



Fact Sheet

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT/
SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT

Master’s in Education with a Concentration in Transition Leadership

Graduate Certificate In Special Education with a Concentration in Transition Leadership

...A new degree and/or certificate track for those who are interested in supporting students with disabilities during their transition from high school to postsecondary activities.

The Program Description

With Massachusetts Department of Elementary and Secondary Education (DESE) approval, the University of Massachusetts Boston offers a new Master of Education (MEd) and a Graduate Certificate in Special Education leading to Massachusetts state endorsement in Transition Services. These programs are housed within the Special Education Program in the Department of Curriculum and Instruction and the School for Global Inclusion and Social Development. Courses have been developed in response to education legislation in Massachusetts—specifically, Chapter 51 of the Acts of 2012: An Act Relative to Students in Postsecondary Education, Employment and Independent Living.

This legislation, signed into law on March 9, 2012, promotes a new state endorsement for transition specialists in Massachusetts. The University of Massachusetts Boston received federal and state support to design and implement the specialized courses resulting in state endorsement. We are currently recruiting initially licensed special educators, vocational rehabilitation counselors, guidance counselors, school adjustment counselors, and school social workers who wish to obtain an education

specialist endorsement in transition services. The graduate degree and certification curriculum includes online course work, applied learning opportunities, and field-based support. Through this advanced training, students in the programs will gain the skills necessary to focus on employment, college preparation, and independent living skills for students with disabilities ages 14–22. They will also develop the leadership skills necessary to promote system-wide transition supports and services in their school district. Graduates of the program can expect to find employment opportunities in secondary schools, transition programs, and college programs that support transition-aged students with disabilities.

There are two graduate options for the Transition Leadership program, including a Master’s in Education and a graduate certificate option.

Master’s in Education with a Concentration in Transition Leadership

The MEd with a concentration in Transition Leadership requires the completion of 33 graduate academic credits from a transdisciplinary course of study, pre-practicum fieldwork and a semester-long practicum.

Core courses for MEd with a Concentration in Transition Leadership (All 3-credit hours)	
Program of Study	Courses
Secondary Transition	SPE G 657: Transition Topics
Education	EDC G 606: Sociocultural Foundations on Education
Secondary Transition	SPE G 654: Youth Development & Self-Determination
Special Education	SPE G 629 Consultation and Interpersonal Skills
Special Education	SPE G 684 Technologies in Special Education
Secondary Transition	SPE G 655: Career Develop & Competitive Employment
Secondary Transition	SPE G 656: Postsecondary Education for Students w/ Disabilities
Counseling	COUNSL 612: Vocational Rehabilitation & Placement
Secondary Transition	SPE G 658: Transition Leadership
Special Education	SPE G 692 Capstone Research Seminar in Special Education
Secondary Transition	SPE G 693 Practicum: Transition Leadership

Graduate Certificate

For those professionals with a master’s degree in fields such as Special Education, Rehabilitation Counseling, School Guidance, School Adjustment Counseling, or School Social Work, a five-course, semester-long practicum Graduate Certificate in Transition Leadership is being offered.

Core Courses for the Graduate Certificate in Transition Leadership (All 3-credit hours)	
Program of Study	Courses
Secondary Transition	SPE G 657: Transition Topics
Secondary Transition	SPE G 654: Youth Development & Self-Determination
Secondary Transition	SPE G 655: Career Develop & Competitive Employment
Secondary Transition	SPE G 656: Postsecondary Education for Students w/ Disabilities
Secondary Transition	SPE G 658: Transition Leadership
Secondary Transition	SPE G 693 Practicum: Transition Leadership

Application Process

Admission to the Transition Leadership program begins with an initial interview and informational webinar with Dr. Maria Paiewonsky, Project Director, and Dr. Lusa Lo, Special Education Graduate Program Director.

Contact information

Nancy Hurley
Program Coordinator
University of Massachusetts Boston
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Following this meeting, applicants will be invited to submit a full application to the Office of Graduate Admissions. All materials and correspondence should be directed to the Office of Graduate Admissions, Campus Center, Upper Level, UMass Boston, 100 Morrissey Blvd., Boston, MA 02125.

You can apply online by visiting www.umb.edu/admissions/grad or order admission information by calling 617-287-6400. The application is in the back of the bulletin. Project staff will recommend for admission those applicants who present evidence of their ability to do graduate work with distinction.

The full application includes:

Letter of Intent. This letter must clearly explain the applicant’s reasons for pursuing a graduate study in the field of Transition Leadership.

College Transcripts with Grade Point Average. A minimum cumulative undergraduate GPA of 3.0 is required for admission to the program.

Letters of Recommendation. Three letters of recommendation must be submitted by persons who are knowledgeable about supporting students with disabilities, who have worked closely with the applicant, and who have direct knowledge of the applicant’s transition skills and academic performance.

License Information: Documentation that certifies that the applicant is an initially licensed special educator, school guidance counselor, school adjustment counselor, school social worker, or vocational rehabilitation counselor.

Writing Sample. A writing sample indicating the applicant’s ability to write in a clear, concise, and professional manner. This sample may be in the form of a recent term paper. Applicants should NOT submit an Individualized Education Program (IEP) or an evaluation report. The College of Education and Human Development has as its basic goal that the students who graduate are thoughtful and responsive educators, committed to change for social justice. Please ensure that your writing sample demonstrates how you and your work match such a description. Your writing sample should also exemplify the experiences or values in your life that match this philosophy.

**Application Deadline:
June 1 for Fall admission**

For more information about the UMass Boston Curriculum and Instruction Department, visit our website: www.umb.edu/academics/cehd/curriculum

For more information about the Transition Specialist program, visit the Institute for Community Inclusion’s Youth on the Move website: <http://bit.ly/Kshmid>

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