the analysis of image data for environmental applications, particularly related to earth system science, natural resource inventory and ecological/conservation applications. Faculty, students and staff are involved not only in the application of remote sensing to crucial environmental concerns, but also, in some cases, in the development of new image processing procedures and software implementations.

Clark’s program in Remote Sensing places a strong emphasis on acquiring the quantitative analysis and problem-solving skills necessary to function as a professional analyst. The products of remote sensing image analysis are almost universally in map form. Thus, the program also puts emphasis on acquiring the Geographic Information System (GIS) skills necessary for the development of end products. It is also the philosophy of the Clark faculty that analytical skill also depends on experience. Thus, most of the courses have an applied project component as an integral element.

Clark continues to have strong partnerships with many organizations that have remote sensing image analysis needs, including the Department of Agriculture Animal and Plant Health Inspection Service (APHIS), the GIMMS laboratory at NASA, the Wildlife Conservation Society, Conservation International, Digital Globe, and the Gordon and Betty Moore Foundation. Clark is also closely connected to the NASA DEVELOP program.

Curriculum

Candidates for the MS in Geographic Information Science specializing in Remote Sensing are required to complete 12 units, normally including 5-7 required courses.

Required Courses:

1. IDCE 388  Advanced Vector GIS
2. GEOG 397 Advanced Raster GIS
3. IDCE 391  Professional Seminar (0.5 unit)
4. GEOG 383 Introduction to Remote Sensing
5. GEOG 382 Advanced Remote Sensing

Students in the research track are also required to take:

6. GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)
7. IDCE 30213 MS Final Requirement: Research Track (1 unit - Spring Semester of Year 2)

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:
• Submission of an approved MSGIS Internship Proposal before the beginning of your internship
• Submission of your MSGIS Internship Report in your third semester
• Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
• Public presentation using PowerPoint about your internship during GIS Week in your third semester

Prerequisites:

The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.

1. IDCE 310 Introduction to GIS
2. GEOG 311 Introduction to Quantitative Methods
3. GEOG 383 Introduction to Remote Sensing

Highly Recommended Electives:

IDCE 398 Internship
IDCE 302 Python Programming (0.5 unit)
IDCE 30274 Computer Programming for GIS (0.5 unit)
IDCE 359 Web Mapping and Open Source GIS
GEOG 346 Geospatial Analysis with R

Other Electives:

Students may select from any relevant graduate-unit courses in Geography or IDCE to fill out their requirement of 12 units for the degree. However, the following is a list of elective courses with a strong focus on Remote Sensing or GIS.

GEOG 392 Remote Sensing of Global Environmental Change
GEOG 345 Remote Sensing of the Cryosphere
GEOG 387 New Methods in Earth Observation
GEOG 391 Innovations in Earth Observation
GEOG 330 Species Distribution Modeling
GEOG 332 Landscape Ecology
GEOG 336 Wildlife Conservation GIS Research Seminar
GEOG 352 GIS and Land Change Science
GEOG 360 GIS and Land Change Models
GEOG 379 GIS and Map Comparison

3 Students on the internship track can optionally register for a 0.5 or 1.0 unit internship either during the summer when they take the internship, or in the fall semester immediately following. Note that international students taking their internship as CPT must register for the internship course (0.5 or 1.0 unit).
Students may also take courses offered by the Graduate School of Geography or the other four graduate programs in IDCE (International Development and Social Change, Community Development and Planning, Global and Community Health, and Environmental Science and Policy) or in other departments, as approved by their academic advisor. Please view Clark’s official Academic Catalog www.clarku.edu/academiccatalog for a complete listing of course offerings.
Concentration in Global and Community Health Applications

Description

The specialization in GIScience for Global and Community Health Applications is intended for students interested in applications of geospatial technologies in areas of global and community health. The program is aimed at individuals who plan to work as GIS Analysts/Specialists in international health organizations (such as WHO, International Red Cross), federal, state and local government agencies (CDC, FEMA, state and municipal health departments), NGOs (Partners in Health, Planned Parenthood, etc.) or research organizations and Universities (Schools of Public Health, Health GIS Research Labs).

Putting information into a spatial context allows exploring the spatial relationships among health and behavior indicators, health outcomes, environmental risk factors, and demographic and cultural characteristics at a particular location. GIS and remote sensing allow visualizing and analyzing spatial patterns of disease distribution, accounting for spatial dependencies in the data, and investigating how health outcomes and processes that drive them differ from place to place. GIS maps may indicate connections and trends that would be otherwise not readily apparent, if the data were not integrated together via spatial overlays. In addition to a set of core GIScience courses, students on this track will take a capstone course titled Spatial Analysis for Health and complete a research project as part of that course. Graduates with this specialization will have a solid understanding of health issues facing communities (both global and domestic), and of the policy environments affecting global and domestic health. They will also develop competency in a wide range of GIS analytical methods, with particular emphasis on techniques applicable to global and community health issues.

Faculty who teach in this specialization have developed strong partnerships with many local and global organizations that have spatial analysis needs, including the City Worcester (Department of Public Health), Family Health Center of Worcester, Inc., Department of Family Medicine and Community Health at the University of Massachusetts Medical School, Departments of Obstetrics/Gynecology and Pediatrics, University of Massachusetts Medical School/UMass Memorial Health Care, Partners in Health, and others. Several MS students have done summer internships in some of these organizations or worked as research assistants with faculty on health-related GIS projects, and co-published academic papers in peer-reviewed journals.

Curriculum

Candidates for the MS in Geographic Information Science for Global and Community Health are required to complete 12 units, normally including 5-7 required courses.

Required Courses:

1. IDCE 388 Advanced Vector GIS
2. GEOG 397 Advanced Raster GIS
3. IDCE 391 Professional Seminar (0.5 unit)
4. IDCE 30360 Spatial Analysis for Health

Students must also take at least one of the following courses:
IDCE 377 Approaches to Global Health and Social Change
IDCE 30330 Approaches to Community Health and Social Change
IDCE 30264 Introduction to Epidemiology and Biostatistics

Students in the research track are also required to take:

6. GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)
7. IDCE30213 MS Final Requirement: Research Track (1 unit - Spring Semester of Year 2)

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
- Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
- Public presentation using PowerPoint about your internship during GIS Week in your third semester

Prerequisites:

The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.

1. IDCE 310 Introduction to GIS
2. GEOG 311 Introduction to Quantitative Methods
3. GEOG 383 Introduction to Remote Sensing

Highly Recommended Electives:

IDCE 398 Internship<sup>4</sup>
GEOG 346 Geospatial Analysis with R
IDCE 302 Python programming (0.5 unit)
IDCE 30274 Computer Programming for GIS (0.5 unit)
IDCE 359 Web mapping and Open source GIS
IDCE 30393 Social Applications of GIS (0.5 unit)

<sup>4</sup> Students on the internship track can optionally register for a 0.5 or 1.0 unit internship either during the summer when they take the internship, or in the fall semester immediately following. Note that international students taking their internship as CPT must register for the internship course (0.5 or 1.0 unit).
Other Electives:

Students may select from any relevant graduate-unit courses in Geography or IDCE to fill out their requirement of 12 units for the degree. However, the following is a list of elective courses with a strong focus on Remote Sensing, GIS, or Global and Community Health.

IDCE 30229  Monitoring and Evaluation
IDCE 361    Program and Project Management
IDCE 377    Approaches to Global Health and Social Change
IDCE 30330  Approaches to Community Health and Social Change
IDCE 308    Health (in)equity: social determinants and policy solutions
IDCE 3026   Introduction to Epidemiology and Biostatistics
GEOG 382    Advanced Remote Sensing
GEOG 345    Remote Sensing of the Cryosphere
GEOG 352    GIS and Land Change Science
GEOG 360    GIS and Land Change Models
GEOG 379    GIS and Map Comparison
GEOG 330    Species Distribution Modeling
GEOG 332    Landscape Ecology
GEOG 336    Wildlife Conservation GIS Research Seminar

Students may also take courses offered by the Graduate School of Geography or the other four graduate programs in IDCE (International Development and Social Change, Community Development and Planning, Community and Global Health, and Environmental Science and Policy) or in other departments, as approved by their academic advisor. Please view Clark’s official Academic Catalog www.clarku.edu/academiccatalog for a complete listing of course offerings.
Accelerated Degree Program

Bachelor of Arts/Master of Arts in International Development, (BA/MA)

Overview

The accelerated Master of Arts degree in International Development and Social Change (ID) emphasizes the connection between critical thinking and effective action. It is designed for scholars of international development, as well as for present and future practitioners of grassroots and community-based development.

The challenge for the 21st-century is to promote just and equitable development and sustain environmental resources through critical thought and reflection, planning, and action. The IDCE Department and the ID Program stress approaches that foster alliances and partnerships between local institutions and broader stakeholders such as external development agencies, universities, and state and non-governmental organizations.

This master’s program helps students conceptualize innovative approaches to development problems by building an understanding of the complex causes, influences and implications of poverty, inequality, social injustice, and conflict. Rooted in the belief that effective approaches merge many disciplines, the ID MA employs a cross-disciplinary focus, with faculty from anthropology, development studies, economics, environmental sciences, women and gender studies, education, geography, history, government, and management.

Departmental Eligibility Requirements

This program is open primarily to ID majors who have successfully met departmental and University requirements. A student must declare an intention to register for honors work no later than the end of spring semester of the junior year and achieve a 3.5 GPA in the ID major. They must complete an honors thesis or honors research project and graduate with honors. Students from other majors may apply to the ID ADP program, but they must meet the same criteria, mentioned above - within their respective major - in order to be considered eligible for the ID ADP.

Students are required to meet with the International Development Accelerated Degree Program advisor as a formal part of the admissions process. This meeting is intended to assist prospective students in assessing the appropriateness of the degree to their professional aspirations. The student applies to the MA program by completing the Online Application no later than May 1 of the junior year.

*Please note that application deadlines differ for students who are graduating off-cycle (either a semester early or late) or who have advanced standing; such students should contact Graduate Admissions for alternative dates.*
**Program of Study**

The ID Master’s degree requires 12 graduate course units. Students enter the fifth year (ADP) having completed two graduate IDCE course units (taken in the senior year of the undergraduate major) and that transfer from the undergraduate degree into the graduate year transcript. These are the two upper-level (300-level) IDCE courses required for the major, which count both toward the completion of the ID undergraduate major and toward the ID accelerated MA degree.

**Senior Year**
In the senior year, students take two graduate-level (300-level) International Development (ID) courses - and taught by core ID program faculty - related to their interests in international development and which are united toward the accelerated M.A. degree. Students must achieve a grade of a B- or better for each of these two graduate courses and earn a 3.5 grade point average (GPA) in the ID major, and complete an honors thesis or an honors research project in their senior year, and graduate with honors.

**Graduate (MA) Year**
In the graduate year (two semesters), students take ten additional course units, including the three required courses (listed below) and four elective Concentration courses, two graduate internships, and a final course unit (see the ID MA degree program for the final course unit options):

**Requirements and required courses**

- IDCE 360 - Development Theory
- IDCE 361 - Development Program and Project Management
- IDCE 30217 - Economic Fundamentals for International Development

- **Two course units must be taken as graduate internships** - IDCE 398 - after completion of the senior year (usually done in the summer prior to starting the two ADP/MA semesters - and/or in the summer following the completion of the two ADP/MA semesters).
- A year-long (two course units) academic internship - may also be taken after completion of the senior year and may be counted as two graduate course units toward the master’s - if that internship is part of a funded academic fellowship through Clark, such as year-long Fulbright or Boren Fellowships. This year-long academic internship must have prior approval from the University’s Graduate School for the returning student to remain eligible for the ADP program.
- **Four elective courses** - along with the two graduate level IDCE courses taken in the senior year - Form the area of specialization or Concentration (see the ID MA degree program for the IDCE Concentration options and courses). ID ADP students may, with the approval of their academic advisor, elect to ‘self-design’ their area of specialization or Concentration, however, only official Concentration designations will appear on academic transcripts and not self-designed Concentrations.
- **Final MA Project** (1 unit) - There are several options:
  - Thesis (after approval of a proposal, with two Faculty Readers) - Typically for those considering a doctoral path or professional research path.
  - Research Paper (one Reader) - Typically based on secondary data analysis.
Practitioner Paper (one Reader) - A deliverable based on the student’s professional experience (e.g. consultancy).

Collaborative Final Project- (led by faculty) - Tackling larger problems and issues, and providing students with team-based experience that reflects the professional setting.

A 3rd Methods/Skills focus via extra one Unit/Course and related to the student’s Concentration or self-designed course of study.

Students in this program may take longer than the fifth-year (two semesters) to complete the requirements for graduation. In such cases, students must register as a non-resident if they do not complete the requirements in time for August degree conferral (following their two ADP semesters). Students have up to two semesters of non-residency status (fall and spring following the completion of the two ADP semesters) to complete all requirements for the ID ADP Master’s degree.

Fees

Students will pay a one-time program fee of $1,000 in the first semester of graduate study. Students also pay a $15 graduate activity fee and a $25 IDCE student activity fee in the fall and spring semesters as well as a one-time enrollment fee of $100. Students are responsible for paying for housing, food, books, and other personal items.

Students in the Accelerated Degree Program are allowed two semesters of non-residency status after the fifth year presumably to complete research and the practitioners report or master’s paper. Please note there is a $200 fee (per semester) associated with the non-residency status registration.

Program Advisor

Students are required to meet with the designated degree advisor and have them sign the Accelerated Degree Program Advisor Form. The signed Form confirms the student and program advisor have discussed the requirements of the program. This Form is also available on the Graduate Admissions website.

The designated program advisor is:

Professor Nigel Brissett
IDCE Department
nbrissett@clarku.edu
508-793-7691

*Once you have started your fifth year, you may be assigned a different academic advisor. Any students considering applying to the Accelerated Degree Program should read and understand the Accelerated Degree Program Policies and Procedures.
Advice for prospective ID-ADP students

Students in the MA program benefit from field experience in international development. Students are encouraged to do field work abroad. Students can identify appropriate internships, work abroad, and other opportunities through Career Services or consult with their major advisors and the Accelerated BA/Master’s Degree Program advisor in ID. Students may contact IDCE Career Development for more information about internships.
Bachelor of Arts/Master of Science in Environmental Science and Policy, (BA/MS)

Overview

The environmental field in the 21st century is evolving fast to respond to complex interdependencies between the natural environment and human development.

Clark’s innovative Environmental Science and Policy (ES&P) master’s degree develops students’ abilities to integrate natural and social sciences to respond to local and global challenges. The Accelerated B.A./Master’s Program provides more intensive graduate study of ES&P in combination with a liberal arts B.A. degree. ES&P’s expertise in risk and vulnerability assessment, environmental justice, institutional dynamics, watershed stewardship, renewable energy, and capacity building resonate worldwide. Classes and experiential learning give students essential skills for analysis, planning, implementation, and evaluation.

As a member of a closely knit family of graduate programs including International Development & Social Change, Community Development & Planning, and Geographic Information Sciences for Development & Environment, our ES&P program is unique. Students are exposed to multiple perspectives and creative, integrated thinking in the classroom and in research.

Departmental Eligibility Requirements

Students in any undergraduate field are accepted for the Accelerated MS degree, though ES&P undergraduate majors do have a significant advantage in preparation. Majors in other disciplines may have to supplement their studies with a number of preparatory ES&P courses listed below:

Requirements for non-ES, (non-science) majors:

- One introductory ES&P course: e.g. EN 101 or EN 120
- One semester of statistics: e.g. GEOG 110 or BIOL 106
- One introductory science course from the following list: BIOL 101, BIOL 102, BIOL 103; CHEM 101, CHEM 102; PHYS 110, PHYS 111
- Two elective science courses, chosen from the list of Science electives for the undergraduate ES&P track or from the list of Natural Science electives for the undergraduate GES major.

Requirements for non-ES, (science) majors:

- Two social science courses from the list of social science electives for the undergraduate ES&P track.

Students are required to meet with the ES&P Accelerated Degree Program adviser as a formal part of the admissions process. This meeting is intended to assist prospective students in assessing the appropriateness of the degree to their professional aspirations. The student applies to the MS program by completing the Online Application no later than May 1 of the junior year.
Please note that application deadlines differ for students who are graduating off cycle (either a semester early or late) or who have advanced standing; such students should contact Graduate Admissions for alternative dates.

**Program of Study**

The master’s degree in ES&P requires 12 graduate course units. These include three Core Courses (3 units), one Final Project (1 unit), two Skills/Methods Courses (2 units), and six Elective Courses (6 units) to provide breadth and depth.

**Senior Year:**

Students can take up three 300-level courses of relevance to ES&P during their senior year, taken in IDCE, GEOG, BIO, PHYS, CHEM, GSOM and/or ECON programs. In the second semester of the senior year, the students begin work on their final course project, which continues into their graduate year.

**Graduate Year:**

The master’s degree in ES&P requires 12 graduate course units. These include three Core Courses (3 units), one Final Project (1 unit), two Skills/Methods Courses (2 units) and six Electives Courses (6 units) to provide breadth and depth. For the final projects, there are several options:

1. **Thesis** (after approval of a proposal, with two Faculty Readers) - Typically for those considering a doctoral path or professional research path.
2. **Research Paper** (one Reader) - Typically based on secondary data analysis.
3. **Practitioner Paper** (one Reader) - A deliverable based on the student’s professional experience (e.g. consultancy).
4. **Collaborative Final Project** - (led by faculty) - Tackling larger problems and issues, and providing students with team-based experience relevant to the professional setting.
5. **A 3rd Methods/Skills focus** via extra one Unit/Course and related to the student’s Concentration or self-designed course of study.

Students in this program may take longer than the fifth year to complete the Final Project. Students must register as a non-resident if they do not complete the requirements in time for August degree conferral. Students have up to two semesters of non-residency status (fall and spring) to complete all requirements for the master’s degree.

**Fees**

Students will pay a one-time program fee of $1,000 in the first semester of graduate study. Students also pay a $15 graduate activity fee and a $25 IDCE student activity fee in the fall and spring semesters as well as a one-time enrollment fee of $100. Students are responsible for paying for housing, food, books, and other personal items.
Students in the Accelerated Degree Program are allowed one year of non-residency status after the fifth year presumably to complete research and the practitioners report or master’s paper. Please note there is a $200 fee (per semester) associated with the non-residency status registration.

**Program Advisor**

Students are required to meet with the designated program advisor and have them sign the Accelerated Degree Program Adviser Form. The signed Form confirms the student and program adviser have discussed the requirements of the program. This Form is also available on the Graduate Admissions website.

The designated program advisor is:

Professor Timothy Downs  
IDCE Department  
tdowns@clarku.edu  
508-793-4266  

* Once you have started your fifth year, you may be assigned a different academic advisor. Any students considering applying to the Accelerated Degree Program should read and understand the Accelerated Degree Program Policies and Procedures.
Bachelor of Arts/Master of Arts in Community Development and Planning, (BA/MA)

Overview

The Community Development and Planning (CDP) program prepares current and future community development practitioners, activists, and scholars to take on the challenges and struggles facing urban areas in the United States. Students learn alternative ways of thinking and transforming communities to achieve greater equity and social justice.

Through the CDP program, students will: understand social, economic, and political forces that shape places, view communities in a regional and international context, gain rigorous analytical training to explore and research complex social issues, gain strong writing and public communication skills, develop professional practices that trigger social change to improve quality of life, and be prepared to be leaders in a diverse range of community development and planning arenas.

CDP students receive a strong foundation based on theory, skill development, and practice. Building on that foundation, students can either design their own area of specialization, or focus their studies on one of the following areas of community planning, enterprise management and economic development, or community-based development and social change.

Departmental Eligibility Requirements

This program is open to all majors and Concentrations in the social and natural sciences, and humanities, especially Urban Development and Social Change, Geography, Environmental Science, Management/Business, Economics, Sociology, Political Science, and Community, Youth, and Education Studies (CYES).

Students are required to meet with the Community Development and Planning Accelerated Degree Program advisor as a formal part of the admissions process. This meeting is intended to assist prospective students in assessing the appropriateness of the degree to their professional aspirations. The student applies to the MA program by completing the Online Application no later than May 1 of the junior year.

Please note that application deadlines differ for students who are graduating off cycle (either a semester early or late) or who have advanced standing; such students should contact Graduate Admissions for alternative dates.

Program of Study

The master’s degree in Community Development and Planning requires 12 graduate course units. Students in the CDP BA/MA program are required to take two internship units. The CDP program culminates with a capstone.

Prior to Senior Year:
Students must demonstrate before their senior year an interest in community development by taking
four courses that are central to the CDP Program. One of these courses should be at the 100-level and three at the 200-level.

Senior Year:

Up to three 300-level courses approved by the Community Development and Planning Coordinator. Recommend courses: IDCE 344 - Going Local: Community Development and Planning, or IDCE 30240 - Community Development Planning Studio (spring semester)

Graduate Year:

During the fifth year of study, the remaining required course work is completed, including internships equal to two units.

Students also must complete one Final Project (1 unit); there are several options for the Final Project:

1. Thesis (after approval of a proposal, with two Faculty Readers) - Typically for those considering a doctoral path or professional research path.
2. Research Paper (one Reader) - Typically based on secondary data analysis.
3. Practitioner Paper (one Reader) - A deliverable based on the student’s professional experience (e.g. consultancy).
4. Collaborative Final Project- (led by faculty) - Tackling larger problems and issues, and providing students with team-based experience related to the professional setting.
5. A 3rd Methods/Skills focus via extra one Unit/Course and related to the student’s Concentration or self-designed course of study.

Students in this program may take longer than the fifth year to complete the culminating requirement. Students must register as a non-resident if they do not complete the requirements in time for August degree conferral. Students have up to one year of non-residency status (fall and spring) to complete all requirements for the master’s degree.

Fees

Students will pay a one-time program fee of $1,000 in the first semester of graduate study. Students also pay a $15 graduate activity fee and a $25 IDCE student activity fee in the fall and spring semesters as well as a one-time enrollment fee of $100. Students are responsible for paying for housing, food, books, and other personal items.

Students in the Accelerated Degree Program are allowed two semesters of non-residency status (fall and spring) after the fifth year presumably to complete research and the practitioners report or master’s paper. Please note there is a $200 fee (per semester) associated with the non-residency status registration.
Program Advisor

Students are required to meet with the designated program adviser and have them sign the Accelerated Degree Program Adviser Form. The signed Form confirms the student and program adviser have discussed the requirements of the program. This Form is also available on the Graduate Admissions website.

The designated program advisor is:

Professor Laurie Ross
IDCE Department
lross@clarku.edu
508-793-7642

Your academic advisor will be the faculty person with whom you are conducting your research. Any students considering applying to the Accelerated Degree Program should read and understand the Accelerated Degree Program Policies and Procedures.
Bachelor of Arts/Master of Science in Geographic Information Systems, (BA/MS)

Overview

Clark’s accelerated degree program offers a BA/MS option in GIS, which is simply the MSGIS degree ADP-Geography Concentration. This program in Geographic Information Science is intended exclusively for ADP students, focusing on applications of geospatial technologies to address a range of circumstances, as articulated through the final year of the Bachelor’s degree and during the Master’s program year.

The MS-GIS ADP-Geography builds upon the broad strengths of the Graduate School of Geography, Clark Labs, and the Department of International Development, Community and Environment (IDCE). Accordingly, it allows considerable flexibility in tailoring an individual program, crafted with the assistance of a faculty advisor.

Curriculum

Candidates for the MS in Geographic Information Science are required to complete 12 graduate level units, as well as associated prerequisites.

Prerequisites I (not counted towards the 12 required units)

- GEOG (or other subject) 297 Honors (Students must complete an honor’s thesis with two semesters of honor’s units)
- GEOG 190/GEOG 310 Introduction to GIS
- GEOG 383 Introduction to Remote Sensing

Prerequisites II (counted toward the Master’s program 12-unit total):

6. GEOG 397 Advanced Raster GIS
7. IDCE 388 Advanced Vector GIS
8. Two 300-level Geography GIS-related courses (two units total; from below list of electives)

Post-BA Graduation Coursework:

9. GEOG 398 Summer Internship

Fifth Year Coursework

Students in the research track are required to take:

10. GEOG 399 MS Thesis Directed Research (2 units – one each semester)
11. At least four additional courses from the list of electives, below (minimum 2 courses/units per semester)

Summer of Fifth Year:
12. GEOG 399 Thesis Directed Research (1 unit)

Students in the internship track are required to take:

13. GEOG 398 Internship (2 units – one each Semester)
14. At least five additional courses from the list of electives, below (minimum 2 courses/units per semester)

**Internship Reports**

At the end of each semester of the internship track, students must complete an Internship Report evaluating their experience with the organization they interned for during that semester. The students must also send their internship supervisor a Supervisor Evaluation Form in order for the supervisor to evaluate the student and their Performance/contribution throughout the prior semester.

**Highly Recommended Electives:**

- GEOG 346 Geospatial Analysis with R
- IDCE 302 Python Programming (0.5 unit)
- IDCE 30274 Computer Programming for GIS (0.5 unit)
- IDCE 30262 Web mapping and Open source GIS
- IDCE 30306 GIS for International Development (0.5 unit)
- GEOG 382 Advanced Remote Sensing

**Other Electives:**

- IDCE 30393 Social Applications of GIS (0.5 unit)
- IDCE 30229 Monitoring and Evaluation
- IDCE 361 Program and Project Management
- IDCE 377 Approaches to Global Health and Social Change
- IDCE 30330 Approaches to Community Health and Social Change
- IDCE 30264 Introduction to Epidemiology and Biostatistics
- IDCE 30360 Spatial Analysis for Health
- IDCE 332 Sustainable Development Assessment & Planning
- IDCE 30231 Humanitarian Assistances in Complex Emergencies/Disasters
- IDCE 30103 Network and Analytics of Development
- GEOG 389 Conservation GIS
- GEOG 336 Wildlife Conservation GIS Research Seminar
- GEOG 332 Landscape Ecology
- GEOG 386 Habitat Modeling (0.5 unit)
- GEOG 304 Cartography and Map design (0.5 unit). Not regularly offered.
- GEOG 323 Forest Ecology and Management
- GEOG 333 Terrestrial Ecosystems and Global Environmental Change
- GEOG 347 Intermediate Quantitative Methods
- GEOG 349 Advanced Topics in Spatial Analysis
GEOG 352  GIS and Land Change Science  
GEOG 360  GIS and Land Change Models  
GEOG 363  Climate Systems and Global Environmental Change  
GEOG 378  Emerging Issues in Climate Change Science  
GEOG 379  GIS and Map Comparison  
GEOG 387  New Methods in Earth Observation  
GEOG 391  Innovations in Earth Observation  
GEOG 392  Remote Sensing of Global Environmental Change  

Students may also take courses offered by the Graduate School of Geography or the other four graduate programs in IDCE (International Development and Social Change, Community Development and Planning, Community and Global Health, and Environmental Science and Policy) or in other departments, with prior approval by their academic advisor. Please view Clark’s official Academic Catalog www.clarku.edu/academiccatalog for a complete listing of course offerings.
Certificate Programs

Certificate in Community and Global Health

Overview
Offered through Clark’s International Development, Community and Environment Department (IDCE), the Certificate in Community and Global Health helps you take on some of the biggest health problems facing humanity by working with communities right here in Worcester or across the globe. You engage in thoughtful, critical analysis of domestic and international health challenges in order to prepare for - or enhance a health career in the United States and abroad.

Community and Global Health Certificate Requirements
Students complete three units to earn a certificate. Two units are required or core courses. One unit is elective.

Core Courses (2 Units)
IDCE 377 Approaches to Global Health or
IDCE 30330 Approaches to Community Health
IDCE 308 Health (in)equity: social determinants and policy solutions

Electives (1 Unit)
IDCE 30282 Community Based Health Research
IDCE 30109 Introduction to Epidemiology and Biostastistics
IDCE 30360 Spatial Analysis for Health
Certificate in Monitoring and Evaluation

Overview
The nature of development work regionally, nationally or internationally requires accountable, efficient programs that can measure the impacts of their interventions. Offered through Clark’s International Development, Community and Environment Department (IDCE), the Certificate in Monitoring and Evaluation ensures that current and aspiring development practitioners can take multiple perspectives, paradigms and disciplines into account when developing, implementing, monitoring and evaluating major projects, development programs and intervention strategies.

Monitoring and Evaluation Certificate Requirements
Students complete three units to earn a certificate. Two units are required or core courses. One unit is elective

Core Courses (3 Units)
IDCE 30203 Program Evaluation for Youth and Community Development Initiatives OR
IDCE 30229 Program Monitoring and Evaluation
IDCE 319 Quantitative Methods and Statistics For Evaluators OR
IDCE 30291 Qualitative Research Methods

Electives (1 Unit)
IDCE 332 Sustainable Development Assessment and Planning
IDCE 30103 Networks and Analytics of Development
IDCE 30225 Grant Writing for Community Developers
IDCE 30245 Natural Resources Management
IDCE 30275 Gender in Development Planning
IDCE 30281 Community Needs and Resource Analysis
IDCE 30282 Community Based Health Research
IDCE 30306 GIS or International Development in Practice
IDCE 30360 Spatial Analysis for health
Certificate in Refugee, Displacement, and Forced Migration Studies

Belonging Overview
Offered through Clark's International Development, Community and Environment Department (IDCE), the Certificate in Refugees, Forced Migration and Belonging combines a U.S. and international focus to explore effective ways to support displaced populations in the United States and other countries. You get a grounded understanding of displacement and forced migration issues, taking into account the complex social, political, economic and environmental factors shaping population movement.

Refugee, Displacement and Forced Migration Studies Certificate Requirements
Students complete three units to earn a certificate. Two units are required or core courses. One unit is an elective.

Core Courses (2 Units)
IDCE 30297 Displacement and Development in the Contemporary World
IDCE 30107 Development, Urban Refugees and Forced Migrants

Electives (1 Unit)
IDCE 30108 Research Methods for Forced Migration: Hidden, Vulnerable, and Mobile People
IDCE 358 Advanced Topics in International Development
IDCE 30397 People on the Move Research Studio
Certificate in Youth Work Practice

Overview

Whether leading a youth development organization, managing youth programs, or working at the frontlines with young people, a youth worker puts young people’s wellbeing at the center of her/his efforts. Youth work is about building trust-filled, mutually respectful relationships with young people and helping them to develop knowledge, skills, and a sense of purpose. Youth workers create safe environments for young people and guide those harmed by oppressive community conditions, such as racism, sexism, homophobia, and classism through a process of healing and building resilience. Youth workers connect with young people that other individuals and institutions have failed to engage.

Clark University’s Certificate in Youth Work Practice honors this important profession and is committed to building this field by integrating foundational and cutting edge youth development theories with authentic youth work practice. Our program has been co-created with local youth workers. Learning, teaching and action happen in the context of a Community of Practice (CoP) consisting of Clark faculty directly engaged in youth work, alongside aspiring, novice, and experienced youth workers.

Youth Work Practice Certificate Requirements

Students complete three units to earn a certificate. Two units are required or core courses. One unit is elective.

Core (2 Units)

IDCE 340 Fundamentals of Youth Work
IDCE 303 Youth Work: Practice and Social Justice

Electives (1 Unit)

IDCE 30203 Program Evaluation for Youth and Community Development Initiatives
IDCE 30221 Education and Development
IDCE 30225 Grant Writing for Youth and Community Developers
IDCE 30296 Non-Profit Management
Skills and Methods Courses

To facilitate student advising, and the selection of appropriate methods courses in their program of study, IDCE groups its methods and skills courses into three clusters. The first cluster consists of general methods and skills course units that are appropriate to students across all programs. These courses are foundational and relevant to all Concentrations. The second cluster consists of methods and skills courses that pertain more to specific programs, Concentrations and/or certificates. The third cluster consists of methods and skills courses that are highly specialized and are unlikely to be appropriate to students from other programs, Concentrations, and/or certificates. Second and third cluster courses may require technical skills as pre-requisites. Additionally, some second and third cluster methods and skills courses may be closed to students not enrolled in a specific program.

Some courses, not currently on this list, may count towards the method and skills requirement. Students should review the syllabi posted on Moodle and then consult with their academic advisor and/or the instructor to determine the relevance of the course unit to their plan of study.

Cluster 1: General (Offered at least annually)

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IDCE 310</td>
<td>Introduction to GIS</td>
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<td>IDCE 340</td>
<td>Fundamentals of Youth Work</td>
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<td>IDCE 358</td>
<td>Policy Analysis</td>
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<td>IDCE 361</td>
<td>Program and Project Management</td>
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<td>IDCE 366</td>
<td>Principles of Negotiation and Mediation</td>
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<td>IDCE 30103</td>
<td>Networks and Analytics of Development (2 Modules)</td>
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<td>IDCE 30109</td>
<td>Introduction to Epidemiology and Biostatistics</td>
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<td>IDCE 30110</td>
<td>Social Policy: Qualitative Methods for Design and Analytics</td>
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<td>IDCE 30225</td>
<td>Grant Writing: Community Development</td>
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<td>IDCE 30229</td>
<td>Program Monitoring and Evaluation</td>
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<td>IDCE 30238</td>
<td>Public Communications Seminar</td>
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<td>IDCE 30281</td>
<td>Community Needs Assessment and Resource Analysis</td>
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<td>IDCE 30291</td>
<td>Qualitative Research Methods</td>
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<td>IDCE 30203</td>
<td>Program Evaluation for Youth and Community Development</td>
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Cluster 2: More Specialized (Offered annually or biannually)

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<tbody>
<tr>
<td>IDCE 332</td>
<td>Sustainable Development Assessment and Planning</td>
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<td>IDCE 333</td>
<td>Development Management in Developing Countries</td>
</tr>
<tr>
<td>IDCE 334</td>
<td>Planning and Zoning for Community Development</td>
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<td>IDCE 335</td>
<td>Strategies for Community Organizing</td>
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<td>IDCE 390</td>
<td>CDP Research Seminar (Module)</td>
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<td>IDCE 30204</td>
<td>Advanced Community Development Finance and Research</td>
</tr>
<tr>
<td>IDCE 30274</td>
<td>Computer Programming for GIS</td>
</tr>
</tbody>
</table>
IDCE 30281 | Community Needs and Resource Analysis  
IDCE 30282 | Community-Based Health Research  
IDCE 30287 | Fundamentals of Environmental Science  
IDCE 30289 | Community Development Finance  
IDCE 30306 | GIS for International Development  
IDCE 30360 | Spatial Analysis for Health (MHS students only)  
IDCE 30393 | Social Application of GIS

**Cluster 3: Highly Specialized (Offered annually, biannually, or as demand require)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>GEOG 392</td>
<td>Remote Sensing of Global Environmental Change</td>
</tr>
<tr>
<td>GEOG 397</td>
<td>Advanced Raster GIS</td>
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<tr>
<td>IDCE 302</td>
<td>Python Programming</td>
</tr>
<tr>
<td>IDCE 334</td>
<td>Planning and Zoning for Community Developers</td>
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<tr>
<td>IDCE 342</td>
<td>Dynamic Modeling of Human/Environment Systems</td>
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<td>IDCE 388</td>
<td>Advanced Vector GIS</td>
</tr>
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<td>IDCE 30102</td>
<td>Case Studies in Environmental Issues and Policy Analysis</td>
</tr>
<tr>
<td>IDCE 30108</td>
<td>Research Methods for Forced Migration Module</td>
</tr>
<tr>
<td>IDCE 30262</td>
<td>Web Mapping and Open Source GIS</td>
</tr>
</tbody>
</table>
Concentrations

IDCE’s Concentrations create sets of courses around topical areas of expertise within IDCE. Students must decide by the end of the first year what Concentration they wish to pursue. The goal is to create a transdisciplinary setting in IDCE’s classes that closely mirrors the reality of employment in fields such as international development, environmental management, community development, and global health. In every field covered by IDCE, diverse groups of people come together to address challenges. Those who can speak multiple disciplinary “languages,” and who can translate between them, will be the most effective in this setting. The IDCE Concentrations will serve students by helping them build and practice these skills in their classes.

Concentration Declaration Procedures and Responsibilities

Students

1. All students are expected to declare a Concentration for reasons of intellectual coherence and professional training. Students should indicate their choice, via email to their advisor, no later than start of the drop/add period of spring semester in January to allow sufficient time for the student to register for different units, if necessary.
   a. The Concentration will appear on the student’s official transcript.

2. IDCE supports students who wish to self-design their own Concentration, but will not support one without a clear logic for the choice of units, which can be drawn from two or more existing focal areas. The written proposal, sent via email to their academic advisor and the Associate Director for Curriculum, will require a short rationale for the choice, explaining how it fits with the student’s professional and/or academic plans, as well as the 6 units she/he currently hopes to take. The proposal is due by December 1 of the student’s first year to allow for advisor feedback. Students pursuing a self-designed course of study are still responsible for completing all of the core requirements for their degree program.
   a. No Concentration will appear on the student’s transcription, if they choose to self-design their course of study.

3. Students can petition to change their Concentration once. The petition must be submitted to their advisor and the Associate Director of Curriculum before the final day of classes the second semester of their first year. Students are permitted, with written permission from their advisor and the Associate Director of Curriculum, to count no more than 2 of the units taken toward the new Concentration. Students must complete all of the remaining new Concentration requirements in order to graduate on time.
   a. Students have several options for the final (12th) unit, such as: MA/MS Thesis, MA/MS Research Paper, MA/MS Practitioner Paper, Collaborative Final Project, or an additional Methods/Skills Course.

4. Students who fail to complete any of the degree requirements without prior written permission will have to take the necessary additional units at their own expense in order to graduate. The Director of IDCE will make the final determination of any appeals.

Faculty Responsibilities

1. The advisor may not release the registration pin number until she/he has confirmed that the student’s proposed units are consistent with the (self-designed) Concentration.
2. The student must obtain written permission to change any of the approved units regardless of the reason for doing so (personal preference, full enrollment, scheduling conflict, and so on). IDCE will not recognize substituted classes without written proof of permission from their advisor and the Associate Director of Curriculum. The advisor is responsible for keeping a copy of this proof on file until the student graduates for this reason.

3. The advisor should contact the program coordinator if she/he learns that the student registered for one or more units without your prior approval. The program coordinator will refer the matter to the associate director of curriculum, if she/he is not able to remedy the situation herself/himself. The director of IDCE will make the final decision, if the dispute is still unresolved.

4. Written and/or electronic copies of the approved course of study will remain on file at IDCE House to enable faculty and staff to crosscheck it against the units that appear on the student’s transcript.
Concentrations

<table>
<thead>
<tr>
<th>Concentration</th>
<th>IDSC</th>
<th>CDP</th>
<th>ES&amp;P</th>
<th>MHS</th>
<th>GISDE</th>
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</thead>
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<tr>
<td>Climate Change Impacts and Adaptation</td>
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<tr>
<td>Conservation and Development</td>
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<tr>
<td>Education for Development</td>
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<tr>
<td>Refugees, Forced Migration, and Belonging</td>
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<tr>
<td>Gender and Identity</td>
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<tr>
<td>Health Equity</td>
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<td>Healthy People, Healthy Planet</td>
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<td>Youth Development</td>
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<tr>
<td>Urban Resilience</td>
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<tr>
<td>Monitoring, Evaluation, and Effectiveness</td>
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<tr>
<td>Self-designed</td>
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</tbody>
</table>

Figure 2: Conceptual map of degrees and focus areas in IDCE

Climate Change Impacts and Adaptation

Reputation: Problem-centered, integrative thinkers who are engaged with the science of climate change and its impacts and/or the social science of adaptation and can bring this expertise to the identification of climate-related challenges and their potential solutions.

Capabilities:
- Courses that teach students about the design of climate-resilient development projects and programs
- Training in the assessment of conflict risks associated with climate change
- Training in adaptation-related development program monitoring and evaluation
- Courses focused on the health implications of climate change
- Earth systems science courses offered by faculty in the Graduate School of Geography
- Capacity-building in defining and addressing environmentally-related vulnerability and resilience
- Tremendous capacity for extramural funding and policy impact
Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 305</td>
<td>Introduction to Hydrology</td>
</tr>
<tr>
<td>GEOG 333</td>
<td>Terrestrial Ecosystems and Global Change</td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Human Dimensions of Global Change</td>
</tr>
<tr>
<td>GEOG 352</td>
<td>GIS and Land Change Science</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>GIS and Land Change Models</td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Climate Systems and Global Environmental Change</td>
</tr>
<tr>
<td>GEOG 378</td>
<td>Emerging issues in Climate Change Science</td>
</tr>
<tr>
<td>GEOG 392</td>
<td>Remote Sensing of Global Environmental Change</td>
</tr>
<tr>
<td>IDCE 320</td>
<td>Food Production, Environment, and health</td>
</tr>
<tr>
<td>IDCE 329</td>
<td>Property and Community</td>
</tr>
<tr>
<td>IDCE 332</td>
<td>Sustainable Development Assessment &amp; Planning</td>
</tr>
<tr>
<td>IDCE 395</td>
<td>Culture, Environment, and Development</td>
</tr>
<tr>
<td>IDCE 30101</td>
<td>The Political Economy of Food and the Ethics of Eating</td>
</tr>
<tr>
<td>IDCE 30102</td>
<td>Case Studies in Environmental Issues and Policy Analysis</td>
</tr>
<tr>
<td>IDCE 30109</td>
<td>Introduction to Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>IDCE 30117</td>
<td>Place-Based Ecological Knowledge</td>
</tr>
<tr>
<td>IDCE 30118</td>
<td>Science Meets policy in the Real World</td>
</tr>
<tr>
<td>IDCE 30205</td>
<td>Climate Change, Energy, and Development</td>
</tr>
<tr>
<td>IDCE 30231</td>
<td>Humanitarian Assistances in Complex Emergencies/Disasters</td>
</tr>
<tr>
<td>IDCE 30243</td>
<td>Seeing Like a Humanitarian Agency</td>
</tr>
<tr>
<td>IDCE 30245</td>
<td>Natural Resource Management</td>
</tr>
<tr>
<td>IDCE 30264</td>
<td>Environmental and Social Epidemiology</td>
</tr>
<tr>
<td>IDCE 30272</td>
<td>Environment and Justice in Latin America</td>
</tr>
<tr>
<td>IDCE 30288</td>
<td>Applied Ecology</td>
</tr>
<tr>
<td>IDCE 30701</td>
<td>Beyond the Population Bomb</td>
</tr>
<tr>
<td>MGMT 5505</td>
<td>Introduction to Greening the Organization</td>
</tr>
<tr>
<td>MGMT 5615</td>
<td>Corporate Social Responsibility</td>
</tr>
</tbody>
</table>

Conservation and Development

Reputation: Practitioners and thinkers who integrate the science of conservation with the critical perspectives of social science that ask what is being conserved, for whom, and why?

Capabilities:

- Courses on natural resource governance, including the assessment of impacts of extractive projects on the surrounding populations and environment
- Courses that promote the integration of social science and natural science perspectives into a coherent frame.
- Earth systems science courses offered by faculty in the Graduate School of Geography
- Opportunities to experience the direct application to the practice of enhanced environmental impact assessment (EIA); conventional EIA is a key policy step for most development projects, and one that requires reform in ways that IDCE can champion and lead.
- Significant potential for extramural funding and policy influence.
Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GEOG 305</td>
<td>Introduction to Hydrology</td>
</tr>
<tr>
<td>GEOG 309</td>
<td>Foundations and Trends in Forest Ecology</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Forest Ecology and Management Seminar</td>
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<tr>
<td>GEOG 330</td>
<td>Introduction to Species Distribution Modeling</td>
</tr>
<tr>
<td>GEOG 332</td>
<td>Landscape Ecology</td>
</tr>
<tr>
<td>GEOG 333</td>
<td>Terrestrial Ecosystems and Global Change</td>
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<tr>
<td>GEOG 336</td>
<td>Wildlife Conservation Society Research Seminar</td>
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<tr>
<td>GEOG 360</td>
<td>Quantitative Environmental Modeling</td>
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<td>IDCE 332</td>
<td>Sustainable Development Assessment and Planning</td>
</tr>
<tr>
<td>IDCE 358</td>
<td>Livelihood: Development Adaptation, &amp; Resilience</td>
</tr>
<tr>
<td>IDCE 395</td>
<td>Culture, Environment, and Development</td>
</tr>
<tr>
<td>IDCE 30101</td>
<td>The Political Economy of Food and the Ethics of Eating</td>
</tr>
<tr>
<td>IDCE 30111</td>
<td>Urban Development: Process and Change</td>
</tr>
<tr>
<td>IDCE 30117</td>
<td>Place-Based Ecological Knowledge</td>
</tr>
<tr>
<td>IDCE 30118</td>
<td>Science Meets policy in the Real World</td>
</tr>
<tr>
<td>IDCE 30209</td>
<td>Research Project Development</td>
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<tr>
<td>IDCE 30235</td>
<td>Globalization and Illicit Commodities</td>
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<td>IDCE 30243</td>
<td>Seeing Like a Humanitarian Agency</td>
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<td>IDCE 30245</td>
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<td>IDCE 30287</td>
<td>Fundamentals of Environmental Science</td>
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<td>Applied Ecology</td>
</tr>
<tr>
<td>IDCE 30701</td>
<td>Beyond the Population Bomb</td>
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</tbody>
</table>

Refugees, Forced Migration, and Belonging

Reputation: Unique focus on a deeper understanding of the dynamics and interrelated processes of displacement that connect people on the move to multiple places, looking beyond the national context to understand mobility as constructed through other policy environments, multiple spaces of residence, transit, and belonging, and transnational livelihoods.

Capabilities:
- Courses that train students to work across policy categories that come together in particular mobility situations.
- Courses that improve students' ability to work with mobile, hidden, and vulnerable populations.
- Training in the elicitation of the experiences, challenges, needs, and capabilities of people on the move.
- Training in the elicitation of receiving communities’ concerns and perspectives.
- Courses that enhance student ability to understand mobile populations and their experiences through simultaneous and shifting connections to multiple places (i.e. sending areas, places of transit, places of resettlement).
- Training on the monitoring and evaluation of refugee/displaced population outcomes.

### Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IDCE 332</td>
<td>Sustainable Development Assessment &amp; Planning</td>
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<tr>
<td>IDCE 358</td>
<td>Education and Youth in a Global Context</td>
</tr>
<tr>
<td>IDCE 30103</td>
<td>Network and Analytics of Development</td>
</tr>
<tr>
<td>IDCE 30107</td>
<td>Urban Refugees and Forced Migrants: Development Perspectives</td>
</tr>
<tr>
<td>IDCE 30108</td>
<td>Research Methods for Forced Migration: Hidden, Vulnerable, and Mobile People (Module)</td>
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<td>IDCE 30111</td>
<td>Urban Development: Process and Change</td>
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<td>IDCE 30231</td>
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<td>Globalization and illicit Commodities</td>
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<td>Seeing Like a Humanitarian Agency</td>
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<td>IDCE 30248</td>
<td>Gender and Health</td>
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<td>IDCE 30297</td>
<td>Displacement and Development in the Contemporary World</td>
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<tr>
<td>IDCE 30397</td>
<td>People on the Move Studio</td>
</tr>
</tbody>
</table>

### Education for Development

**Reputation:** Transformational thinkers and practitioners seeking to shape education as a tool to bring about a more just, sustainable world. We advocate critical education approach that prepares practitioners for informed analytical and reflexive practice in especially challenging domestic and international contexts.

### Capabilities:

- Innovative education programs for international development.
- Experience in urban education, especially in medium-sized cities.
- Courses on education for social movements.
- Courses at the intersection of gender, education, social change, and justice in its various forms.
- Courses in education studies, research and scholarship at the intersect/nexus of theory and practice.
Courses:

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<tr>
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<td>EDUC 327</td>
<td>Culture, Language and Education</td>
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<tr>
<td>EDUC 361</td>
<td>Human Development and Learning</td>
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<tr>
<td>EDUC 381</td>
<td>Critical Pedagogies</td>
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<tr>
<td>IDCE 332</td>
<td>Sustainable Development Assessment &amp; Planning</td>
</tr>
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<td>IDCE 333</td>
<td>Development Management in Developing Countries</td>
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<td>IDCE 358</td>
<td>Education and Youth in a Global Context</td>
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<td>IDCE 364</td>
<td>Educational Policy Issues in “Developing” Countries: Governance, Management,</td>
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<td>IDCE 30117</td>
<td>Placed-Based Ecological Knowledge</td>
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<td>Education and Development</td>
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<td>ID 265/IDCE</td>
<td>Global Issues in Education</td>
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</tbody>
</table>

Youth Development

**Reputation:** Professional and applied expertise working in small and mid-size cities (gateway cities). Track record collaborating with, and supporting public, private, and non-profit organizations involved in funding, creating, implementing, and evaluating projects and public policies relevant to youth and community engagement, violence prevention, models of youth work and practice. Track record of faculty publications on the subject.

**Capabilities:**

- Courses promoting the direct engagement with youth work and practice professionals and organizations.
- Courses taught by scholar-practitioners with academic and applied experience.
- Youth Work Certificate Program.
- Capacity to attract extramural funding.
- Interdisciplinary faculty able to integrate insight Form multiple fields relevant to youth development practice: non-profit management, juvenile justice, public policy, youth work, community organizing, research methods and evaluation.

Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
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<td>Critical Pedagogies</td>
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<td>IDCE 303</td>
<td>Youth Work: Practice and Social Justice</td>
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<td>IDCE 332</td>
<td>Sustainable Development Assessment &amp; Planning</td>
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<tr>
<td>IDCE 335</td>
<td>Strategies in Community Organizing</td>
</tr>
<tr>
<td>IDCE 340</td>
<td>Fundamentals of Youth Work</td>
</tr>
</tbody>
</table>

48
Urban Resilience

Reputation: Professional and applied expertise working in cities ranging from small and mid-size gateway cities to major metropolitan areas like Boston. Track record collaborating with, and supporting public, private, and non-profit organizations involved in funding, creating, implementing, and evaluating projects and public policies relevant to workforce development. Track record of faculty publications on the subject.

Capabilities:
- Direct engagement with workforce development professionals and organizations.
- Courses taught by scholar-practitioners with academic and applied experience.
- Capacity to attract extramural funding.
- Interdisciplinary faculty able to integrate insight from multiple fields relevant to workforce development: education, youth development, workforce development, research methods and evaluation.

Courses:

<table>
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<th>Course Title</th>
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<td>Youth Work: Practice and Social Justice</td>
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<td>Food Production, Environment, and Health</td>
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<td>Sustainable Development Assessment &amp; Planning</td>
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<td>IDCE 334</td>
<td>Planning and Zoning for Community Development</td>
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<td>IDCE 344</td>
<td>Going Local: Perspectives on Community Development and Planning</td>
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<td>Climate Systems and Global Environmental Change</td>
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<td>IDCE 387</td>
<td>Workforce Development &amp; Urban and Regional Employment Policy</td>
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<td>CDP Research Seminar (Module)</td>
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<td>IDCE 395</td>
<td>Culture, Environment, and Development</td>
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<td>IDCE 30107</td>
<td>Urban Refugees and Forced Migrants: Development Perspectives</td>
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<td>IDCE 30111</td>
<td>Urban Development: Process and Change</td>
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<tr>
<td>IDCE 30203</td>
<td>Community Program Evaluation</td>
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</tbody>
</table>
Monitoring, Evaluation, and Learning

Reputation: Experienced practitioners in M&E, across international and domestic contexts, and with experience in both social and environmental programs.

Capabilities:
• Courses in domestic and international project monitoring and evaluation.
• Courses on both qualitative and quantitative approaches to monitoring and evaluation.
• Program foci across the department, which raise unique challenges for M&E (such as the evaluation of adaptation programs within a five-year project cycle, when adaptation cannot be measured on less than thirty-year timeframes), providing opportunities for projects and research.
• The monitoring and evaluation certificate program

Courses:

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<th>Course Title</th>
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<td>IDCE 319</td>
<td>Quantitative Methods and Statistics for Evaluators</td>
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<td>IDCE 332</td>
<td>Sustainable Development Assessment and Planning</td>
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<td>IDCE 30103</td>
<td>Network and Analytics of Development</td>
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<td>IDCE 30203</td>
<td>Community Program Evaluation</td>
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<td>IDCE 30225</td>
<td>Grant Writing: Community Development</td>
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<td>IDCE 30229</td>
<td>Monitoring and Evaluation</td>
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<td>IDCE 30245</td>
<td>Natural Resource Management</td>
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<td>IDCE 30275</td>
<td>Gender and Development Planning</td>
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<td>IDCE 30281</td>
<td>Community Needs Assessment and Resource Analysis</td>
</tr>
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<td>IDCE 30282</td>
<td>Community-Based Health Research</td>
</tr>
<tr>
<td>IDCE 30306</td>
<td>GIS for International Development in Practice</td>
</tr>
<tr>
<td>IDCE 30360</td>
<td>Spatial Analysis for Health</td>
</tr>
</tbody>
</table>
Gender and Identity

Reputation: A uniquely strong and deep faculty interest in this broad area, thought leadership in this area with regard to climate change, extractive industries, monitoring and evaluation, and health.

Capabilities:
- Gender/identity-focused courses across all IDCE degree programs and Concentrations
- Faculty engaged in gender- and identity-related research and projects with donors and implementing organizations

Courses:

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<th>Course Title</th>
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<tr>
<td>IDCE 329</td>
<td>Property and Community</td>
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<td>IDCE 332</td>
<td>Sustainable Development Assessment and Planning</td>
</tr>
<tr>
<td>IDCE 354</td>
<td>Beyond Victims and Guardian Angels</td>
</tr>
<tr>
<td>IDCE 3325</td>
<td>Beyond Victims and Villains? Politics of Gender-Based Violence in the ‘Global South’</td>
</tr>
<tr>
<td>IDCE 358</td>
<td>Advanced Topics: International Feminist Thinking (Module)</td>
</tr>
<tr>
<td>IDCE 358</td>
<td>Education and Youth in a Global Context</td>
</tr>
<tr>
<td>IDCE 395</td>
<td>Culture, Environment, and Development</td>
</tr>
<tr>
<td>IDCE 30103</td>
<td>Networks and Analytics of Development</td>
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<tr>
<td>IDCE 30117</td>
<td>Placed Based Ecological Knowledge</td>
</tr>
<tr>
<td>IDCE 30154</td>
<td>Mega Development: Exploring The Nexus Between Natural Resource Extraction, Infrastructure Development and Environment and Policy</td>
</tr>
<tr>
<td>IDCE 30184</td>
<td>Advanced Topics: Gender Analysis</td>
</tr>
<tr>
<td>IDCE 30221</td>
<td>Education and Development</td>
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<tr>
<td>IDCE 30235</td>
<td>Globalization and Illicit Commodities</td>
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<tr>
<td>IDCE 30248</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>IDCE 30275</td>
<td>Gender, International Development, and Planning (Module)</td>
</tr>
<tr>
<td>IDCE 30360</td>
<td>Spatial Analysis for Health</td>
</tr>
<tr>
<td>ID 265/IDCE 30365</td>
<td>Global Issues in Education</td>
</tr>
<tr>
<td>IDCE 30701</td>
<td>Beyond the Population Bomb</td>
</tr>
</tbody>
</table>

Health Equity

Reputation: Faculty with experience in transdisciplinary research and practice involving community stakeholders in the US and internationally. Faculty strengths include health equity, communicable diseases, community and youth violence, addiction, human trafficking, and water and sanitation. Longstanding collaborations with government and non-profit partners in central Massachusetts, Senegal, Kenya, Mexico, etc.
Capabilities:

- Courses taught by scholar-practitioners with academic and applied experience.
- Multidisciplinary and diverse student cohort and fellows who are actively engaged in community and global health.

Courses:

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IDCE 308</td>
<td>Health (In)equity: Social Determinants and Policy Solutions</td>
</tr>
<tr>
<td>IDCE 320</td>
<td>Food Production, Environment, and Health</td>
</tr>
<tr>
<td>IDCE 332</td>
<td>Sustainable Development Assessment and Planning</td>
</tr>
<tr>
<td>IDCE 377</td>
<td>Approaches to Global Health</td>
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<tr>
<td>IDCE 30101</td>
<td>The Political Economy of Food and the Ethics of Eating</td>
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<tr>
<td>IDCE 30103</td>
<td>Network and Analytics of Development</td>
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<tr>
<td>IDCE 30248</td>
<td>Gender and health</td>
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<tr>
<td>IDCE 30282</td>
<td>Community-Based Health Research</td>
</tr>
<tr>
<td>IDCE 30306</td>
<td>GIS for International Development in Practice</td>
</tr>
<tr>
<td>IDCE 30360</td>
<td>Spatial Analysis for Health</td>
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<tr>
<td>IDCE 30701</td>
<td>Beyond the Population Bomb</td>
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<tr>
<td>IDCE 30330</td>
<td>Approaches to Community Health</td>
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<tr>
<td>IDCE 30196</td>
<td>Special Topics in Community and Global Health</td>
</tr>
<tr>
<td>IDCE 30109</td>
<td>Introduction to Epidemiology and Biostatistics</td>
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</table>

Healthy People, Healthy Planet

Reputation: Engaged scholars who work at the intersection of health and environment and who bring multiple disciplines to bear on crucial contemporary challenges to health and sustainability (climate change, rapid and unplanned urbanization, rural/urban livelihoods, extractive industries, changing food systems).

Capabilities:

- Courses that explore the environment and human-environment interactions as key determinants of human health.
- Courses on natural resource governance, including the assessment of impacts of extractive projects on the surrounding populations and environment.
- Courses that promote the integration of social science and natural science perspectives into a coherent frame.
- Active faculty research portfolios in environmental health in central Massachusetts and abroad (e.g. Senegal, Ghana, Mali, and Cote d’Ivoire) with potential for development of field courses and integrative projects.
Courses:

<table>
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<tr>
<th>Course Number</th>
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<tr>
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<td>IDCE 377</td>
<td>Approaches to Global Health</td>
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<tr>
<td>IDCE 30117</td>
<td>Place-Based Ecological Knowledge</td>
</tr>
<tr>
<td>IDCE 30118</td>
<td>Science Meets Policy in the Real World</td>
</tr>
<tr>
<td>IDCE 30288</td>
<td>Applied Ecology</td>
</tr>
<tr>
<td>IDCE 395</td>
<td>Culture, Environment, and Development</td>
</tr>
<tr>
<td>IDCE 30101</td>
<td>The Political Economy of Food and the Ethics of Eating</td>
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<tr>
<td>MGMT 5505</td>
<td>Introduction to Greening the Organization</td>
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<tr>
<td>MGMT 5615</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>IDCE 30205</td>
<td>Climate Change, Energy, and Development</td>
</tr>
<tr>
<td>IDCE 30231</td>
<td>Humanitarian Assistance in Complex Emergencies/Disasters</td>
</tr>
<tr>
<td>IDCE 30245</td>
<td>Natural Resource Management</td>
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<tr>
<td>IDCE 30330</td>
<td>Approaches to Community Health</td>
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<tr>
<td>IDCE 30360</td>
<td>Spatial Analysis for Health</td>
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<tr>
<td>IDCE 30701</td>
<td>Beyond the Population Bomb</td>
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<tr>
<td>GEOG 343</td>
<td>Human Dimensions of Global Change</td>
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Final MA/MS Course Unit: IDCE 12th Final Unit Options

Graduate students must complete a final 12th unit as part of their degree requirements.¹ IDCE currently offers three options: 1) a paper; 2) a team-based collaborative final project (CFP); and 3) an upper-level methods or skills course directly relevant to the student’s Concentration or self-designed course of study. None of the pathways is more prestigious than the others. Rather, the different pathways exist to enable IDCE students, including those in the Advanced Degree Program, to pursue their intellectual interests and professional needs in a manner best suited to their specific career goals.

The 12th course unit is graded.

1) Paper Option

ID, CDP, ES&P, and CGH graduate students may choose to complete a MA/MS thesis, MA/MS/MHS paper, or a MA/MS/MHS practitioner paper.

The MA/MS/MHS thesis is a substantial piece of critical writing (approximately 80-100 pages) that develops an original argument about a topic. It is largely based upon individual primary research, typically conducted during the summer between the first and second year of the program. Students who complete a thesis often pursue doctoral studies upon graduation. The thesis is approximately 80-100 pages and must follow Clark formatting requirements.

The MA/MS/MHS paper involves research on a specific theme, argument, question, or problem defined by the student’s interest, coursework, field work, or professional experience. It may be based on primary or secondary research. The paper is approximately 40 pages in length and must follow Clark Formatting requirements.

The practitioner paper option is for MA/MS students who either arrive with significant professional experience (e.g. Peace Corps) or acquire it over the summer (e.g. a consultancy). This option requires individual students to incorporate their experience into a paper, also approximately 40 pages, which has practical application, for example, a needs assessment or a program evaluation. The practitioner paper additionally includes a self-reflection component that calls on the student to explain the impact of the project on her/his professional development. These students normally pursue practitioner-oriented employment opportunities.

The number of readers for each type of paper varies. See the IDCE course of study, by program, for the specifics. The paper is evaluated on a pass/fail basis.

2) Collaborative Final Project Option

The Collaborative Final Project (CFP) reflects the trans-disciplinary profile of the department. The team-based projects are thematically based and integrate multiple disciplinary, theoretical, and methodological approaches.
Generally speaking, the projects will be “problem-centered,” i.e., focused on real-world issues and challenges in which faculty are currently engaged. In most cases, the faculty member will determine the contours of the project because she/he has the requisite experience and connections to facilitate it to completion within a limited time frame. However, we expect that students will play an active role in shaping many of the specifics, such as the “problem-definition” component and the methods appropriate to it. Student-initiated group capstone projects that align with existing courses are also welcome, with approval contingent on faculty interest, availability, and the feasibility of the proposed capstone.

The team capstone embraces a collaborative partnership model rather than a purely transactional consultant-client relationship based on a fee-for-service approach. The goal is to develop mutually beneficial long-term relationships. Possible partnerships are not limited to faculty-student team projects, but may also involve groups/stakeholders, city or state governments, NGOs or non-profits, or experts in the field.

Likely CFP outcomes include:
- Professional report created with a community partner.
- Article prepared for publication, co-authored by academics and non-academics.
- A major grant application (with literature review).
- Business plan developed for a non-profit.
- Action-research initiative with significant community engagement (community needs assessment, data mapping, development of strategic plans on specific problems of common interest).

While the above outcomes would be the result of group effort, we would also include a personal reflection requirement for the team capstone. This reflection could take multiple forms (e.g. What, So What, Now What?; or a critical incident journal). Regardless, it would be an individual paper designed to have students consider how their IDCE education (curricular and co-curricular), along with their prior experience, contributed to their ability to participate in the team capstone project. The paper would also require the student to develop a future-oriented professional statement. This component of the document can help them with their career search, for example, as part of a cover letter. The reflection paper will be approximately ten pages in length, and graded on a pass/fail basis by the instructor.

**Sequencing**

Currently, IDCE plans to offer 1-2 CFPs per academic year. However, faculty schedules will determine both the number of CFPs and whether they will occur in the fall and/or spring semesters. Students will be notified of the availability of an upcoming CFP approximately two semesters in advance to enable student long-term course planning.

The size of each CFP will be limited (approximately 15-18 people) for both pedagogical and practical reasons. The number will enable smaller teams of 3-4 students to work on distinct, but related deliverables.

The instructor will circulate a call for applications and then hold a Q&A session for interested
students. The instructor, using pre-determined selection criteria, will then assemble a student team that draws from multiple Concentrations so as to foster trans-disciplinary learning. ADP students, as well as students who elect to create a self-designed course of study, are also eligible to apply. MA/MS students in the first year of their first year may not take CFP.

*Students who wish to participate in a CFP must apply for admission to the project.* Graduate students accepted into a CFP may only do so once during their final year in the program. If space is available, other students may take the course and count the unit towards their Concentration. Prior instructor permission is required.

Students not selected must complete either the paper option or the methods/skills option. The failure to do so in a timely fashion may prevent you from graduating on schedule.

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2 “What, So What, Now What?,” is a widely used structure to promote critical self-reflection for action-based research and practice.

3 A critical incident journal tracks events, processes, successes, and failures. The exercise provides students with the opportunity to identify how they can use their knowledge to arrive at a course of analysis or action.
3) Methods / Skills Option

The IDCE curriculum strengthens the department’s trans-disciplinary emphasis on problem-driven, engaged research and practice across domestic and international contexts. Market demand for MA/MS/MHS graduates able to work in such a manner is increasing rapidly. The demand for people with the concomitant technical expertise to support such research and practice is increasing as well. The methods / skills option exists for students who wish to develop such technical expertise.

Methods and Skills Clusters

The structure of the new IDCE curriculum, with its emphasis on trans-disciplinary and cross-programmatic course offerings, lends itself to this “mix-and-match” approach. Online methods courses, currently under development, will expand this ability further. The methods and skills courses are organized into three clusters as a result.

The first cluster consists of general methods / skills courses that are appropriate to students across programs (ID, CDP, ES&P, and CGH). These courses are foundational and relevant to all Concentrations, as well as self-designed courses of study. The second cluster consists of methods and skills courses that pertain more to specific programs, Concentrations and/or certificates. Students should review the syllabi posted on Moodle and then consult with their advisors and/or the instructors to determine the relevance of the course materials to their plan of study. The third cluster consists of methods and skills courses that are highly specialized and are unlikely to be appropriate to students from other programs, Concentrations, and/or certificates. Advanced GIS courses are an example.

Some possible combinations:

1) Students in the Refugees, Forced Migration, and Belonging Concentration might wish to take “Research Methods for Forced Migration” and “Program Evaluation for Youth or Community Development” or “Program Monitoring and Evaluation,” in addition to foundational methods courses.

2) Students in the Conservation and Development Concentration might wish to take “Sustainable Development Assessment and Planning,” or “Community Developing Decision-Making and Negotiations,” or “Case Studies in Environmental Issues and Policy Analysis,” in addition to foundational methods courses.

3) Students in the Urban Resilience, might wish to take “Planning and Zoning for Community Developers,” or “Web mapping and Open Source GIS,” in addition to foundational methods courses.
Students are strongly encouraged to take an upper-level methods or skills course. But in some cases, it may be more appropriate for a student to expand the breadth of their knowledge and expertise by linking methods and skills courses in the first cluster. In the end, it is the intellectual coherence of the courses and their relevance to the student’s career goals that matters most. Some possible combinations could include the following:

- Community Needs Assessment and Resource Analysis, Program Monitoring and Evaluation, Non-Profit Management;
- Introduction to GIS, Policy Analysis, Introduction to Epidemiology and Biostatistics
- Fundamental of Youth Work, Grant Writing: Community Development, Principles of Negotiation and Mediation;
- Social Policy: Qualitative Methods for Design and Analysis, Networks and Analytics of Development, Introduction to GIS.

**Sequencing**

Students can take the additional course during either the fall or spring semester of their final year of study, as the timing is contingent on when the unit is offered. The student must inform their academic advisor, as well as the instructor, that they wish to count the course unit towards the methods/skills option during pre-registration advising. The student may proceed after receiving the advisor’s approval. Retroactive requests are not permitted.
# 12th Unit Learning Objectives and Deliverables

<table>
<thead>
<tr>
<th>12th unit option</th>
<th>Learning Objectives</th>
<th>Deliverable</th>
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| MA/MHS/MS thesis | -Identify an original research question  
                  -Review relevant scholarly literature  
                  -Design research project and methodology  
                  -Conduct primary research  
                  -Analyze primary data  
                  -Write up research results | 80-100 page thesis, which will be evaluated on a pass/fail basis by their reader(s) |
| MA/MHS/MS paper  | -Identify a research or policy problem or question  
                  -Review relevant scholarly, policy, or practitioner literature  
                  -Use existing literature or secondary sources to answer the research question  
                  -Write up analysis in a final paper | 35-40 page paper, which will be evaluated on a pass/fail basis by their reader(s) |
| MA/MHS/MS practitioner project | -Identify a professional organization or client for the project site  
                               -Negotiate terms of reference, scope of work, and deliverables with the client organization  
                               -Gain practitioner experience working on the deliverables for the client  
                               -Submit final deliverables to the client  
                               -Reflect on the practitioner experience | 35-40 page paper, which will be evaluated on a pass/fail basis by their reader(s), analyzing the entirety of the practitioner experience  
Deliverables for the client may be included as an appendix |
| MA/MHS/MS Collaborative Final Project | -Gain experience working in an interdisciplinary team setting with students from the five IDCE programs  
                                           -Practice identifying a key issue or problem of interest to Clark students and faculty and community partners or stakeholders  
                                           -Examine relevant baseline data, scholarly or policy literature  
                                           -Design a work plan to analyze the key problem or question  
                                           -Execute the work plan  
                                           -Share findings and discuss their significance with relevant stakeholders  
                                           -Write up project findings  
                                           -Reflect on the Capstone experience | Individual deliverable: Reflection paper on the Capstone experience of 5-10 pages; the student will not receive a course grade until they have done so  
Group deliverable: Variable, based on the research project.  
Community needs assessment  
White paper or policy brief  
Strategic plan for a given set of actors (Worcester Public Schools, Worcester Sexual Exploitation Task Force, etc.)  
Community fora  
Grant application |
<table>
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<th>3&lt;sup&gt;rd&lt;/sup&gt; Methods/Skills Course</th>
<th>Business plan Publication</th>
</tr>
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</table>
| - Strengthen technical expertise in area of Concentration  
  - Enhance analytical and application abilities  
  - Improve ability to communicate technical issues across different communities of professional practice. | Demonstrated competence in the method/skill selected (as indicated by a passing grade in the course)  
Integrative reflection paper of 10 pages on student’s conceptual and technical expertise in their selected Concentration, including the significance of the final technical course to their professional development. The paper should be submitted to the instructor who will grade it based on a pass/fail basis. Students will not receive a course grade until they have done so. |
Internships

IDCE faculty can assist students in identifying internship opportunities. Also, you may seek assistance from the Career Development Office for IDCE. However, students are encouraged to identify their own internships. Internships can be done for unit, as negotiated with faculty, and depending on the opportunity, interns may also earn a stipend paid by the host agency. You must complete all steps of the Internship Requirements in order to receive unit.

Search for an Internship

Search the Internet, Handshake listings, the Career Database on the IDCE website, IDCEALL email messages, and the IDCE internship files in the IDCE Student and Academic Affairs Office for possible NGOs or local institutions that have paid or unpaid summer or semester internships. Talk to faculty who may know of openings. Ask second-year IDCE graduate students and alums where they found internships. Inquire with a personal call, letter, or formal email to request updated information from an organization of your choice about current internships available and/or an application for internships. For a summer internship, begin your search by October or November.

Apply for the Internship

Once you find an internship that interests you, apply well before the deadline. Competition will be stiff for choice internships.

Get Internship Approval

Once you secure an internship, fill out an Internship Proposal Form (see Appendix). Complete the Form and meet with your faculty sponsor to describe your internship, its relevance to your studies, and the appropriate academic component that you wish to pursue. Once your faculty sponsor approves your internship and signs the application Form, return two signed copies of the completed Internship Proposal Form to the Student and Academic Affairs Office to be added to your student file.

Register Your Internship for Unit

An internship must be a minimum of 210 hours to qualify for academic unit. You will need to secure a faculty sponsor to oversee your internship and complete an academic component in order for it to count towards one unit (or 0.5 unit). You can register for academic unit for a summer internship in the fall semester following the internship ONLY if you have completed an Internship Proposal Form and received approval from your faculty sponsor in the previous spring semester.

Complete an Internship Report to fulfill the Academic Unit Requirement

Once you have secured the internship, begin to take notes to fulfill the Internship Report. This short paper (check with your faculty sponsor for requirements) describes the sponsoring organization and your responsibilities, and includes your own reflection or assessment of the experience. This report should be returned to your faculty sponsor and the Student and Academic Affairs Office by the time
your internship is complete if you wish to receive academic unit (see Appendix). As part of your responsibilities, your sponsoring organization may have you produce a deliverable, such as a handbook, grant, data set, study, or report. This deliverable can be attached to your Internship Report.

Complete the Internship

Before the final week of your internship, have your internship supervisor complete the Internship Supervisor Evaluation Form and send it to the Student and Academic Affairs Office. Remember to fill out the Internship Report, too, and return it to the Student and Academic Affairs Office by the time your internship is complete.
IDCE Resources

Assistant to the Director

The assistant to the Director provides executive support to the Director of IDCE, oversight of the department’s budget, and manages office/building operations. The Assistant to the Director assists students with scheduling meetings with the Director and scheduling use of department meeting rooms.

Manager of Student Services and Academic Affairs

The Manager leads the day-to-day student and academic affairs functions, works with the Director, Associate Directors, and faculty to coordinate the scheduling of courses, maintains student data, oversees the course evaluations, direct students to appropriate assigned faculty advisor, provides direction for student services including guidance to IDCE Students Association, and oversees orientation activities and department events. Finally, the Manager is the liaison between the student and academic affairs of IDCE and various departments across Clark Campus.

Career Development Office

Simply stated, engaging in your career development in the first semester yields greater success in internship and job opportunities. After all, career development is a process that involves more than reading job boards and posting resumes. Take advantage of the resources available that are proven to foster successful career management skills.

Located in Room 203 of the IDCE building, Sharon Hanna Director of IDCE Career Development, is available to support and partner with IDCE students to navigate their career decisions.

Some of the resources our students find especially helpful are:

- One-on-one advising
- Review and critique of resumes and cover letters
- Define areas of expertise and transferable skills
- Search strategies for jobs and internships
- Practice interviews
- Salary negotiation advice
- Network of alumni available for informational interviews and jobs/internship opportunities
- Weekly email “Updates” of current job and internship openings related to each of the IDCE programs
- Membership to Devex Careers
- Jobs/Internship portal “CCN”: https://www.collegecentral.com/
Contact Sharon to schedule your meeting, by emailing her at shanna@clarku.edu or call X7454.

LIKE us on Facebook: IDCE Career Development

Academic Dishonesty Policy

1. First offence – the student gets no unit for the specific assignment and is called in for “warning/reprimand” meeting with the Associate Director of Curriculum. The student is presented the evidence of academic dishonesty and is read the policy. An internal note is placed in their file with the Student and Academic Affairs Office.
2. Second offence (at any point during their time at Clark) – immediate failure in that particular course. The student is required to meet with the Director and Program Coordinator and is then reported to the Graduate Dean for further sanctions.
3. Third offence – dismissal from the program and the student cannot receive a degree from Clark in future.

From the Graduate School Code of Conduct

Where a student is found responsible for academic dishonesty, sanctions may be imposed. Sanctions may include, but are not limited to, one or a combination of the following responses:

- Letter of warning
- Grade of zero for the particular assignment
- Grade of F (fail) for the course
- Academic probation
- Notation of sanction on the student’s academic record
- Suspension from the University
- Expulsion from the University

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity do to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Several ways in which academic integrity may be violated are outlined below. If you have questions concerning academic integrity, contact the professor teaching a course and/or your academic advisor.

1. Cheating has three principal Forms
   - Unauthorized use of notes, text, or other aids during an examination or in performance of course assignments
• Copying the work of another
• Handing in the same paper for more than one course unless the faculty members involved give their explicit permission to do so

2. Plagiarism refers to the presentation of someone else’s work as one’s own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism.

3. Unauthorized collaboration refers to work that students submit as their own but which was arrived at through a process of collaboration without the approval of the professor. Since standards on appropriate or inappropriate collaboration may vary widely among individual faculty, students should make certain they understand a professor’s expectations before collaborating on any class work.

4. Alteration or fabrication of data includes the submission or changing of data obtained by someone else or not actually obtained in the Performance of an experiment or study, except where allowed by the professor. It also includes the changing of data obtained in the performance of one’s research.

5. Participating in or facilitating dishonest activities includes, but is not limited to:
   • Stealing examinations
   • Forging grade reports or grade change forms, or altering academic records
   • Sabotaging the work of another student
   • Selling, lending, or otherwise distributing materials for the purpose of cheating
   • Forging or altering senior clearance forms
   • Forging letters of recommendation
   • Forging signatures on any official university documents

**Academic Probation Policy**

The first semester a student falls below a 3.0 minimum GPA, the student will receive a letter from the Assistant Director stating they are on academic probation. If the GPA is less than 2.7, the Assistant Director will meet with the student, hand-delivering the letter. The Associate Director will also give the student the minimum grades they need to achieve the 3.0 that returns their status to good academic standing.

If it is impossible for them to return to good academic standing, they are academically dismissed. In rare cases, exceptions are given if other issues are at play in a student’s situation (medical or mental health issues for example – in these cases the Associate Director consults with the Dean of Students)
The Registrar’s Office will provide a list of IDCE students who hold two or more incompletes and those that earn a B- or below in any course at the request of the department. This will aid in identifying students in academic trouble prior to academic probation status.

All communication to students regarding Academic Probation will be copied to the Dean of Graduate Studies to be placed in their official Clark file.

**Student Accessibility Services at Clark**

Clark University is committed to providing equal access to otherwise qualified students with disabilities who are able to effectively function in a rigorous, campus-based, liberal-arts environment. Although Clark does not offer a specialized program, or a learning center for students with disabilities, the University does provide a support service for qualified students who register with Student Accessibility Services. The director of Student Accessibility Services is located in the Goddard Library, Room 430. This office is the point of contact for any student seeking accommodations. All relevant information is available at [http://www2.clarku.edu/offices/aac/ada/](http://www2.clarku.edu/offices/aac/ada/).

We encourage parents and students interested in learning about our support services to read the following information. If questions are left unanswered, we then encourage further contact via phone or email. The phone number is (508) 798-4368 and the email address is accessibilityservices@clarku.edu.

**Confidentiality Statement**

Student Accessibility Services treats all materials pertaining to a student’s disability as confidential. This material does not become a part of a student’s permanent record.

- Documentation of disability is housed in individual student files in Student Accessibility Services
- Only persons working at, or in collaboration with Student Accessibility Services have access to these files
- Students requesting letters of accommodation be sent to faculty acknowledge that some level of disclosure may be necessary to provide the requested accommodation(s)
- Five years after the last recorded date of enrollment, documentation of disability housed in Student Accessibility Services will be destroyed
- Get information on the Family Education Rights and Privacy Act of 1974 (FERPA)

*Clark University does not discriminate against qualified persons on the basis of race, color, sex, sexual orientation, religion, national origin, age as defined by law, or handicap. Clark University is an Affirmative Action/Equal Opportunity.*
Faculty Members are “Responsible Employees”

One of the responsibilities of instructors is to help create a safe learning environment on our campus. Instructors also have mandatory reporting responsibility related to their role as a responsible employee. They are required to share information regarding sexual misconduct or information about a crime that may have occurred at Clark. Students may speak to someone confidentially by contacting the Center for Counseling and Personal Growth at (508) 793-7678 or our faculty confidential sources: Kathleen Palm Reed, James Cordova, Sasha Adkins, and Andrew Steward. If you would like to pursue a criminal complaint through university procedures, contact Title-IX@clarku.edu. If you would like to pursue a criminal complaint you can contact University Police at (508) 793-7575 or work with the Title IX Coordinator to arrange for a meeting with Worcester Police.
Appendix

Dual Degree

Master of Business Administration/Master of Arts in Environmental Science and Policy

The MBA/MS in Environmental Science and Policy (ES&P) combines MBA requirements with advanced coursework in the department of International Development, Community and Environment. The program focuses on topics such as environmental science, environmental law, sustainable production and development, urban ecology, negotiation and mediation and quantitative modeling.

Graduates from the MBA/MS in ES&P are poised for leadership in environmental consulting firms, international development companies, corporate social responsibility offices, government agencies and nonprofit groups around the world.

Sample MBA/MS ESP Dual Degree Schedule Plan – 2.5 Year Degree Completion

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<thead>
<tr>
<th>Semester 1 Fall</th>
<th>Semester 2 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MGMT4050 Foundations of Effective Management (1 unit)</td>
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</tr>
<tr>
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<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>• MIS4500 Management Information Systems (1 unit)</td>
<td></td>
</tr>
<tr>
<td>• ECON4004 Managerial Economics (0.5 unit)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 3 – Fall</th>
<th>Semester 4 – Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MKT4400 Marketing Management (1 unit)</td>
<td>• OM4600 Operations Management (1 unit)</td>
</tr>
<tr>
<td>• MGMT4707 International Management (0.5 unit)</td>
<td>• FIN4200 Financial Management (1 unit)</td>
</tr>
<tr>
<td>• MGMT4709 Business in Society (0.5 unit)</td>
<td>• IDCEXXX Project Design (0.5 unit)</td>
</tr>
<tr>
<td>• IDCE 30118 Science Meets Policy Integration in the Real World (1 unit)</td>
<td>• IDCE Methods Elective (0.5 unit)</td>
</tr>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>• MBA Elective (1 unit)</td>
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</tr>
</tbody>
</table>
### Semester 5 – Fall
- MGMT5510 Community Development, Social Change & Sustainability Consulting Project (1 unit)
- MGMT4800 Strategic Decision Making (1 unit)
- IDCE Elective (1 unit)
- IDCE Elective (1 unit)

### Sample MBA/MS ESP Dual Degree Schedule Plan – 3 Year Degree Completion

<table>
<thead>
<tr>
<th>Semester 1 Fall</th>
<th>Semester 2 Spring</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>- IDCE Elective (1 unit)</td>
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<table>
<thead>
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<tbody>
<tr>
<td>- ACCT4100 Foundations of Accounting (1 unit)</td>
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<tr>
<td>- ECON4004 Managerial Economics (0.5 unit)</td>
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</tr>
<tr>
<td>- MGMT4709 Business in Society (0.5 unit)</td>
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</tr>
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<td>- IDCE 30118 Science Meets Policy Integration in the Real World (1 unit)</td>
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<table>
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Sample MBA/MS ESP Dual Degree Schedule Plan – 3 Year Degree Completion and Dual MBA Concentration

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**Summer**  
- MIS4500 Management Information Systems (1 unit)

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</tr>
<tr>
<td>• IDCE Elective (1 unit)</td>
<td>• IDCE Elective (1 unit)</td>
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### MBA/MS ES&P Individual Degree Requirements

#### MBA Concentration – Social Change

##### Required Core Courses – 14.5 units

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>MGMT 4050 Foundations of Effective MGMT</td>
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<tr>
<td>MGMT 4302 Organizational Leadership</td>
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<td>STAT 4300 Data Driven Decision Making</td>
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<tr>
<td>ACCT 4100 Foundations of Accounting</td>
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<td>FIN 4200 Financial Mgmt</td>
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<td>MKT 4400 Marketing Mgmt</td>
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<tr>
<td>MIS 4500 Mgmt Info Systems</td>
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<tr>
<td>MGMT 4707 Intl Management</td>
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<tr>
<td>MGMT 4709 Business in Society</td>
<td>0.5 unit</td>
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<tr>
<td>OM 4600 Operations and Supply Chain Mgmt</td>
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<tr>
<td>MGMT 4800 Strategic Decision Making</td>
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<td>IDCE 30102 Case Studies in Environmental Issues and Policy</td>
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<tr>
<td>IDCE 30118 Science Meets Policy Integration in the Real World</td>
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<tr>
<td>MGMT 5510 Community Development, Social Change &amp; Sustainability Consulting Projects</td>
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##### Electives – 6 units

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<td>1 unit</td>
</tr>
<tr>
<td>MBA Elective</td>
<td>1 unit</td>
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</tbody>
</table>

**Total Units Required – 22.5 Units**
*3 units of MBA coursework in a specific functional area (e.g. accounting, finance, marketing) are required for a Concentration. If a dual degree student would like to complete a second MBA Concentration in addition to the Social Change Concentration, their MBA elective that is part of the dual degree should be an elective in that Concentration area. A student would then need 2 additional electives in that Concentration area to complete the dual Concentration
New Curriculum IDCE Graduate Program Course of Study Checklist

*For ID, CDP, ESP, and CGH Students*

Student Name:
Program:
Concentration:
Expected Year of Graduation:
Advisor:

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Name</th>
<th>Course Number</th>
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<th>Instructor</th>
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<tr>
<td>Core 3</td>
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<td>Methods / Skills 1</td>
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<td>12th</td>
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</table>

> If students take modules, simply note that in the box above and enter the details below. Modules (if taken)

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<thead>
<tr>
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</tbody>
</table>
IDCE Internship Proposal

An internship must be a minimum of 210 hours to qualify for academic unit. Not more than 25% of your internship’s duties should be clerical by nature.

Complete this Form after you have secured an internship. After your faculty sponsor has signed this Form, please submit it to the Director of Career Development in Room 41 of the IDCE House.

PLEASE NOTE: Before the final week of your internship, have your internship supervisor complete the Internship Supervisor Evaluation Form and send it to the IDCE Student and Academic Affairs Office in Room 24 of the IDCE House.

If you wish to receive unit, submit the completed academic assignment for your internship to your faculty sponsor within four weeks of completing the internship.

Student Name: __________________________ Program: __________________________

Semester of Internship (circle one): Fall Spring Summer YEAR: ___________

Student Address during internship: ____________________________________________

__________________________________________________________

Campus address: _________________________________________________

Telephone: __________________________ E-mail: __________________________

Sponsoring Organization

Name of Organization: _________________________________________________

Internship Title: ______________________________________________________

Address: __________________________________________________________

__________________________________________________________

Telephone: __________________________ E-mail: __________________________

Website: __________________________

Description of the Organization: ________________________________________

_________________________________________________________________

_________________________________________________________________
Internship Supervisor: ________________________________ IDCE Alum? Yes No

Title and Department: ___________________________________________________________

Internship Responsibilities: ____________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Goals or End Product (reports, publications, etc.) of the Internship
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Proposed Weekly Schedule (if possible, attach a work timetable that you have agreed upon
with your internship supervisor.)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Hours per week: ______________ Total # of weeks: ________________________________

Faculty Sponsor (please print): _________________________________________________

Department: __________________________________________________________________
____________________________________________________________________________

Faculty Signature for Approved Internship  Date Signed

**After your faculty sponsor has signed this Form, please submit it to the Director of Career
Development in Room 203 of the IDCE House.**

Director, Career Development Signature
IDCE Internship Report

Please answer the following questions and submit your report to the IDCE Career Development Office, not more than four weeks after the internship is completed (by October 15 for summer internships). For GISDE students who will graduate in December under the internship option, this exact date should be coordinated with your advisor and the final project’s deadline.

Internship Proposal: _____________________________________________________

Student Name: ________________________________________________________

I. Description of the sponsoring organization:

• What is the organization’s mission?
• What are its main areas of work and expertise, and where does it carry out its mission (in the U.S., other countries)?
• What is the organizational structure, e.g., staff composition, gender, cultures, etc.?
• What are the organization’s strengths? What areas need attention?
• How effectively does it accomplish its mission?

II. Description of the Internship Responsibilities:

• Describe your responsibilities in the internship.
• How was your internship connected to the organization’s mission?

III. Assessment of Your Internship

• What did you learn during this internship?
• How well did the internship relate to your course of studies and/or overall career goals?
• Would you recommend this internship for other IDCE students? Please explain.
Internship Supervisor Evaluation

Student Name: ____________________________________________________________

Internship: ______________________________________________________________

A letter from the internship supervisor describing internship responsibilities and Performance is required for IDCE graduate students to receive academic graduate unit. Please request that your supervisor send this completed Form to:

Clark University
Department of International Development, Community, and Environment - Internships
950 Main Street
Worcester, MA 01610-1477

Name of Supervisor: _________________________________________________________

Name of Organization: _______________________________________________________

Address: ___________________________________________________________________

Telephone: ___________________________ E-mail: _______________________________

1) How well did the Clark IDCE intern perform the responsibilities of the internship and live up to your expectations?

2) How well did the intern assimilate into the organization environment and culture?

3) Was the intern receptive to feedback?

4) Were there any areas in which a need for improvement was evident? Any particular problems? If so, please explain.
5) Was the intern’s academic preparation adequate for the internship?

6) Would you be willing to sponsor another IDCE intern? If so, would you sponsor an intern for the summer? For a semester? Paid or unpaid?

Signature: __________________________________________________Date: ___________
IDCE Concentration Declaration Form

All IDCE students must declare an area of Concentration. A minimum of 6 elective units in the declared Concentration area are required to complete a Concentration. The Self-Design Concentration can be comprised of a mix of electives from different functional areas. Students are encouraged to declare their Concentration by the end of their first semester.

Name: ___________________________ Clark ID: ______________________________

 DECLARE a Concentration:

I wish to declare the following as my Concentration:

☐ Climate Change Impacts and Adaptation
☐ Conservation and Development
☐ Education and Development
☐ Gender and Identity
☐ Health Equity
☐ Healthy People, Healthy Planet
☐ Monitoring Evaluation and Effectiveness
☐ Refugees, Forced Migration, and Belonging
☐ Urban Resilience
☐ Youth Development

 DECLARE a Self-Design Concentration:

☐ I wish to declare a Self-Design Concentration and understand that this Concentration will not appear on my official transcripts.

Self-Design topic area: __________________________________________________________

 CHANGE a Concentration:

☐ I wish to change my current declared Concentration to a different one.

Declared Concentration: ______________________________________________________

Change declared Concentration to: _____________________________________________
Faculty Advisor Signature: ____________________________ Date: ______________

Faculty Printed Name: ______________________________

Please return this Form to the IDCE Student Academic Affairs Office in person or by email (sberjawi@clarku.edu) through your Clark University email account.
Clark University offers the Master of Science degree in Geographic Information Science organized according to four areas of Concentration. Each has its own requirements and students successfully completing the program will have their area of Concentration noted on the degree. The first of these is the most flexible and permits the development of a very individually-tailored program. All Concentrations require a minimum of 12 graduate course units to graduate.

Candidates for the MS in Geographic Information Science for Community and Global Health are required to complete 12 graduate course units, normally including 5-7 required courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>NO. OF UNITS</th>
<th>GRADE</th>
<th>SEM./YR. COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 397 Advanced Raster GIS</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>IDCE 388 Advanced Vector GIS</td>
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<tr>
<td>IDCE 391 Professional Seminar</td>
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<tr>
<td>GEOG 332 Landscape Ecology</td>
<td>1</td>
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<tr>
<td>GEOG 386 Habitat Modeling</td>
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<tr>
<td>GEOG 389 Conservation GIS</td>
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Students in the research track are also required to take:

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)</td>
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<tr>
<td>IDCE 30213 MS Final Research Requirement (1 unit - Spring Semester of Year 2)</td>
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</tr>
</tbody>
</table>

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
- Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
- Public presentation using PowerPoint about your internship during GIS Week in your third semester

Prerequisites:
The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.
IDCE 310 Introduction to GIS 1
GEOG 311 Introduction to Quantitative Methods 1
GEOG 383 Introduction to Remote Sensing 1

Change a Concentration:

☐ I wish to change my current declared Concentration to a different one.

Declared Concentration: ________________________________

Change declared Concentration to: ________________________________

Faculty Advisor Signature: ___________________________  Date: ____________

Please return this Form to the IDCE Student Academic Affairs Office in person or by email (sberjawi@clarku.edu) through your Clark University email account.
Clark University offers the Master of Science degree in Geographic Information Science organized according to four areas of Concentration. Each has its own requirements and students successfully completing the program will have their area of Concentration noted on the degree. All Concentrations require a minimum of 12 graduate course units to graduate.

Candidates for the MS in Geographic Information Science specializing in Conservation Applications are required to complete 12 graduate course units, normally including 6-8 required courses.

NAME____________________________________________________
CLARK ID _____________________________

<table>
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<tr>
<th>Required Courses</th>
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<th>GRADE</th>
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<tr>
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Students in the research track are also required to take:

| GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2) | 1            |       |                    |
| IDCE 30213 MS Final Research Requirement (1 unit - Spring Semester of Year 2) | 1            |       |                    |

Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
- Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
- Public presentation using PowerPoint about your internship during GIS Week in your third semester

83
Prerequisites:
The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.

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**Change a Concentration:**

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Declared Concentration: ________________________________

Change declared Concentration to: ________________________________

Faculty Advisor Signature: ___________________________ Date: ____________

Please return this Form to the IDCE Student Academic Affairs Office in person or by email (sberjawi@clarku.edu) through your Clark University email account.
Clark University offers the Master of Science degree in Geographic Information Science organized according to four areas of Concentration. Each has its own requirements and students successfully completing the program will have their area of Concentration noted on the degree. All Concentrations require a minimum of 12 graduate course units to graduate.

Candidates for the MS in Geographic Information Science specializing in GIS for Development and Environment are required to complete 12 units, including 3-5 required courses and associated prerequisites.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>NO. OF UNITS</th>
<th>GRADE</th>
<th>SEM./YR. COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 397 Advanced Raster GIS</td>
<td>1</td>
<td></td>
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<td>IDCE 388 Advanced Vector GIS</td>
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<td></td>
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</tr>
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<td>IDCE 391 Professional Seminar</td>
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**Students in the research track are also required to take:**

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<tr>
<td>GEOG 399 or IDCE 399 MS Directed Research (1 unit - Fall Semester of Year 2)</td>
<td>1</td>
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</tr>
<tr>
<td>IDCE 30213 MS Final Research Requirement (1 unit - Spring Semester of Year 2)</td>
<td>1</td>
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<td></td>
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</table>

**Students in the internship track also have the following non-course requirements that must be fulfilled before graduation clearance will be given:**

- Submission of an approved MSGIS Internship Proposal before the beginning of your internship
- Submission of your MSGIS Internship Report in your third semester
- Submission of a completed and signed MSGIS Internship Supervisor Evaluation in your third semester
- Public presentation using PowerPoint about your internship during GIS Week in your third semester

**Prerequisites:**

The following is a list of prerequisites for required courses. Students who can demonstrate that they have taken comparable courses at other institutions can be exempted from these prerequisites upon the approval of the program Coordinator. However, this does not reduce the requirement for a total of 12 units for completion of the degree.

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Candidates for the MS in Geographic Information Science specializing Remote Sensing are required to complete 12 graduate course units, normally including 4-6 required courses.

NAME____________________________________________________
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