

College of Social and Behavioral Sciences

Online Graduate Programs in Human Rights Practice

HANDBOOK

2018-2019

The University of Arizona

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Welcome to Online Graduate Programs in Human Rights Practice!

The fully-online Graduate Programs in Human Rights (HRTS) Practice are designed to help you develop your knowledge of human rights as an extensive field of practice and scholarship in legal and other forms of advocacy, activism, consciousness raising, empowerment, community development, protection, and restoration after extreme or mass violations of human rights. During the program, you will share your own experiences as part of an international community of practice, and learn from international activists and practitioners who join classes as guest speakers. You will gain tools and skills that you will be able to apply in your work with NGOs, corporations, governments, and/or grassroots organizations to advance human rights in the world.

We offer two programs: a 12-unit Graduate Certificate in Human Rights Practice, and, a 30-unit Master of Arts in Human Rights Practice.

HRTS is currently housed within the College of Social and Behavioral Sciences (SBS) and maintains a website which provides updates and a wealth of information about faculty, international advisors, students, admissions criteria, curriculum, and career ideas. See: <https://sbs.arizona.edu>

This handbook is meant to help you proceed through the requirements and procedures of HRTS programs in a timely fashion. To start, students should familiarize themselves immediately with the features of UAccess, concentrating in the Student Center where student information about their university account and enrollment, academic planning, registration for classes, financial records at the University, and a wealth of other information necessary to manage your academic career at The University of Arizona.

NETID AND EMAIL

To get started in the program, go to the following site: <https://it.arizona.edu/getting-started>
The website contains an online new-student orientation, during which you may create your UA NetID and set up your UA email account. Your UA NetID verifies your identity when you use many of the online services the University of Arizona provides. This ensures the privacy of your personal information and restricts the use of resources to those for whom they are intended. E-mail is the official means of communication between the University administration and all students. You are required to have a University of Arizona e-mail account. Important official e-mail notices may be sent to students periodically, and it is your responsibility to monitor your UA e-mail account for such messages.

As a graduate student, you should also familiarize yourself quickly with the GradPath, which maintains the documentation needed to progress toward the Certificate or M.A. degree:

<https://grad.arizona.edu/gsas/gradpath/>

I. Student Responsibilities

Students are responsible for knowing and fulfilling the program and university deadlines and requirements. You should communicate regularly with the Program Manager, Mette Brogden, who can advise you on Grad College requirements and the procedures for fulfilling them, and can also help you to understand SBS/HRTS expectations.

Your teachers and advisors, the Graduate College, fellow students and many others will communicate regularly with you through your UA email account and the D2L system. Please check your email at least once per day and reply within 24 hours to any messages requiring a response. (If you will be unable to respond due to extenuating circumstances such as travel, you should set up an automatic reply explaining when the sender can expect a reply).

In addition to the information provided in this Handbook, information about policies, deadlines and necessary forms is available on the Graduate College main website, <https://grad.arizona.edu>, and Graduate Forms and Policies web page: <http://grad.arizona.edu/academics/degree-certification/gradpath>. Other important dates are identified in the University Master Calendar: <http://www.arizona.edu/home/calendars.php>. The Graduate College's Graduate Center provide numerous activities and resources for professional development and support, <https://gradcenter.arizona.edu>.

Participate! Our programs offer ample opportunity to meet scholars and practitioners from all over the world via online communities, to engage in intellectual and mentoring conversations, to share your experiences, and to shape the programs through your interests. HRTS sponsors an external website, www.globalhumanrightsdirect.com with many opportunities to interact with fellow human rights practitioners. You may continue your participation in this growing community of practice after you complete your degree—it is an ongoing platform.

II. Advising and Mentoring

YOUR FIRST ADVISOR

Incoming graduate students are initially advised by the Graduate Coordinator, who will assist with basic orientation to HRTS and the UA, as well as help with the selection of first courses. Incoming students are encouraged to contact the Graduate Coordinator as soon as possible after admission to start planning. This advisor may or may not continue with M.A. through the course of the program; Certificate students will stay with the original advisor throughout the program unless otherwise re-assigned by the HRTS Director.

ADVISING BEYOND THE FIRST THREE COURSES

As you advance through the program and clarify the focus of your scholarship and human rights

practice, students in the M.A. program can select a capstone advisor with appropriate expertise who will guide the capstone project (a capstone project is not required for the Certificate). You should ask the faculty members if they would be willing to serve. Once selected, that advisor will serve as your primary advisor. It should be noted that due to faculty workloads and the inevitable unevenness of student interest in any given year, a particular faculty member may deny a request to take on the role of advisor.

After the first course, you are responsible for initiating contacts with your advisor. Don't be shy; faculty members understand that it is a core part of their job to advise you. *Even faculty on leave are expected to maintain regular correspondence with their advisees.*

During your time in the program, your advisor will help you select courses, see you through a plan of study and help you to interpret the program requirements. Your advisor should also be available to offer guidance about any academic or professional issues that might arise. For M.A. students who will not have completed the degree requirements within one year and who elect to submit an Annual Review of Graduate Student Progress, your advisor is responsible for working with you on your preparation and submission of the Annual Review of Graduate Student Progress, to which they attach their own assessment of your progress.

III. HRTS Program Requirements

For the Master's Degree in Human Rights Practice, students must complete 30 units of credit, of which:

- nine units are required courses (HRTS 500, 501, and 510)
- three units are the required Master's Capstone project (HRTS 905), and
- 18 units may be chosen from electives.

For the Graduate Certificate in Human Rights Practice, students must complete 12 units of credit, of which:

- nine units are required courses (HRTS 500, 501, and 510), and
- three units may be chosen as electives.

TRANSFER CREDIT

Graduate credit earned at approved institutions, if accepted by the SBS/HRTS faculty and the Graduate College, may be counted toward the requirements. To be accepted, the student must have earned an A or B in the original course. Grades of transfer courses will not be calculated in The University of Arizona G.P.A. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit.

For students in the MA program, a total of six units may be fulfilled through approved transferred credit. For students in the Graduate Certificate program, three units may be fulfilled through approved transferred credits. If a student wishes to transfer credits that would be substituted for a required course, the Graduate Committee will evaluate equivalency and may grant the transfer as fulfilling the required course.

Students who wish to transfer credit must submit the *HRTS Request for Transfer Credits form*, along with a syllabus for each course they wish to transfer and a statement of approval from the HRTS Director who may bring the proposal to the HRTS Executive Committee for final approval. **This should be done no later than the end of six credits completion in the HRTS program in which a student is enrolled.**

If approved by SBS/HRTS, students must complete the *Transfer Credit form (in GradPath)* within *two weeks of completion of* their first six credits in the UA program.

REQUIRED COURSES (for both MA and Certificate Program students)

HRTS 500: Advancing Human Rights (3 units)

This course provides an overview of human rights practice and activism. The first part of the course will focus on the history of human rights with an emphasis on the growth of international organizations for advancing human rights. Students will attain a firm understanding of the international human rights system, including international and regional human rights bodies. We will examine grassroots social movements and participatory approaches to human rights activism, including recent critiques of participatory human rights and development. The second part of the course focuses on critical skills needed to become effective human rights activists, including professional responsibility and ethics, interview skills and techniques, translating international norms into specific contexts, psychological issues such as trauma and memory, and various approaches to fieldwork.

HRTS 501: Advancing Human Rights Organizations (3 units)

The course focuses on the practical aspects of advancing human rights through civil society organizations (CSOs) and non-governmental organizations (NGOs) with a special emphasis on some of the dramatic transformations they have undergone in the past couple of decades. The course will cover such critical issues as: management of resources, relationships with personnel and boards of directors, marketing human rights issues, fundraising and financial management, accountability, navigating governmental corruption, program evaluation, and delivering outputs such as shadow reports and white papers.

HRTS 510: Advancing Human Rights Law (3 units)

Law can be the means for fomenting change and advancement of human rights initiatives. This course provides students with an understanding of human rights law and the means for human rights enforcement (as found in international, regional, and national processes). Human rights lawyers and practitioners will participate with us as guest speakers. Students will acquire the necessary tools for promoting legislative initiatives, engaging executive actors, and bringing challenges before a range of international bodies.

ELECTIVE COURSES

*Note: starred courses are under development and not yet in the University Catalog.

HRTS 502: Advancing Human Rights Organizations II (3 units)*

This course expands upon the practical aspects of NGO management and operations. Students will gain experience with: Setting missions, visions, purposes and goals; grant writing and program design; building logical frameworks; developing work plans; tracking accountability and impacts; stakeholder engagement; organizational, program, and project evaluation; communications and media relations; and other operations and outreach functions that assist an organization to enact its mission and vision. Adaptable planning tools and administrative/programmatic tracking templates will be shared. Case studies of NGOs will continue to provide lessons in NGO accomplishments in advancing human rights and how these were attained over time.

HRTS 511: Advancing Human Rights through Strategic Litigation (3 units)*

In this course focusing on case studies, students will explore advocacy and enforcement efforts across the globe that have been successful or are underway, with a strong emphasis on the specific work of human rights practitioners in: addressing impunity; pressing cases; and developing new legislation to protect human rights.

HRTS 520: Community-Based Participatory Action Research for Human Rights (3 units)*

How to implement community-based action research projects relevant to protecting and advancing human rights in local communities will be the central focus of this course. We will examine community ownership and/or access to data as an empowerment tool. Students will learn how community members participate in developing research questions, choosing and implementing data collection methods, interpreting findings, and sharing/presenting of results. Case studies of community research that resulted in empowerment and enfranchisement will be presented. Students will work hand-in-hand with faculty and community members in designing and running two community-based action research projects.

HRTS 522: Community Project in Human Rights (3 units, may be taken twice)*

This course will consider a general topic in human rights, *e.g.*, women's rights, children's rights, poverty and human rights, anti-corruption practices, or corporate social responsibility. Individual students will engage the issue in their geographic location (working with community members – broadly understood - where possible), applying the coursework to their community project and bringing their experiences back to the class discussions. Students will work together to address common experiences across contexts. At the end of the course, students and faculty will collaboratively produce white papers or other summary statements on the issue from a comparative perspective. NOTE: This course can be taken twice as topics vary. Students may develop their work in this class into a proposal for their capstone project.

HRTS 541: Advancing Human Rights through Documentary Media (3 units)

This course explores the role of documentary filmmaking and photography in human rights documentation, advocacy, and commentary. Students will meet and talk online with guest filmmakers who have crafted responses to human rights issues through documentary media. Students will examine with guest speakers the conceptualization, execution, and personal/social/political/ historical impacts of

their projects. Key theoretical learnings will include how to explore documentary media impacts. Students will acquire basic skills for creating a human rights-focused documentary film project during the class.

HRTS 542: Advancing Human Rights through the Arts (3 units)*

This course explores visual arts, performance, theatre, puppetry, filmmaking, music, dance, poetry, ritual, and arts consortia/communities/venues as sites for human rights documentation, advocacy, appreciation, critical examination, and commentary. Students will meet and talk online with guest artists and arts advocates who have crafted responses to human rights issues which cannot be “spoken of” fully or compellingly except through use of artistic non-verbal or performative actions/creations. Students will examine with guest speakers the conceptualization, execution, and personal/social/political/historical impacts of their projects. Key theoretical learnings will include use of play and as-if frames in addressing human rights, and how to explore arts’ impacts. Students will acquire basic skills for creating a human rights-focused art project and will complete an art project during the class.

HRTS 543: Advancing Human Rights with Technology (3 units)*

The course will overview use of emerging technologies and applications for human rights advocacy, such as using satellite imagery, analyzing big data, working with Geographic Information Systems (GIS), and/or using text messaging and participatory video to build grassroots support communities. Human rights actors who are breaking ground using technological applications for advancement and/or protection of rights will guest lecture. Students will work in groups to complete a project which deploys technology in a creative and/or cutting edge application in human rights advocacy, research, or protection.

HRTS 595A: Human Rights Across Contexts (1-3 credits, may be repeated)

This course covers a given topic--such as police training and accountability in human rights protection--in various parts of the world. This class will emphasize review of case studies on the topic and will engage practitioners and researchers who worked on the cases under study.

HRTS 596A: Human Rights Crises (1-3 units, may be taken up to three times)

These courses engage students in short, real-time examinations of a human rights emergency or crisis around the globe. Students learn from local activists and scholars what the issues are, how they emerged, and what activists are doing to try to incorporate human rights protections into crisis intervention and problem solving. It is recommended that students take at least two of these classes during their time in the program. Examples of crises that could be the subject of such a class include: the displacement of hundreds of thousands of Rohingya from Burma; the recent crackdowns on the LGBTQ population in Chechnya; or the widespread abuses perpetrated against African migrants as they attempt to journey to Europe.

HRTS 596B: Cutting Edge Advances in Human Rights Practice (3 units)

Each time it is offered within a calendar year the course will change focus to address any of the following: new research questions and methods; emergent conditions and their impacts on specific locales or identity groups; new and/or developing approaches to advocacy, justice-seeking, or violations

recovery; or theoretical advances in law, advocacy, or preventing violations. Course inputs will provide background to critical issues confronting human rights actors, and discussions will develop/assess the means for addressing and potentially even alleviating the problems. The course may be taken up to three times on different topics.

HRTS 597A: Human Rights Virtual Field Trips (3 units, may be taken twice)

For each offering of this theme-based course, students “complete” 2 or 3 virtual field trips dedicated to a chosen human rights topic or issue as experienced/understood in different parts of the world. An activist or scholar in a relevant location will host the field trip (along with the UA instructor) and arrange for video or audio interviews with key stakeholders, guest lectures, and a video tour of the location. Assigned readings and course discussions will tie together the disparate experiences. Example themes might be environmental changes or natural disasters and their aftermath, refugee and migrant reception and governance, or governmental action against NGOs. A concluding webinar features the field trip hosts, key stakeholders, and other relevant experts from around the globe. Each 7.5-week class will address a different human rights theme, with partial direction coming from external actors making the request for a focus on a specific issue.

HRTS 905: Master’s Capstone (3 units, required for M.A.)*

Students will complete a project approved by their faculty advisor while engaged in one of two possible capstone project options:

Applied Project in Human Rights MA Capstone addresses a human rights issue and could take the form of a community arts project and its documentation, a documentary film, a research project completed with community members, or other substantial output for public dissemination. The Capstone Project should account for the social, political, cultural, and structural causes that go into the human rights issue being addressed. The project should evidence the student’s consideration of theoretical, socio-political, and ethical issues in working with marginalized groups and engaging communities. Students may choose to expand upon a project that has been initially undertaken in another course. This course is offered by the faculty advisor(s) whose students are working on the Capstone. Students will meet online during the “class” to get feedback while the project is underway.

Human Rights Mentorship Capstone may be undertaken with a human rights practitioner who is engaged in a human rights effort of interest to the student. The student will work directly with the practitioner and then write a process evaluation or other report reflecting on the experience. Students must submit a proposal to their faculty advisor. If a project is approved, faculty will work to match the student with an appropriate mentor.

* * *

Additional courses are under consideration by faculty and in the planning stage. These include:

- Advancing Human Rights through Journalism and Social Media
- Careers in Human Rights
- Self-care for Human Rights Practitioners
- Addressing Trauma from Human Rights Violations

Students who have ideas for other courses or single offerings of courses in the 590+ numbered courses should suggest them to the HRTS Director. We expect and encourage the curriculum to develop organically and collaboratively.

OPTIONAL ANNUAL REVIEW OF GRADUATE STUDENT PROGRESS

Each M.A. student who has not completed the requirements for the MA within one year may submit an Annual Report, due the last day of the month following completion of one year (365 days) in the program. This report is prepared by the student and his or her advisor. It may be submitted to HRTS Program Manager, who will forward it to the HRTS Director.

The Annual Review is structured to assess three things:

- 1) whether the student is making satisfactory progress towards their degree
- 2) whether the student, with the support of the program, is developing professionally in ways that will lead to professional success; and
- 3) whether, given the progress of all students as a group, the program requirements and curriculum offerings are functioning properly.

The Annual Report is composed of three parts:

- 1) A form, on which the student documents their fulfillment of the program requirements. This portion is meant to provide the information needed to ascertain minimum satisfactory progress.
- 2) A CV and one-page narrative description of progress, accomplishments and future plans. The narrative should note the significance of items added to the CV that year such as publications, presentations, awards, community engagement activities, *etc.* And it should discuss the next steps the student intends to take in their own professional development.
- 3) A brief letter or narrative from the advisor, signaling their approval of the report as written by the student and offering their own perspective on the student's progress.

The HRTS Director and Program Manager will present the reviews to the next regularly-scheduled Executive Committee meeting. The faculty will discuss the progress of individual students and advise the HRTS Director regarding any particular feedback to be provided to those individuals. The Executive Committee will use the reviews collectively to assess and improve the program as a whole.

The Director will respond to each student in writing no later than two months after progress report submission, providing feedback to the student and their advisor as directed by the Executive Committee.

While this is an optional requirement, students are encouraged to prepare an Annual Review of Graduate Student Progress as it provides a unique opportunity for feedback within a professional frame.

CONTINUOUS ENROLLMENT POLICY

A student admitted to the M.A. or Certificate program must register each Fall and Spring for a

minimum of three graduate units from original matriculation until all degree or certificate requirements are met. Summer registrations are strongly encouraged but not required.

Students may apply for a leave of absence for up to two consecutive semesters if they are unable to meet the continuous enrollment requirements. Please plan to work with the Program Manager as early as possible to discuss options.

MASTER’S PLAN OF STUDY

In conjunction with the student’s advisor, each student is responsible for developing a Plan of Study as early as possible, to be submitted to the Graduate College using GradPath by the end of the second semester of enrollment.

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The Student must complete the *Master’s Plan of Study form (in GradPath)*. There is a Plan of Study fee (\$35 as of January 2018). This is a one-time fee; it will not be billed again even if your graduation date changes.

A simple plan of study is also required for the Graduate Certificate. Students should consult with their advisor about the elective(s) they wish to take for the final three credits of the program.

COMPLETION OF HRTS PROGRAM REQUIREMENTS

For dates by which requirements must be met to graduate in a particular semester, refer to the Deadline pages, available online at the Graduate College website, <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>. All outstanding fees must be cleared before the final completion date. Any financial encumbrances will delay mailing of the diploma and transcripts. Contact the Bursar's office, Room 208, Administration Building or 621-3232. All grades must be submitted for Incompletes and current semester coursework must be received before the degree is considered completed. A student must be in good academic standing with a minimum 3.0 cumulative GPA at the time of completing degree or certificate requirements.

IV. HRTS and Graduate College Policies and Practices

Below is a listing of policies that are not covered elsewhere in this handbook. Any suggestions for changes to policies related to graduate studies in HRTS should be made to the HRTS Director who will bring them to the HRTS Executive Committee.

ADMISSIONS POLICY FOR THE HRTS GRADUATE PROGRAMS

The HRTS Executive Committee makes recommendations to the Graduate College regarding admissions. The Graduate College reviews all recommended applicants to confirm they meet graduate admissions criteria before sending admits the certificate of admission. For HRTS, the primary question in assessing applicants for admission is whether or not the committee believes the applicant is capable of successfully completing graduate-level work. The committee will recommend any candidate it views as qualified within the maximum number of students approved to be admitted each year by the Executive Committee.

Criteria for Admission:

Academic Excellence

As evidenced in:

- a) Admissions essay
- b) Letters of recommendation
- c) Transcripts
- d) GPA. To be competitive for admissions, applicants must achieve a GPA of at least
 - 3.0 for the M.A.
 - 2.75 for the Graduate Certificate

Note: Foreign Students are required to submit TOEFL scores

Fit with the Department

The applicants will be assessed for fit with the HRTS program's faculty resources, university resources, and institutional resources, based on the admissions essay and any other application materials indicating planned program and career path.

Civic engagement

The committee considers the applicant's commitment to creating positive social change. This may include individual actions or participation in political or social groups towards the end of achieving greater social justice. Applicants are urged to represent these activities where appropriate throughout the application.

GRIEVANCE PROCEDURES

Many of the problems that students face in the transition to graduate school have to do with negotiating a new and complex system. Concerns and confusion about what is expected at each stage, how to manage time, how to focus topics, or how departmental, college, or university decisions are made are common. If a student is experiencing a problem or has a concern, that student should first ask their advisor for clarification and advice. Keeping lines of communication open between faculty and students is the most important step to take to keep grievances to a minimum.

Nevertheless, even with open communication, students sometimes feel their concern is not satisfactorily addressed. In the event that a student feels they have been wronged, these are the steps to take.

STEP 1: PROFESSORS/ADVISORS

If the concern is about a particular class, speak with the professor. If the issue is not related to a specific class, or if you have not been able to resolve the issue with the professor, discuss the problem in detail with your advisor. Be sure that the advisor or professor fully understands the issues involved. Try to work together to come to a resolution.

STEP 2: HRTS Director

If, for any reason, an adequate understanding cannot be reached with the professor or advisor, students should bring their concern or grievance to the Director. Try to work together to come to a resolution. If the problem persists, the Director will advise the student on the appropriate next action to take.

STEP 3: EXECUTIVE COMMITTEE

Grievances that have to do with the program itself (i.e. course requirements, protocol) that could not be resolved at the level of the Director, need to be addressed in writing to the HRTS Executive Committee. The Committee will consider the appeal, discuss the issue, and make a recommendation to the HRTS Director.

If the problem concerns a grade and no understanding has been reached after steps 1 & 2, the Director will advise the student on the University of Arizona's grade appeal procedure which can be found in the UA General Catalog, <https://catalog.arizona.edu>.

The Graduate College also maintains a Grievance Policy. The policy and detailed procedures can be found at: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>. See also: <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

As noted on the Graduate College grievance summary page, there are many issues not addressed by their policy and procedures:

- Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the [Office of Institutional Equity](#).
- Grade appeals, procedures for which are available in [General Catalog](#) or from the Graduate College Associate Dean for Academic Affairs. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
- Complaints against University employees and students that are covered by provisions of the [University Handbook for Appointed Personnel](#) ("UHAP"), the [Staff Personnel Policy Manual](#) ("SPPM"), and the [Student Code of Conduct](#).
- [Graduate College petitions](#) requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may file such petitions through GradPath. Students may appeal denials of petitions by writing directly to Associate Dean, Janet Sturman of the Graduate College.
- [The University Ombudsperson](#) is also available to assist students with concerns and complaints.

INCOMPLETES

The grade of “I” for “Incomplete” may be awarded only at the end of the course when all but a minor portion of the coursework has been satisfactorily completed. Graduate students should make arrangements with the instructor to receive an Incomplete grade before the end of the course. Instructors are encouraged to use the [Report of Incomplete Grade form](#) as a contract with the student. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies. For details, see <https://www.registrar.arizona.edu/grades/incomplete-i-grade>

As a matter of Graduate College and Registrar policy, graduate students have a maximum of one calendar year to remove an Incomplete. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the student's grade-point average. If the coursework cannot be completed within one year, the student may petition to extend the Incomplete. This petition must be submitted before the grade converts to an “E.”

PETITIONS

A student who believes, with good academic reason, that they deserve redress or exception to Graduate College rules, regulations, or policies can formally petition for an exception. A petition form must be submitted to the Graduate Student Academic Services via GradPath, explaining all relevant facts. Such petitions must be accompanied by supporting documents and a letter of support from the student's Advisor, Director of HRTS, and required signatures. Please visit the following page to view resources for various kinds of petitions.

<https://grad.arizona.edu/gsas/gradpath/graduate-petition-and-graduate-petition-user-guides>

SATISFACTORY ACADEMIC PROGRESS

Graduate College Satisfactory Progress Policies:

<http://grad.arizona.edu/academics/policies/academic-policies/satisfactory-academic-progress>

HRTS Policy on Satisfactory Academic Progress:

This policy establishes a minimum standard for satisfactory academic progress. It does not describe or indicate the full extent of academic accomplishments and expectations that each student will strive to achieve in the course of their professional development. Satisfactory academic progress simply requires that students complete the various requirements of the program successfully and in a timely manner. During coursework, the student must maintain a minimum 3.0 GPA. Individual students may complete courses a slower than usual pace for their coursework to accommodate specific personal circumstances (such as child or elder care responsibilities). It is expected that students enroll in a minimum of three credits in each of the Fall and Spring semesters. Please consult with the Program Manager/Graduate Coordinator if the minimum credits are not possible in a given semester.

Students taking the minimum credits per semester will not complete the Certificate or the M.A.

program in the average time estimated for the coursework. Even taking one course per 7.5 week online session offered (six each year), will not result in finishing the M.A. within a year's time. Planning your degree completion is important for students who are aiming for getting the M.A. in one year. Having said that, please note that the faculty does NOT expect students to complete within one year; the course completion schedule is up to the student.

The Graduate College expects master's students to complete their degree within a maximum of 6 years. <https://grad.arizona.edu/policies/academic-policies/time-degree>

TIME EXTENSIONS

Under special circumstances, requests for leaves or extensions need to include an explanation of the reasons for the request, a detailed plan for completing the degree, a signed list of who has agreed to serve on the Capstone committee (depending on stage of program) and a letter of the support from the committee chair.

If a leave of absence request is not approved by the HRTS Executive Committee and submitted to the Graduate College before the semester for which they are being requested, students will be required to pay for registration for that semester before they can complete the program. Failure to do so will result in financial penalties per the Graduate College's Continuous Enrollment Policy.

Compelling reasons for extension or leave of absence include:

- birth or adoption of child
- medical reasons
- military duty
- financial hardship
- visa difficulties
- other personal or family reasons

V. Funding and Other Resources for HRTS Grad Students

Currently, the HRTS programs do not provide funding or scholarships to graduate students in our program. Our unit will be working to develop scholarship funding. If a student is employed by a government or NGO concerned with human rights, we encourage the student to approach his or her employer to see whether the employer will subsidize part or all of the tuition. Please note that students in HRTS programs may use work assignments where appropriate as course assignment submissions, meaning that the NGO can benefit from consultative review of the assignment. Students should feel free to connect their employers with the Program Manager to discuss how assignments will be handled.

FELLOWSHIPS

Information about opportunities provided by the UA is listed on the Graduate College website: <http://grad.arizona.edu/financial-resources/ua-resources/meritorious-awards>

The Graduate College website also provides some additional links related to searching and applying for funding:

<http://grad.arizona.edu/financial-resources/other-resources>

<https://grad.arizona.edu/diversityprograms/funding>

<https://grad.arizona.edu/ofce/funding-101>

The Social and Behavioral Sciences Research Institute (SBSRI) provides support for identifying and applying for funding from diverse sources outside the UA. They also offer a variety of small grants programs that offer seed money for projects and support the grant and fellowship application processes.

<http://sbsri.sbs.arizona.edu/>

A wide variety of professional organizations provide listings of grant and fellowship opportunities relevant to particular academic disciplines or interdisciplinary fields. Online research is encouraged.

CAREER SERVICES

There are a variety of online job boards through which students may find job opportunities. Please check with the Program Manager for suggestions of where to look. In addition, we encourage students to make use of Career Services. The staff there is happy to work with students individually and in groups. For more information on what they have to offer, see:

[http://www.career.arizona.edu/students/.](http://www.career.arizona.edu/students/)

COMMENCEMENT

For information on Commencement details, visit the UA Commencement Website

<<http://commencement.arizona.edu/>> and the SBS Convocation Website

<http://web.sbs.arizona.edu/college/convocation/>. Please note that online students may attend commencement in person if they so choose.

COMPUTING

NetID and Email

As mentioned in our welcome section, to get started in the program, go to the following site:

<https://it.arizona.edu/getting-started>

E-mail is the official means of communication between the University administration and all students. You are required to have a University of Arizona e-mail account. Important official e-mail notices may be sent to students periodically, and it is your responsibility to monitor your UA e-mail account for such messages.

Getting Help with Computing

University Information Technology Services

<http://www.it.arizona.edu>

Office of Student Computing Resources (OSCR)

The Office of Student Computing Resources (OSCR, pronounced “Oscar”) was established in 2004 to help students get the most out of UA computing technology. OSCR provides access to a wide range of computing tools and support services in general-purpose computing labs (open to UA students, faculty, and staff) and electronic classrooms spread across campus. Visit www.uits.arizona.edu/departments/oscr/ or call 621-OSCR (6727)

Computer Labs Around Campus

<http://www.oscr.arizona.edu/maps>

If you are in the Tucson area, you can make use of these computer labs as you need them.

DISABILITY RESOURCES

Disability Resource Center (DRC)

<http://drc.arizona.edu/>

The Disability Resource Center and The University of Arizona are committed to facilitating full access for students with disabilities through consultation with faculty and the provision of reasonable accommodations. The first step in the process is meeting with a Disability Specialist and presenting documentation of a disability. The Disability Specialist's role is to review documentation and consult with students and faculty regarding reasonable accommodations.

Strategic Alternatives Learning Techniques (SALT) Center

<http://www.salt.arizona.edu/>

The Strategic Alternative Learning Techniques (SALT) Center promotes the achievement of individuals with learning and attention challenges. Through a student-centered model, SALT provides comprehensive services to maximize student success and support the University of Arizona community. We collaborate with community-based organizations that facilitate learning and enrollment in higher education. We initiate and pursue innovative practices designed to partner with and serve the people of Arizona and the global community.

THE GRADUATE AND PROFESSIONAL STUDENT COUNCIL (GPSC)

The GPSC was created to promote the causes and concerns of the graduate student body, to create and foster programs beneficial for growth and interaction, to disburse funds for the benefit of professional development, and to serve as the representative body and voice at the University of Arizona, the University of Arizona Administration, and the Arizona Board of Regents on behalf of graduate and professional students.

The GPSC provides **travel grants** and other types of funding to graduate students. For more information see: <http://gpsc.arizona.edu/travel-grants>

THE GRADUATE CENTER

The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. Its programs and partnerships across campus are designed to help you develop inclusive leadership skills and collaborative opportunities. We support your academic units by providing professional development

that increases your success both within and beyond the Academy.

<https://gradcenter.arizona.edu/home>

HUMAN SUBJECTS PROTECTION PROGRAM

Information about the Human Subjects Protection Program and Institutional Review Board, including certification, procedures, and forms, is available at this web site:

<https://rgw.arizona.edu/compliance/human-subjects-protection-program>

INTERNATIONAL STUDENT SERVICES

The mission of Office of International Student Programs and Services is to coordinate comprehensive programs and services for international students in residence at UA that foster positive experiences at The University of Arizona and in the United States. They serve as representatives and advocates for international students, providing liaison with UA campus academic and administrative departments, local, state and federal agencies, foreign agencies, and various organizations and members of the Tucson community. Online students are welcome to investigate this website as well:

<https://global.arizona.edu/international-student>

SBS RESEARCH INSTITUTE (SBSRI)

<http://sbsri.sbs.arizona.edu/>

SBSRI is a unit in the Dean's Office which promotes and supports research. They have Pre-Doctoral (and Doctoral) Grants, as well as workshops for grantwriting. They also have listings and contact information for numerous grant and fellowship programs.

GRADUATE WRITING RESOURCE

The online Graduate Writing Resource contains useful information about academic writing, from overcoming procrastination to composing a literature review: <http://www.gwr.arizona.edu/>

The Graduate Center also has a Writing Resources page

<https://gradcenter.arizona.edu/articles/2016/11/survive-and-thrive-building-your-writing-skills>

THE UNIVERSITY LIBRARY

The University of Arizona Library maintains a resource page for graduate students.

<http://new.library.arizona.edu/grads>

WHO CAN HELP ME WITH...?

Do you have a question about something HRTS related? Start with the Program Manager!

Mette Brogden, Program Manager/Graduate Coordinator

E-mail: metteb@email.arizona.edu

TEL: 520-621-5026

Office: 137B Social Sciences

- Admissions coordination and questions
- Course scheduling
- Enrollment and registration for courses
- New grad student academic advisor
- Annual Reviews

William Simmons, HRTS Director

E-mail: williamsimmons@email.arizona.edu

Office: 137A Social Sciences

- Fields issues/concerns for HRTS Graduate Students
- Directs all HRTS programs
- Leads the HRTS Executive Committee
- Administrative functions of the Department including personnel, curriculum, and general oversight
- Responds to inquiries from prospective graduate students (applicants) about our MA or Certificate programs
- Provides mentoring to all graduate students as needed

Anna Walsh, Business Manager

College of Social & Behavioral Sciences

Centers, Initiatives and Transdisciplinary Programs

E-Mail: walsha@email.arizona.edu

Douglass Building, Room 104A

Phone (520) 626-6684

Fax (520) 621-9424

- Financial duties for HRTS and other SBS Centers, initiatives, and programs, including: human resources/personnel; department and research reporting; purchasing; preparing college reports (temp funds); budget roll over, budget preparation; and proposal routing
- Financial reporting and coordination for special one-time events
- Independent and subcontract agreements and payments

Kristi Renee Davenport, Graduate College Degree Counselor

Graduate College Admin

Email: kdavenport@email.arizona.edu

Administration Building Room 316

Phone: (520) 626-1930

- Kristi is our GradPath Degree Counselor who can assist with all things GradPath

The HRTS website is <http://humanrightspractice.arizona.edu/>

Please send a photograph and brief bio to the Program Manager with your permission to include you on our website as an HRTS student. Prospective students will want to know about you!

VI. Forms and Progress Tracking

GRADPATH

GradPath is the Graduate College's nearly paperless degree audit process. Students will be able to fill in and submit forms online through UAccess Student. Forms have some automatic checking built in that will prevent common errors (e.g., typos in course numbers, illegible faculty names, etc.). There is also some built-in logic to notify students when there is a problem with their form, such as courses outside our time limit. Such messages include links to policy.

Once a student has submitted a form, the automated workflow engine will route the electronic forms to everyone who needs to see or approve them—each approver is notified by email when a form is awaiting review and approval, with a link in the email to go straight to the form. The Workflow Approval Path shows you where the form has been, the action taken, and where it is going. Approvals progress through all the routing in a section before progressing to the next, and each section has at least one approval group. The approval group may contain a single name or may have multiple approvers. Click on the blue link in any approval group to see more details regarding the person/people in the group. You can also go to any form and View Current to see the path.

FAQ for Students

<https://grad.arizona.edu/gsas/gradpath/faq?audience=35>

HRTS Request for Transfer Credits

Name: _____

Name of Institution: _____

HRTS Transfer Credit

Graduate credit earned at approved institutions, if accepted by the HRTS executive committee and the Graduate College, may be counted toward the requirements. To be accepted, the student must have earned an A or B in the original course. Grades of transfer courses will not be calculated in The University of Arizona G.P.A. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit. Please note that if you are from a school on the quarter system, transferred credits count for 2/3rds of our semester units (convert quarter units to semester units by multiplying the number of quarter units by .67).

Students who wish to transfer credit must submit an “*Evaluation of Transfer Credit*” form, along with a syllabus for each course they wish to transfer, and a statement of approval from their advisor to the Director of HRTS by the beginning of their second semester. The Director may bring the proposal to the Executive Committee for final approval.

If approved by the department, student must submit the “*Evaluation of Transfer Credit*” to the Graduate College within two weeks after the end of their first six credits.

List course(s) you would like to transfer and select whether you would like it to count as an elective or required course.

	<input type="checkbox"/> Elective	<input type="checkbox"/> Required: <u>HRTS</u> _____
	<input type="checkbox"/> Elective	<input type="checkbox"/> Required: <u>HRTS</u> _____

Student Signature **Date**

Advisor Signature **Date**

Director of HRTS Signature **Date**

Online Graduate Programs in Human Rights Practice

Graduate Student Annual Progress Report

The student should fill out this form in consultation with the adviser. The student should attach to this form a CV and one-page narrative description of progress, accomplishments and future plans. The narrative should note the significance of items added to the CV that year. It should discuss the next steps the student intends to take in their own professional development. In addition, the advisor should attach a brief letter or narrative, signaling their approval of the report as written by the student and offering their own perspective on the student’s progress. **Please submit to Program Manager within 30 days of a completed year in the program (365 days).**

Student: _____ **Date of review:** _____

Date started program: _____

Required HRTS courses (9 units) and elective courses that will be completed by the end of this Academic Year. (Do not include courses for which you have or anticipate taking an Incomplete)

Semester	Course
	HRTS 500
	HRTS 501
	HRTS 510

Transfer Credit Evaluation (2nd semester) # of units approved: _____

Courses with a grade of I (Incomplete) -- list course number, name and semester taken:

Total # of units completed: _____ **Cumulative GPA:** _____

Have you completed the following?

- Yes No **Master’s Plan of Study form** (third semester)
- Yes No **HRTS Capstone Advisor Designation Form**

Master's and Graduate Certificate Plans of Study

These plans are to be completed online through GradPath.

ONLINE GRADUATE PROGRAMS IN HUMAN RIGHTS PRACTICE

Master's Capstone Advisor Designation

Name: _____

Title of Capstone Project: _____

Capstone Advisor

Signature of Advisor

Date

Student signature

Date

IMPORTANT: Submit to Graduate Coordinator by the end 18 credits completion