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Introduction

Assumption University offers Master of Arts degrees in Applied Behavior Analysis (ABA), Clinical Counseling Psychology (CCP) and Organizational Leadership (OL). Both Master's degrees and Certificates of Advanced Graduate Study are offered in Business Administration (MBA), Rehabilitation Counseling (RCP), School Counseling (SCP), and Special Education (SED). Certificates of Advanced Graduate Studies are offered in Resiliency in the Helping Professions (RES), Special Ops: Service Members, Veterans, and Families (SOP: SMVF), and Transition Specialist (TRS). Professional Certificates of Graduate Study in Healthcare Leadership, Resiliency in the Helping Professions, and Special Ops: Service Members, Veterans, and Families are also offered at the graduate level.

This graduate handbook provides information about policies, procedures, regulations, and activities at the University with which each Assumption University graduate student should be familiar. Some of the policies are common to all graduate programs; however, please note that certain graduate programs have program-specific policies that are set forth in the program-specific sections of this handbook or in a handbook unique to the program, such as the Physician Assistant Studies program. In many instances, more detailed information may be found by consulting the Program Director or the Graduate Studies webpage: www.assumption.edu/graduate.

Applied Behavior Analysis (ABA)

The multi-disciplinary applied behavior analysis (ABA) program prepares students for careers as behavior analysts. A behavior analyst is an independent practitioner who conducts behavioral assessments, interprets the results of behavioral assessments, and designs behavioral interventions for clients in a variety of fields. A behavior analyst may also supervise behavior therapists, technicians, and students engaged in graduate-level work in behavior analysis. Upon successful completion of the coursework and fieldwork requirements, students are eligible to sit for the Board Certified Behavior Analyst exam and to apply for licensure as an applied behavior analyst in Massachusetts.

The mission of the ABA program is to prepare students to be well-rounded behavior analysts who excel at using their knowledge of the science of behavior in a variety of settings. The program accomplishes this goal through comprehensive coursework in the applied, basic, and conceptual branches of behavior analysis and related fields. We teach evidence-based approaches to assessment and treatment that are widely applicable and based on firmly established behavioral principles. The coursework is integrated with a practicum series to provide students with multiple opportunities to develop competencies in skills related to behavior-analytic service delivery and research. The program teaches students to effectively work with and train staff, parents, and caregivers and to collaborate with other service providers to maximize client outcomes while remaining in harmony with the core conceptual and ethical tenants of the field. As a result, students become adept at critical thinking and are formed as contributing members to both the wider discipline of behavior analysis and the communities they serve.

Clinical Counseling Psychology (CCP)

The Clinical Counseling Psychology program is designed to prepare graduates to meet the educational requirements for licensure as a Mental Health Counselor in Massachusetts and most other states. Assumption has the only M.A. offering a fully integrated curriculum based on cognitive-behavioral therapy (CBT) in the United States. The Clinical Counseling Psychology Program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

Grenon School of Business Graduate Programs

The primary goal of the Grenon School of Business programs is to provide an opportunity for qualified persons in all undergraduate majors to develop the knowledge, skills, abilities, and competencies that provide a foundation for career growth and development in business, government, or other organizations. With principled leadership as the key animating idea of the program, the curriculum emphasizes ethics and values in business. Graduates learn ethical decision-making models and how to apply them to issues and situations that may be encountered across all business disciplines.

Recent undergraduate students who graduated with or without an undergraduate business degree have the opportunity to enroll in the full-time Accelerated MBA which is designed as a 12-14 month intensive program offering a unique Professional Practicum course series including an internship and mentoring relationship. The accelerated MBA program has two distinct tracks: Management, and Accounting. The Accounting track requires students to have an undergraduate accounting degree and includes a CPA prep review course. Depending on the student's undergraduate work, an additional Foundations Course may be required to complete the MBA degree. The pre-requisite course is designed to give those with little or no formal business education the knowledge and foundation needed to enroll and succeed in an MBA program. The MBA Director or a designee will determine if the Foundations Course requirement will be waived based on the candidate's prior education and experience. The Grenon School of Business also offers a Certificate of Advanced Graduate Study (C.A.G.S.) in Business for master's degree holders.

The Certificate in Healthcare Leadership program equips existing and future healthcare professionals with the essential business knowledge and skills needed for today's healthcare managers. Students will acquire an in-depth understanding of healthcare systems and the people they serve, develop strategic thinking skills and leadership capabilities. The rigorous program will develop graduates who are well-prepared to lead within the complex 21st century healthcare industry. As a Catholic institution, Assumption University is committed to improving the experience of healthcare quality, access, and outcomes for all.

Rehabilitation Counseling (RCP)

The Rehabilitation Counseling program offers two 60-credit Master of Arts degree programs. The same program offered in a blended, on-campus format is also offered fully online. The M.A. program in Rehabilitation Counseling is accredited by the Commission for Accreditation of Counseling and Related Educational Programs (CACREP).

The Rehabilitation Counseling program, in coordination with the School Counseling and Health Advocacy programs, also provides a 6-course, 18-credit **Special Ops: Service Member, Veterans, and their Families Certification Program (SOP:SMVF)**. This program provides training for individuals in the human services field, arming them with knowledge of relevant issues facing SMVF. There is an increased role for service providers in the civilian sector and a growing need for human services professionals who are well versed in SMVF issues and rehabilitation techniques. Students acquire competence in military culture and the physical and psychological effects of war with an emphasis on prevention, assessment, and intervention. This program employs a culturally responsive and strengths-based framework to build relationships and effectively engage and empower SMVF to find effective solutions to the specific issues they face.

Prerequisites for SOP:SMVF programs:

- Certificate of Graduate Study (C.G.S.) - Prerequisite courses and /or experience required
- Certificate of Advanced Graduate Study (C.A.G.S.) - Prerequisite M.A. or M.S. degree

School Counseling (SCP)

The School Counseling program offers a Master of Arts degree leading to Initial Licensure (All Levels) as a School Counselor through the Massachusetts Department of Elementary and Secondary Education (DESE) or leading to licensure as a School Social Worker/Adjustment Counselor (All Levels). The School Counseling Program also offers 3 options to pursue a Certificate of Advanced Graduate Studies (CAGS). Students may pursue a CAGS to obtain a license as a School Counselor or as a School Social Worker/Adjustment Counselor in Massachusetts. In these cases, the numbers of courses, credits, and practicum hours needed may vary based on the student's previously completed master's degree in a counseling-related field. Students may also create a customized CAGS with a minimum of 7 courses tailored to their needs and interests. Students may choose courses from among those offered by the following: School Counseling Programs; Rehabilitation Counseling Programs; Resiliency in the Helping Professions Program; Health Advocacy Program; Special Ops: Service Members, Veterans and their Families; Special Education Program; Applied Behavior Analysis Program; and the Transition Specialist Program. All licensure-related CAGS options require a completed master's degree in counseling or a closely related field prior to application. To pursue the customized CAGS option a master's degree in any field is acceptable. Please note that in order to obtain licensure in Massachusetts students must pass the Literacy and Communication areas of the Massachusetts Test for Education Licensure (MTEL).

Special Education (SED)

The Special Education program prepares teacher candidates who seek *Initial* or *Professional* Licensure as Teachers of Students with Mild to Moderate Disabilities (PreK-8 or 5-12). The Master of Arts (M.A.) in Special Education is designed to meet *Initial* and *Professional* licensing requirements for pre-service and in-service special education teachers. The Certificate of Advanced Graduate Studies (C.A.G.S.) offers three tracks: Autism Spectrum Disorders (ASD), Positive Behavior Supports (PBS), and Transition Specialist (TRS). The ASD program, with an Autism Endorsement option, prepares school professionals to enhance knowledge and skillsets for working with students with ASD. The PBS program, with a Professional Licensure option, provides all school professionals with specialized knowledge and skills in behavioral supports. The TRS program, with Transition Specialist Endorsement option, provides training to individuals interested in helping transition age students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary educational, training, and employment after completing high school.

Transition Specialist (TRS)

An interdisciplinary Transition Specialist Program is offered jointly by the Special Education, School Counseling, and Rehabilitation Counseling programs. This 6-course, 18-credit program leads to a Certificate of Advanced Graduate Study (C.A.G.S.), with an endorsement option, for individuals who have already earned a master's degree in Special Education, School Counseling, Rehabilitation Counseling, or related field. Individuals interested in acquiring specialized skills to effectively work with transition-aged youth are eligible for the program to prepare them to work in school or non-school settings (e.g., state/federal vocational rehabilitation programs, school collaborative, adult agencies providing services to transition-aged youth).

The Transition Specialist program provides training to individuals interested in helping 14 – 22 year-old students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary education, training, and employment after completing high school. The program focuses on the educational, functional and social/emotional needs of students. Knowledge about transition-related law, assessment,

collaborative planning, school and community-based skills are developed. Consistent with the philosophies of counseling and education programs, emphasis is placed on the significance of self-determination and self-advocacy in the transition process.

The policies stated in this handbook are subject to revision and students will be notified about these changes through normal channels of communication. Students are responsible for checking the Assumption University Portal and their Assumption e-mail accounts as these are the official forms of communication for the University

Accreditation

Accredited by:

- New England Commission of Higher Education
- Commonwealth of Massachusetts Department of Elementary & Secondary Education
- Council for Accreditation of Counseling and Related Educational Programs
- Masters in Psychology and Counseling Accreditation Council
- Accreditation Review Commission on Education for the Physician Assistant
- American Chemical Society

Memberships

- American Association of Colleges of Nursing
- Association of American Colleges and Universities
- Association of American College and University Programs in Italy
- American Council on Education
- Association of Catholic Colleges and Universities
- Association of Core Texts and Courses
- Association of Governing Boards of Universities and Colleges
- Association of Independent Colleges and Universities in Massachusetts
- College Reading and Learning Association
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Higher Education Consortium of Central Massachusetts
- Institute of International Education
- International Center for Academic Integrity
- Massachusetts Association of Colleges for Teacher Education
- Massachusetts Association of Colleges of Nursing
- National Academic Advising Association
- National Association of Graduate Admission Professionals
- National Association of Independent Colleges and Universities
- National League of Nursing

A Message from the Dean

Welcome to Assumption University and the School of Graduate Studies! You now join a 70+ year tradition of graduate education at Assumption. I hope you enjoy the challenge and excitement of advancing your education. You'll learn the latest theoretical underpinnings of your field of study from experts, apply those concepts and theories to practical situations, and develop and hone your skills as an emerging professional. The community of learners and teachers on this journey with you will push you to reach further and to explore more deeply while supporting your endeavors. Take advantage of this academic adventure. The world awaits your talents!

This catalog is meant to serve as a working guide to our graduate programs. Along with the Graduate Student Handbook, it provides information needed to be a successful graduate student. Another helpful resource is the Brightspace site available to all graduate students, cleverly titled "Graduate Student Resources". There you'll find information about registering for classes, academic support services, health and wellness, etc. If you can't find the information you need in this catalog, handbook, or Brightspace site, don't hesitate to ask your program assistant, a faculty member, or your program director. You can also ask me. We all want to see you succeed.

I wish you well and look forward to seeing your progress. I encourage you to approach your studies with curiosity, enthusiasm, and integrity. Our graduates are known for their rigorous preparation, diligence, adherence to the highest ethical principles, and, perhaps most importantly, their compassion and devotion to the common good. The University and its faculty and staff are committed to your success.

Enjoy the journey!

Dr. Schandel

Kimberly A. Schandel, Ph.D.

Dean of the School of Graduate Studies

Associate Professor of Biology and Chemistry

About Assumption University

Mission Statement of Assumption University

Assumption University is a comprehensive, Catholic liberal arts institution sponsored by the Augustinians of the Assumption. We awaken in students a sense of wonder, discovery, and purpose, forming graduates known for their intellectual seriousness, thoughtful citizenship, and devotion to the common good. Our curricular and co-curricular programs provide students with an education that shapes their souls, forms them intellectually, and prepares them for meaningful careers. We are a diverse community that welcomes different points of view and embraces all who share our mission. Enlivened by the Catholic affirmation of the harmony of faith and reason and by the pursuit of the truth in the company of friends, an Assumption education transforms the minds and hearts of students.

Mission Statement of the School of Graduate Studies

The School of Graduate Studies empowers adult learners to become compassionate professionals positively impacting the lives of the individuals they serve and the communities in which they live. Dedicated faculty members mentor students as they learn to integrate theory and research with ethical practice. Aligned with the mission of Assumption University, we prepare graduates known for their respect for the inherent dignity of all persons and commitment to the common good.

Assumptionist Sponsorship

The order of the Augustinians of the Assumption, founders of Assumption University, was established by Fr. Emmanuel d'Alzon, an educator whose most cherished project was the creation of a Catholic university. Fr. d'Alzon was devoted to helping people learn, adapt, grow and change in a multitude of ways.

The Assumptionists sustain vigorous engagement with the University because they see higher education as an especially rich field within which to achieve the mission of the Church. In collaboration with the Trustees and the entire administrative, academic, and clerical staff, the Assumptionists fill a primary role in guaranteeing the Catholic character of the University, and in promoting a philosophy of education which is consonant with the highest Christian and classical values and ideals. Through this commitment, the Assumptionists share in the building of an enlightened Church and in the formation of Christian leaders.

Graduate Academic Policies

Policy for Participating in Commencement

Assumption University holds one Graduate School Commencement Exercise in May of each year. Students completing master's degree or CAGS requirements at the end of the summer, fall, and spring semesters are eligible to participate in the ceremony held in May of that academic year.

Master's degree students anticipating completion in the summer may attend Commencement in the preceding May as degree-in-progress candidates if the following conditions are met:

- The student is in good academic standing.
- The student is no more than 6 credits shy of meeting graduation requirements at the end of the spring semester.
- The student anticipates completing the remaining coursework by the end of the Summer or Summer II Semester.
- The student has the permission of their program director, who will inform the Registrar of all eligible degree-in-progress candidates early in the spring semester.

The official Assumption University diploma will not be awarded until all graduation requirements are met. Students allowed to participate in Commencement as degree-in-progress candidates will receive diploma cases containing their in-progress status and their names will be marked as "Degree in Progress" in the Commencement program.

Privacy of Records – FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records, ensuring that the University will not release a transcript or personal information about a student to a third party without the student's knowledge and written consent. Only those data items that have been defined by the University as directory information can be released without prior student consent.

The University defines directory information as a student's name, local (mailing), home and e-mail addresses, major, local telephone number, date and place of birth, acknowledgment of a student's participation in officially recognized activities and sports, date(s) of attendance, degrees, certificates, awards received, the most recent previous educational agency or institution attended by the student. For graduate students who are employed as assistant residence directors, the work department, office address, and employment category will also be considered as directory information.

The University can make public some or all of this information, unless the student specifically requests in writing that his/her prior consent be obtained. Requests by individual students to suppress from public distribution the above-mentioned information are to be made annually to the Registrar. Requests to block directory information will apply to all directory information for the student. Except in a few specific circumstances specified by law, third parties (e.g., parents, spouses, employers) may be given access to student education records only with the signed and dated written permission of the student. The office releasing the information should keep a copy of the consent.

In addition, this Act provides each student with the right to view his/her academic file and all materials contained within (with the exception of certain letters of recommendation to which the student has previously waived his/her right of access). According to FERPA legislation, the University has up to 45 days to comply with a request to review a file. Files are maintained by the Registrar's Office and in graduate program department offices. Material cannot be removed from the file; however, if there are any disputed documents, the student may request that a written statement, giving the student's point of view, also be included in the file. Students who request to view their file must submit a written and signed request and provide proper identification. An arrangement to view one's file must be made with the Registrar's Office and the appropriate Graduate Program Director.

Credit Hour Policy

Assumption University upholds the Federal Credit Hour Standard in its award of credit. For each hour of credit earned, for both undergraduate and graduate credit, Assumption requires fifty minutes of faculty instruction and two hours of student preparation per week for the fifteen weeks of the semester for a total of 42.5 hours of engagement required per earned credit. A 3-credit course, for example, includes a minimum of 2.5 hours of faculty instruction and 6 hours of student preparation each per week in a 15-week semester. This standard applies to the fall and spring 15-week semesters, and to the accelerated summer terms. Graduate classes typically meet once per week for 2.5 hours. This standard is applied in the awarding of labs, practicums, internships for credit, studio work, or other academic work completed as part of an academic program of study.

Grading

The grades are as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. A grade lower than a B- is not acceptable for graduate credit. Failures are not removed from the student transcript. A few courses, typically experiential learning courses, allow the Pass/No Credit grading system.

The "I" (Incomplete) is given when a student, for reasonable cause, does not complete the requirements of a course. Students must request an incomplete from the Instructor prior to the last day of scheduled classes, and the request should be in writing (e.g., an e-mail). The decision to grant an Incomplete is made by the Instructor in consultation with the Program Director. The Instructor will communicate the deadline for completing the work to the student. If the Incomplete is not changed to a grade by the marking time of the following semester, the grade will be changed automatically to an F. In extenuating circumstances, the Program Director may petition the Dean of the School of Graduate Studies for an extension to complete the work in the course.

The "W" (Withdrawal) on a transcript signifies that the student has officially withdrawn from a course.

A minimum GPA of 3.0 is required for graduation. All students whose GPA falls below this minimum will be subject to a progress review at the end of the relevant semester and possible dismissal from the program of study. Normally, students are placed on academic probation for the subsequent semester. If the GPA does not rise above 3.0 in that subsequent semester, the student may be dismissed from the program of study.

Course Withdrawals/Additions

Course Withdrawals ("Drop"): Students may withdraw from a course at any time up to the twelfth week of the semester. See the Financial information section of the handbook for the tuition refund schedule.

Unusual Circumstances: Where illness or extraordinary circumstances require a student to withdraw after the twelfth week, the student may submit a written statement to the Program Director requesting a withdrawal from the course(s).

Course Additions (“Add”): Students may be permitted to register for a course through the first week of the semester. No additions are permitted beyond that date.

To Drop or Add: Students who wish to change their course status must initiate the request through their program office. Drop/Add requests must be approved by the Program Director and the Dean of the School of Graduate Studies. If approved, tuition refunds will be granted according to the schedule stated in the handbook – see the Financial Information section for the tuition refund schedule. ***Approval of a request is NOT guaranteed.***

Financial Aid Alert: Students receiving financial aid must maintain a minimum of six (6) course credits in order to remain compliant and eligible for federal financial aid. Students who drop below the minimum of six (6) course credits required for financial aid will become financially responsible for tuition and fees for those credits. Failure to meet financial aid compliance will affect a student’s ability to receive financial aid in the future.

Course Repeat Policy

When a student earns a C+ or lower in a course, the student may either repeat the course, if it is a specific requirement, or if it is an elective, replace it with a course that satisfies the same requirement. The student may repeat or replace the course only once. If the original course is repeated or replaced, the higher of the two grades prevails, the low grade appears with no hours attempted or earned, and the original grade is removed from the cumulative average, but not the student’s transcript. Students must request to repeat or replace a course in writing to the Program Director.

Directed Study/Independent Study

A student who wishes to take a course that is listed in the catalogue but is not offered during a particular session may make a request to the Program Director to take that course as a Directed Study. Requests are reviewed with respect to future offerings, the progress of the student, and the availability of an instructor. ***The granting of such a request is NOT guaranteed.*** Students are normally limited to two Directed Studies.

An Independent Study is where a student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum-based project, a research study, a field experience, a practicum, or an internship. It is allowed with the permission of the instructor and the Program Director.

Course Evaluations

Students are invited to complete evaluations of each of their courses and instructors during the last week of each semester. These evaluations provide important feedback to faculty on how to improve the quality of their instruction and the value of their courses. All evaluations remain anonymous and faculty do not see the responses until after grades are submitted.

Faculty Advisors

Students are assigned a faculty advisor in their program. Students should consult their advisor about course requirements, selection of electives, and concentration requirements. Students must become familiar with program requirements as well as the licensure requirements, if applicable. Knowledge of and fulfillment of program and licensure requirements, if applicable, are the responsibility of the student, not the advisor.

Accommodations for Students with Disabilities

Assumption University is committed to providing appropriate assistance to students with learning disabilities, ADHD/ADD, chronic medical conditions, physical disabilities, or psychiatric disabilities who can effectively function in our academic and residential environment.

For students entering the university environment, an individual with disabilities must:

- Have a physical or mental impairment that substantially limits a major life activity
- Have a record of such an impairment or,
- Be regarded as having such impairment

In order to provide accommodations, students must self-identify and provide relevant and comprehensive documentation of disability to the Office of Student Accessibility Services. This office evaluates the clinical documentation and meets with students to discuss appropriate and reasonable accommodations. Due to the length of the eligibility and accommodation process, it is recommended that documentation be submitted well in advance of any accommodation request.

At the outset of the accommodation process, students will need to do the following:

- Fill out and submit the Consent and Information Form
<https://www.assumption.edu/people-and-departments/organization-listing/student-accessibility-services>
- Submit relevant and comprehensive documentation
- Make an appointment with the Office of Student Accessibility Services
- Meet or speak to discuss the requested accommodations and the accommodation process

Eligibility for an accommodation is determined through an interactive process between the individual student and Assumption University. If eligibility for an accommodation is denied, the student should contact the Director of the Office of Student Accessibility Services in a timely fashion stating the reason for his/her concern and any specific remedial action being requested.

If the concern is not resolved at this level, the student may choose to pursue a formal appeal by submitting their concern in writing to the Dean of the School of Graduate Studies. Such an appeal should be made as soon as possible, but must be done within 7 days of the refusal of an accommodation or failure to resolve the concern.

Once the formal concern is received the Dean of the School of Graduate Studies will review the written appeal and all relevant information. The Dean will either uphold the original decision/accommodation as determined by the Office of Student Accessibility Services or revise the accommodation. The decision of the Dean of the School of Graduate Studies is final.

The Dean of the School of Graduate Studies will notify the student in writing of the University's final decision. The appeals process will be completed within 30 days from the time the appeal is referred to the Dean of the School of Graduate Studies.

If a student believes that he or she is being denied an approved and requested academic accommodation, or his or her accommodation is being inappropriately applied, and he or she is not able to reach an agreement with his/her professor, the student should contact the Director of the Office Student Accessibility Services. If the concern is not resolved at this level, the student may submit a formal appeal in writing to the Dean of the School of Graduate Studies as soon as possible.

Once the formal appeal is received the Dean of the School of Graduate Studies will review the written appeal in light of all relevant information. The Dean will either uphold the original decision as determined by the Office of Student Accessibility Services or revise the accommodation. The Dean of the School of Graduate Studies will notify the student in writing of the University's final decision. The appeals process will be completed within 30 days from the time the appeal is referred to the Dean of the School of Graduate Studies. The decision of the Dean of the School of Graduate Studies is final.

Academic Honesty

Academic honesty is a fundamental principle of learning and professional development. The integrity of the University's graduate programs requires honesty in scholarship, professional activities and relationships, and research. Therefore, academic honesty is required of all students at Assumption University.

Academic dishonesty threatens and undermines the University's mission to pursue the truth and form graduates for thoughtful citizenship and compassionate service. All members of the University community have a responsibility to uphold and maintain an honest academic environment and to report when dishonesty occurs. Written or other work that students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the integrity of the academic process while ensuring due process.

Academic Dishonesty includes any of the following:

Cheating - using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise. The use of artificial intelligence (AI) is forbidden unless explicitly allowed by the instructor.

Plagiarism - presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. The use of AI to create a written or oral product, either in whole or in part, is a form of plagiarism unless the instructor explicitly permits its use for the assigned work and the use of AI is acknowledged in the product.

Complicity in Academic Dishonesty - helping or attempting to help another to commit an act of academic dishonesty.

Fabrication and Falsification - alteration or invention of any information or citation in an academic exercise.

Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information to use in any academic exercise.

Multiple Submissions - the submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

Collaboration on an assignment or project, unless required or explicitly permitted by the professor.

Policy to Settle a Charge of Academic Dishonesty

Procedure:

1. The faculty member will contact the student to determine how the assignment in question was completed and to express concern that an act of academic dishonesty was committed. If the student admits to an act of academic dishonesty, the appropriate penalty, as described in the syllabus for the course or in the program's policies, is applied.
2. If the faculty member continues to have concerns after the student's denial of academic dishonesty, the Instructor will contact the Program Director, inform the Director of the concern, and provide the evidence that supports the allegation of dishonesty.
3. Program Director will review information provided by faculty member.
4. The Program Director will inform the student of the allegation and ask for either a written statement of explanation, a face-to-face meeting to discuss the allegation, or both.
5. If the instance of academic dishonesty is unambiguous, the faculty member and Program Director can decide on an appropriate penalty, up to and including the student failing the course.
6. In an instance where there may be reasonable doubt as to whether the student has been dishonest, the Program Director will appoint a Faculty Review Committee consisting of at least three faculty members who teach in the program to review the student's work.
7. The Program Director will meet with the student to gather information about the work in question and to permit the student to offer exculpatory information.
8. After meeting with the student, the Program Director will convene a meeting of the Faculty Review Committee. The committee will review the evidence regarding the issue of academic dishonesty including, but not limited to, the student's academic work in question and information provided by the student during the meeting with the Program Director.
9. If a majority of members of the Faculty Review Committee conclude that the student is guilty of academic dishonesty, the committee will decide on an appropriate penalty, up to and including failing the course.
10. The Program Director will be responsible for developing a written record of the charges and adjudication of the question of possible academic dishonesty.
11. The student has the right to appeal the decision and the penalty. To do so the student must follow the Formal Process of the Academic Grievance Procedure.

Academic Grievance Procedure

The following process should be used when a student has a grievance concerning grades or other academic issues related to graduate education. Students who believe they have a grievance related to grades or other academic issues must initiate the grievance procedure before the end of the next academic session.

Informal Process

The student will first approach the individual faculty member to attempt to resolve the grievance with him or her.

If the student finds the faculty member's decision unsatisfactory, he or she may take the complaint to the Program Director, who will speak to both parties to try to resolve the grievance. In this process, the student has the responsibility to submit a clearly written statement of the grievance to the Program Director. Upon completion of the informal process, the Program Director will communicate his or her decision to the student.

If the faculty member involved in the grievance is the Program Director, the full-time faculty in the program will select another member of the program to assume the role of the Program Director described above.

Formal Process

If the student is dissatisfied with the outcome of the informal process, he or she may request that the grievance be resolved by the formal grievance process, as described below. If the grievance involves a disagreement about a grade for work submitted in a graduate course or an instance of plagiarism, the student may request that the Program Director forward all relevant materials to an Academic Grievance Committee for a hearing.

A valid grievance about a grade for work submitted in a graduate course exists when:

1. There is evidence that the faculty member has not informed the student of program or course requirements relative to the perceived grievance or;
2. A faculty member renders a decision that is not in accord with the standard practices or principles of the Program or the University. Standard practices and principles are defined as those guidelines, both written and unwritten, which have governed grading decisions in the past and which are accepted by the Program as governing grading decisions in the present.

The Academic Grievance Committee will consist of three faculty who are knowledgeable in the area related to the dispute. Members of the Academic Grievance Committee will be appointed by the Dean of the School of Graduate Studies, in consultation with the Program Director.

The Academic Grievance Committee will then:

- a. Review the pertinent documents
- b. Invite the student to present his or her position in person and respond to questions about the grievance
- c. Invite the faculty member to present his or her position in person and respond to questions about the grievance
- d. Summarize in writing the Committee's understanding of each side of the grievance and the primary factors guiding the Committee's thinking and allow for further input from both sides prior to any decision
- e. After consultation with the Program Director, render a decision as to how to resolve the grievance (assuming one exists). This decision will be final
- f. Report the decision to the Program Director, faculty member, student, and the Dean.

Decisions regarding suspension, probation, or dismissal of a student from a Graduate Program for lack of clinical competence or failure to act in accordance with ethical or professional standards are made by the full-time faculty in that Program. If the grievance is concerned with a decision related to suspension, probation, or dismissal, the student will submit a clearly written statement of the grievance to the Dean of the School of Graduate Studies.

The Dean will then:

- a. Review the pertinent documents;
- b. Invite the student to present his or her position and respond to questions about the grievance;

- c. Invite the Program Director to present his or her position and respond to questions about the grievance;
- d. Summarize in writing the Dean's understanding of each side of the grievance and the primary factors guiding the Dean's thinking and allow for further input from both sides prior to any decision;
- e. Render a decision as to how to resolve the grievance (assuming one exists). This decision will be final.
- f. Report the decision to the Program Director and student.

General Student Grievance Policy

The following process should be used for complaints that fall outside the areas of academics, Title IX, harassment, and discrimination, as described in the Graduate Student Handbook. This grievance procedure must be preceded by a sincere attempt on the part of the complainant to resolve the issue informally with the individual(s) involved. If the student is not satisfied with the results of the informal discussion, the student may submit a signed, written complaint to the Dean of the school in which the student is enrolled.

The Grievance must include the following information:

- Name, Address, and contact information (email, phone number, etc.) of the student making the grievance complaint;
- Information regarding the individual(s) the grievance complaint is about, including their name and title;
- A detailed statement outlining all facts relating to the incident(s), including: date, time, and location;
- The names of any individual(s) who witnessed the incident or who may have pertinent information regarding the incident(s), if applicable;
- Details regarding all steps taken to resolve the grievance;
- A statement of the relief sought by the complainant; and
- A list of all documents supporting the Grievance, which shall be attached to the Grievance.

Upon receipt of a Grievance, the dean shall review the Grievance. He/she shall request a written response from the individual involved and immediately begin a full, fair and impartial investigation into the Grievance. If needed, meetings will be scheduled individually or jointly with the student and the faculty/staff member/individual that is the subject of the complaint. Witnesses may be asked to provide a written statement or meet during the investigation. The investigation will be kept confidential to the extent possible. Upon completion of the investigation the Dean will issue a decision regarding the Grievance. Both the student and faculty/staff member/individual will be notified in writing regarding the decision.

Anti-Retaliation Statement. Retaliation of any kind against anyone filing a grievance is prohibited. Initiating a complaint will not affect a student's grades, class selection, or any other matter pertaining to student status.

Grievance Process for Online Students

All students at the University can use the Massachusetts Department of Higher Education (DHE) as an avenue for resolving complaints after exhausting the University's own formal and informal processes described in this handbook.

For Massachusetts Residents and Online Students in Non-SARA Member States and Territories

After you've exhausted the complaint procedures described in this handbook and if your complaint has not been resolved, you may file a consumer complaint with the Massachusetts Department of Higher Education by using the [consumer complaint form](#). The DHE [consumer complaint form](#) should be used by students who are located in:

- Massachusetts
- Non-SARA Member States or Territories (e.g., California, Guam, etc.)

For Online Students Located in SARA Member States and Territories other than Massachusetts

After you have exhausted the complaint procedures described in this handbook and if your complaint has not been resolved, you may file a complaint with the DHE by using the [SARA complaint form](#). The DHE [SARA complaint form](#) should be used by students who are located in [SARA member states and territories](#) other than Massachusetts. This includes all students who are located in SARA member states and territories for the purposes of completing out-of-state learning placements, such as internships, practica, clinical experiences, etc. in SARA member states and territories outside Massachusetts.

Additional information from the DHE's [SARA complaint website](#) is below:

The SARA complaint process is as follows:

1. Students must first attempt to resolve their complaint using internal administrative procedures offered by the SARA institution.
2. After all administrative remedies have been exhausted with the MA-SARA institution, the student may submit a SARA Complaint via the URL below.
3. The Department shall send a copy of the complaint to the institution that is the subject of the complaint;
4. Within 30 days of the date that the Department sends a copy of the complaint to the institution, the institution must provide a written response to the student and the Department.

More information about DHE's complaint processes can be found [here](#).

Dismissal

The University reserves the right to dismiss students for poor academic performance, academic dishonesty, or unprofessional behavior. Please refer to the *Academic Policies* or *Graduate Program Specific Information & Policies* sections of this handbook or consult with the graduate Program Director for more information.

Institutional Policy on Discrimination and Harassment

Assumption University, a Catholic institution sponsored by the Augustinians of the Assumption and rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enlivened by the Catholic affirmation of the harmony of faith and reason, we aim, by the pursuit of the truth, to transform the minds and hearts of students. Assumption favors diversity and ecumenically welcomes all who share its goals.

The University recognizes the essential contribution of a diverse community of students, faculty and staff. Accordingly, Assumption University commits itself to maintaining a welcoming environment for all people and to complying with all state and federal laws prohibiting discrimination in employment and its educational programs on the basis of race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, genetic information or family medical history, military status, or other legally protected status.

Assumption University rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. The University does reserve its lawful rights where appropriate to take actions designed to promote the Catholic, Assumptionist principles that sustain its mission and heritage.

Assumption University has designated its Director of Human Resources to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Director of Human Resources:

Assumption University
500 Salisbury Street
Worcester, MA 01609
Phone: 508-767-7172

The Director of Human Resources oversees compliance with Title IX and the efforts of Athletics Title IX Coordinator, the Senior Women's Administrator, reachable at 508-767-7086. In addition, any person who believes that an act of unlawful discrimination has occurred at Assumption University may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

The educational process at the University is based on mutual trust, freedom of inquiry, freedom of expression, and the absence of intimidation and exploitation. Such an atmosphere of respect and regard for individual dignity among members of the academic community is essential if the University is to function as a center of academic freedom and intellectual advancement. In addition, the University has a compelling interest in assuring the provision of an environment in which learning and work may thrive. Such an environment requires free and unfettered discussion of the widest possible nature, one which encourages expression of all points of view.

The University recognizes that the academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Legal Basis

The following definitions of harassment are provided with reference to and are intended to be inclusive of the provisions of federal and local civil rights acts including Titles VI and VII of the Civil Rights Act, Title IX of the Educational Amendments of 1972, the Civil Rights Restoration Act of 1988, as well as applicable state and case law.

Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion to an individual based on their race, color, religion, national origin, age, sex, sexual orientation or disability, military status or such other characteristic recognized by law as unacceptable by an individual or by that individual's relatives, friends, or associates if the conduct also includes one or more of the following:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance;
3. Otherwise adversely affects an individual's employment opportunities;
4. Has the purpose or effect of creating an intimidating, hostile, or offensive study, learning, or living environment;
5. Has the purpose or effect of unreasonably interfering with an individual's study, learning, or living experience; or
6. Otherwise adversely affects an individual's educational opportunities.

Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's academic or employment standing, or (2) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or academic environment.

Sexual harassment occurs in a variety of circumstances that tend to share a common element, which is the introduction of sexual conduct or comments in the work or educational setting. Often, sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors or sexual attention becomes a condition of employment, work, education, study or benefits. Sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal or physical behavior have a detrimental effect on a person's ability to study or work at the University.

While it is not possible to list all those circumstances that constitute sexual harassment, the following are some examples:

1. Unwelcome sexual advances whether they involve physical touching or not;
2. Requests for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment; implied or overt promises or threats concerning an individual's academic status;
3. Unwelcome sexual jokes, use of sexual epithets, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's sexual activity, deficiencies, or prowess;
4. Unwelcome letters, notes, telephone calls, or electronic communications;
5. Displaying sexually suggestive objects, pictures, cartoons; unwelcome leering or whistling; brushing against the body; sexual gestures; suggestive or insulting comments.

Harassment/Discrimination Complaint Procedures

Complaints that may be addressed under this policy include complaints based on the conduct of University students, faculty, administrative and staff members and other persons acting in official University capacities.

If any member of the Assumption University community believes they have been subjected to discrimination or sexual harassment or believes they have witnessed discrimination or sexual harassment, it is the University's policy to provide that member with the right to file a complaint. This may be done in writing or verbally. However, official allegations must be filed in writing as outlined below.

When the complaint is received, it will be promptly investigated. The investigation will include a private interview with the person filing the complaint and with witnesses. Also, the investigation will include a private interview with the person alleged to have committed a discriminatory act or sexual harassment.

Complaints of sexual harassment shall be filed with:

Director of Human Resources
Alumni Hall, Room 109, 508-767-7318

Other appropriate individuals may include:

General Counsel

La Maison Francaise, 508-767-7156

Executive Vice-President

Alumni Hall, Room 108, 508-767-7424

Official allegations of harassment or discrimination are to be made to the Director of Human Resources in writing within 180 calendar days of the allegedly harassing or discriminatory event. The complaint must include the following information: name, address, and telephone number of the complainant; the nature of the complaint; date(s) and location(s) of the alleged occurrences(s); evidence on which the complaint is based; and the redress sought by the complainant.

The Director of Human Resources shall have 20 calendar days in which to conduct an investigation of the complaint. The Director of Human Resources may act as investigator or may arrange for another individual to act as investigator in the matter. The investigator shall be familiar with the appropriate sanctions that might be imposed against the individual against whom the complaint is made in the event that harassment or discrimination is found to have occurred. The investigator's report will be provided to a University officer or supervisor with the requisite authority to impose such sanctions.

The purpose of the investigation is to establish: (1) whether there is a reasonable basis for believing that the alleged violation of the policy has occurred; (2) the factual circumstances surrounding the claim; and (3) the appropriate sanction to be imposed on an individual found to have engaged in prohibited conduct. The investigator shall promptly provide the person against whom the complaint is made with a copy of the formal complaint and shall notify the appropriate University officer or supervisor of the nature of the complaint and of the identity of the parties.

In conducting the investigation, the investigator may interview the complainant, the person against whom the complaint is made, and any other persons believed to have pertinent factual knowledge. At all times, the investigator shall take steps to maintain strict confidentiality. The parties and any notified University officer or supervisor shall maintain strict confidentiality as well.

The investigator shall be in communication with the complainant until the complaint is resolved. The complainant shall be informed of general actions taken, but shall not be informed of specific conversations held with the person against whom the complaint is made.

Upon the expiration of the 20 calendar day period the investigator shall have an additional 10 calendar days to produce a written report summarizing the findings of fact and providing recommendations as to the appropriate administrative action to be taken. This report will be provided to the parties, to the appropriate University officer or supervisor and to the President of the University. If sanctions are imposed, this report will become a part of the personnel file of the individual against whom the complaint was made.

Recommended sanctions may include, but are not limited to, written reprimand of the person against whom the complaint is made, suspension or dismissal of the person against whom the complaint is made, a change of grade or other academic record, a change of course section, a change of reporting line for an employee, or any other appropriate sanction(s) under the circumstances.

A complaint may also be brought by a person outside the University community if the alleged offense occurred with regard to application for admission as a student, to inquiry or application for employment, to bidding for contracts by individuals or company representatives, or to any other official action by a member of the University community. Such complaints shall be to the Director of Human Resources.

Appeals

If either party disputes the findings or is dissatisfied with the procedures or recommendations of the investigator's report, the party may appeal such findings by filing a written appeal with the President of the University within 15 calendar days of receipt of the written report. The President of the University will review the record of the matter and will reach a final determination as to any action to be taken within 10 calendar days of receipt of the appeal.

The determination of the President of the University is final and may only be addressed further by petition to the appropriate grievance committee of the party who remains dissatisfied or who continues to be accused.

Victims of discrimination or sexual harassment or those individuals who have witnessed an act of discrimination or sexual harassment, in addition to the right to file a complaint, may also seek advice from the Director of Human Resources, Alumni Hall, Room 109, 767-7318. The Director of Human Resources is available to discuss any concerns one may have and provides information about the policy on discrimination and sexual harassment and the complaint process. The Director will work with individuals to find a way of resolving concerns in an informal manner acceptable to the victim and in a manner which would offer as much privacy and confidentiality as possible.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to harassment, you may file a formal complaint with either or both of the following government agencies:

United States Equal Opportunity Commission
One Congress Street
10th Floor, Room 1001
Boston, MA 02114
617-565-3200

Massachusetts Commission Against Discrimination
424 Dwight Street
Springfield, MA 01103
413-739-2145

or

One Ashburton Place, Room 601
Boston, MA 617-727-3990

Anti-Retaliation Statement

Retaliation of any kind against anyone filing a complaint of harassment or discrimination is prohibited. Initiating a complaint of harassment or discrimination will not affect a complainant's employment, compensation or work assignments or, in the case of students, grades, class selection, or any other matter pertaining to student status.

Distinguishing between harassing or discriminatory conduct and conduct that is purely personal or social without a harassing or discriminatory work or educational effect requires a determination based on all of the facts pertaining to the situation. False accusations of harassment or discrimination can seriously injure innocent people. Initiating a false harassment or discrimination complaint or initiating a harassment or discrimination complaint in bad faith may result in disciplinary action. A finding for the accused does not constitute a finding the complaint was in bad faith.

Hostile Environment in Absence of Complaint

If the University has credible notice – either direct or indirect – of possible discrimination or sexual harassment of a member of its community or notice of a sexually hostile or discriminatory environment, then it will take immediate and appropriate steps to investigate or otherwise determine what occurred and take steps reasonably calculated to end any harassment and/or discrimination, eliminate a hostile environment if one has been created, and prevent harassment and/or discrimination from occurring again.

Notice of Nondiscrimination

Assumption University was founded in 1904 by the Augustinians of the Assumption (Assumptionists). The University strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service through its educational model grounded in the liberal arts and the Catholic intellectual tradition. Assumption favors diversity and welcomes all who share its goals and respect the University's mission and heritage.

The University recognizes the essential contribution of a diverse community of students, faculty and staff. Accordingly, Assumption University commits itself to maintaining a welcoming environment for all people and to complying with all state and federal laws prohibiting discrimination in employment and its educational programs on the basis of race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, genetic information or family medical history, military status, or other legally protected status.

Assumption University rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. The University does reserve its lawful rights where appropriate to take actions designed to promote the Catholic, Assumptionist principles that sustain its mission and heritage.

Assumption University has designated its Director of Human Resources to coordinate its efforts to comply with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Director of Human Resources:

Assumption University
500 Salisbury Street
Worcester, MA 01609
Phone: 508.767.7172

The Director of Human Resources oversees compliance with Title IX and the efforts of the Athletics Title IX Coordinator, the Senior Women's Administrator, reachable at 508.767.7086.

In addition, any person who believes that an act of unlawful discrimination has occurred at Assumption University may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education. Rodrigues, Erin (Graduate Studies)

Class Cancellation Policy

Potential Messages:

1. Closed for the day – no day, evening ,or night classes. Online courses are not affected, they are held as scheduled regardless of weather. Instructors of on-campus graduate courses may opt to hold classes virtually, either synchronously through Zoom or asynchronously. Instructors will notify students of the status of their courses through Brightspace or via email.
2. School is delayed – there will be day classes, but the school will open 1 or 2 hours later. Online courses are not affected, they are held as regularly scheduled. The meeting time of on-campus afternoon or evening graduate courses is not affected – they will meet at the regularly scheduled time.
3. No day classes – we anticipate evening and night classes, but a final decision will be made at 2:30 p.m. and posted in appropriate media. Online courses are not affected, they are held as regularly scheduled.
4. Closed for evening and night classes – that decision is announced after 2:30 p.m. Online courses are not affected, they are held as regularly scheduled. Instructors of on-campus graduate courses may opt to hold classes virtually, either synchronously through Zoom or asynchronously. Instructors will notify students of the status of their courses through Brightspace or via email.

University Website: School delay/cancellation notice appears as a banner at the top of the University web site: www.assumption.edu.

Assumption Email: An announcement is sent to Assumption email addresses by 7:00 a.m. for morning classes, or after 2:30 p.m. for evening classes/ events.

RAVE Text Alert: A text indicating the type of cancellation or delay is sent to those individuals who have registered with the University their smartphone number.

Admissions and Enrollment

Admissions Criteria

Assumption University, in the Catholic tradition, strives to form graduate students who are known for critical intelligence, thoughtful citizenship, ethical principles, and compassionate service. Assumption University favors diversity and ecumenically welcomes all.

Our Graduate Programs are open to students with a baccalaureate degree from an accredited institution. The **Applied Behavior Analysis, Clinical Counseling Psychology, Grenon School of Business graduate programs, School Counseling, and Special Education** programs are open to those from any undergraduate field of study.

For the **School Counseling** and **Special Education** programs, based on transcript reviews, candidates may be required to take additional courses to meet the Subject Matter Knowledge (SMK) found in the Massachusetts SMK Guidelines.

Clinical Counseling Psychology is open to any field of study but requires a minimum of six undergraduate courses in psychology. Applicants are required to complete the following 2 undergraduate courses: General (or Introductory) Psychology and Statistics. Preference will be given to applicants who have taken the following undergraduate courses: Psychology of Personality and Abnormal Psychology. In addition to these courses, preference will be given to those who have completed at least two courses that emphasize the research foundations of psychology. Examples of these courses are: Social Psychology, Developmental Psychology, Psychology of Learning, Cognitive Psychology, Sensation and Perception, Physiological Psychology, and Research Methods in Psychology. Students can take courses to fulfill the admissions requirements at any 4-year college or university. Please note that the Admissions Committee does not usually accept psychology courses taken at a community college or in the online format to fulfill the admissions requirements.

The **Rehabilitation Counseling** program is open to students with an undergraduate degree in rehabilitation, human services, related social science disciplines, or those currently employed in human services.

Specifics for the Rehabilitation Counseling, Grenon School of Business, and School Counseling Online Programs

Students must have ready access to a personal computer, internet access, and basic computer literacy skills in order to be successful in an online graduate program. In addition, students must feel comfortable with the unique features and methodologies associated with distance learning.

Students enrolled in the online RC graduate program are required to fulfill the residency requirement. All students are expected to participate in two 5-day on campus sessions that take place the third week of June as part of the 3rd and 5th semesters of the program. Students stay on campus in fully-furnished, two-bedroom apartments.

Minimum GPAs for Admission

Program	GPA
Business Administration	2.75
Rehabilitation Counseling	
Applied Behavior Analysis	3.0
*Clinical Counseling Psychology	
Health Advocacy	
School Counseling	
Special Education	

*Clinical Counseling Psychology also requires a 3.0 GPA for all completed psychology classes.

An Admissions Committee of faculty from the specific program evaluate completed applications for admission. The Committee seeks to admit students with the potential for successful performance at the graduate level and considers all materials submitted.

Application Documentation

Matriculated Students and Candidates Are to Note the Following:

- All documents, transcripts, and other papers submitted for admission become the property of the University and will not be returned.
- A student is not officially admitted or denied admission until he/she has been notified by the Program Director. Applicants are notified of their status via email through the admissions portal.
- After official notification of acceptance, application material and transcripts are kept on file for one year. If the candidate has not matriculated within that year, he/she ordinarily reapplies and is subject to the rules and regulations that are in effect at the time of the new application.
- Incomplete dossiers are kept on file no longer than one year.
- The Commonwealth of Massachusetts requires that, prior to attending classes full-time (nine credits or more per semester), graduate students must be immunized against measles, mumps, rubella, diphtheria, tetanus, Hepatitis B and meningitis.

For more information regarding the application process, please visit the graduate webpage at www.assumption.edu/graduate or contact the Graduate Studies office at 508.767.7387, or graduate@assumption.edu.

Non-matriculated Students:

Non-matriculated student status may be granted by the Program Director to individuals who either have

1. an application in progress or
2. are interested in assessing the goodness-of-fit between program or course format prior to formally applying or
3. are interested in selected courses without intending to matriculate into the program.

A student is allowed to take up to two courses as a non-matriculated student. The Rehabilitation Counseling program has the discretion to allow up to four courses as a non-matriculated student. Non-matriculated students must review their undergraduate transcript with the Program Director prior to course registration (unless waived by the Program Director), and their undergraduate GPA must meet the minimum entry requirements of the Program.

Please note that registration is granted to non-matriculated students in cases where classroom space is available.

Non-matriculated students are not allowed to register for additional courses until they have been accepted into the degree program. Permission to enroll in graduate courses as a non-matriculated student does not guarantee an individual admission to the Program nor does it guarantee that the courses taken will be accepted in fulfillment of degree and/or licensure requirements. The Program Director reserves the right to grant credit toward a degree for courses taken before admittance into the degree program.

Federal financial aid is *not* granted to non-matriculating students. To qualify for financial aid, students must be accepted into a program as a matriculating student and are required to enroll in 6 credits per semester.

For more information regarding the application and admissions process, please visit the graduate webpage at www.assumption.edu/graduate or contact the Graduate Studies Office at 508.767.7387, or graduate@assumption.edu.

Auditing a Class

With permission of the Program Director, a non-matriculated student or, in special cases, a matriculated student may audit a course. The tuition fee is the same as a regular graduate credit course. A student who changes status from credit to audit after the seventh week of classes (or, in summer sessions, after the third week) must have permission of the Program Director. No refund is available to those who change status from degree credit to audit. All changes must be processed by the Registrar prior to the last class meeting.

Transfer Credits/Waivers

Graduate work completed at other institutions prior to acceptance as a degree candidate may be offered in partial fulfillment of the course requirements with the approval of the Program Director. No more than six credits may be considered for transfer for all programs except the Certificate of Advanced Graduate Study (C.A.G.S.) in Special Education. For this C.A.G.S. program, no more than three credits may be considered for transfer. Transfer credits should have been earned within seven years prior to the date on which the Assumption University graduate degree is officially conferred and have received a grade of B or higher.

Students are to submit an official transcript to the Program Director when requesting approval of transfer credits. A student who receives advanced credit is not exempt from any part of the comprehensive examinations, if applicable.

Once admitted into the program, students must obtain the permission of the Program Director to take courses at another institution. The Program Director may grant a waiver of a required course if the following conditions are met:

- If the student has taken an equivalent graduate course at another college or university within the past five years and has passed the course with a grade of B or higher, a waiver of a required course may be granted.

- It is the student's responsibility to demonstrate that a course taken elsewhere is, in fact, equivalent to the required Assumption University course (i.e., course description, syllabus).
- The request for the waiver and/or transfer should be submitted to the Program Director for consideration. If the student requests transfer of credits, written approval of the Program Director is required. In some cases, approval of the waiver or credit transfer may be dependent on the student's completion of additional reading or the submission of a paper or other materials to ensure competencies have been successfully met.
- An official transcript must be sent to the Program Director to complete the process of credit transfer. Candidates may apply to transfer a maximum of six graduate credits into their program if the above conditions are met, or, in the case of Special Education, three for the C.A.G.S. program.

If for any other reason a student requests a waiver of a course or required program components, the student must document in writing the reasons for the request and present the request to the Program Director. In some cases, a waiver exam, oral or written, at the faculty member's discretion, may be requested by the faculty member primarily responsible for teaching the course for which the waiver is sought.

Undergraduate courses are not equivalent to graduate courses. In exceptional circumstances, if a student thinks that he or she has taken the equivalent of a graduate course, he or she may follow the appropriate procedure as outlined above. The student who is successful in obtaining a waiver for one or more courses must still complete the required number of course credit hours in order to obtain the graduate degree.

Enrollment Status

Graduate Studies defines full-time graduate student status as enrollment for nine or more credits; part-time graduate student status is defined as eight or fewer credits in a semester. For loan deferment purposes, half-time is defined as six credits. To be eligible for federal financial aid, students need to be enrolled for a minimum of six credits per semester. Immigration law requires that international students be enrolled at full-time status, and six credits must require on-campus study. Fully online programs **do not** satisfy the requirements for an F-1 visa. International students must comply with vaccination requirements.

Certificate of Advanced Graduate Study – C.A.G.S.

The Certificate of Advanced Graduate Study provides specialized knowledge and skills in specific areas of study related to the specific program. It is offered to individuals who hold a Master's degree in that program or a closely related field. A customized course of study traditionally consisting of anywhere between 15-30 graduate credits is developed in consultation with the graduate Program Director. Students have an opportunity to develop an area of specialization that is related to their current work or future career goals. Students are typically enrolled in this program on a part-time basis and have up to seven years to complete their course of study.

Program Completion Time Limit

All requirements for the master's degree and the C.A.G.S. must be satisfied within seven calendar years. In unusual cases, and upon written request of the student, exceptions to this limit may be recommended by the Program Director, with a final decision by the Dean of the School of Graduate Studies. Some course work may need to be re-taken to meet the current standards in the discipline.

Deferment

Accepted students may request deferment by formal email or letter for up to a year. Deferment is at the discretion of the Program Director. Please consult with the graduate Program Director for more information.

Withdrawal with Intent to Return (Leave of Absence)

Matriculated graduate students may request to withdraw with intent to return by submitting a formal e-mail or letter to the graduate Program Director providing the reason(s) for the leave and the length of the leave. At the end of the withdrawal period, the student may re-enroll or withdraw from the University. Students have 7 years from the time they enroll to complete their programs of study. During any withdrawal period a student will be considered withdrawn to any and all external agencies, including the federal government (e.g. for financial aid purposes). Students receiving federally- or state-funded aid should consult with the Financial Aid Office to understand how the withdrawal impacts their financial aid.

Withdrawal Requirements

All matriculated graduate students who wish to withdraw from the University must do so in writing. Students may withdraw from the graduate program by notifying the graduate Program Director via e-mail or letter, at which they will be asked to complete an electronic withdrawal form. Students should specify the reason(s) for withdrawing from the program.

Dismissal

The University reserves the right to dismiss students for poor academic performance, academic dishonesty, or unprofessional behavior. Please refer to the *Academic Policies* or *Graduate Program Specific Information & Policies* sections of this handbook or consult with the graduate Program Director for more information.

Graduate Course Registration

All graduate students (returning matriculated, newly accepted, and non-matriculated students) are encouraged to register for courses during the Graduate Registration Period using the online registration process. For registration purposes, a returning matriculated graduate student is one that has applied and been officially accepted into a graduate program **and** is returning for another semester. A new graduate student is new to a graduate program starting the semester for which the Graduate Registration period is taking place. Please note Assumption University undergraduates who have been formally accepted into a graduate program may register online via the *MyPortal.Assumption.edu*.

Matriculated graduate students, both new and returning students, have the ability to register online for graduate courses through the *MyPortal.Assumption.edu* anytime (24/7) during the Graduate Registration period. Non-matriculated graduate students must complete the paper registration process with their respective graduate program office during the Graduate Registration period. Detailed registration information, including graduate registration process overview, instructions, registration calendar, course schedules, and FAQs can be found at [Graduate Student Registration](#).

Assumption's policy is that full tuition and registration fee payment is due at the time noted on the Graduate Studies registration schedule.

Immunization Compliance

Assumption University is required by the Commonwealth of Massachusetts to document immunization information for the following students: 1) all full-time graduate students, enrolled in nine (9) credits or more in any one semester; 2) all full-time and part-time health science students; and 3) any full-time or part-time student who is on a student or other visa, including international students attending or visiting classes as part of a formal academic visitation or exchange program. Students in fully online programs who are not living on campus are exempt from this requirement.

All required health information must be uploaded and submitted to the Student Wellness Portal via [MyPortal.Assumption.edu](https://myportal.assumption.edu) prior to the first day of classes. **Failure to comply with the Massachusetts Immunization Requirement will result in a hold on the student's Assumption University course registration.** Please contact Health Services at healthservices@assumption.edu or 508.767.7329. Our team will be glad to assist with questions and help you toward meeting compliance.

Detailed information regarding immunization requirements and compliance, and frequently asked questions can be found at: <https://www.assumption.edu/info-for/graduate-students/immunization-medical-insurance-requirements>

Financial Aid and Expenses

Tuition and Fees

Starting Summer Semester, 2025

For graduate courses offered by the Grenon School of Business (MBA programs, Master's in Organizational Leadership, Certificate in Healthcare Leadership):

Credits	Tuition
Per credit	\$955.00
Per 3 credit course	\$2,865.00

For graduate courses offered in Applied Behavior Analysis, Clinical Counseling Psychology, Rehabilitation Counseling, Resiliency in the Helping Professions, and Special Ops: SMVF:

Credits	Tuition
Per credit	\$880.00
Per 3 credit course	\$2,640.00

For graduate courses offered in Autism Spectrum Disorders, School Counseling, Special Education, and Transition Specialist:

Credits	Tuition
Per credit	\$710.00
Per 3 credit course	\$2,130.00

ALL graduate students, regardless of program of study, are subject to the following fees:

Item	Fee
Registration Fee, per semester, nonrefundable	\$20.00
Technology Fee, per semester, nonrefundable	\$70.00
Promissory Note Default Fee	\$150.00

Please note that tuition, fees, and policies are subject to change without notice at the discretion of the Trustees of the University. Please consult the Graduate Studies website for current information:

www.assumption.edu/graduate.

Payment

Assumption's policy is that full tuition and fee payments are due in accordance with the Graduate Studies Registration Schedule. Any outstanding tuition and/or fee balances must be paid prior to the start of semester. Students are un-enrolled from their courses if payment is not made.

Student bills are available for viewing through the Student Account Center (SAC) via the MyPortal.Assumption.edu. SAC is a portal that presents comprehensive student account information including Account Summary and Activity, Statements, and Options to Pay a Bill, including enrolling in a payment plan. The Account Summary and Activity Data is available 24/7 with real time updates, including financial aid.

One-time payments post in real time 24/7 via checking, statement savings, or credit/debit card. Please note that a small convenience fee is applied to credit/debit card payments.

Students eligible for alternative methods of payment, i.e., financial aid, payment plan, tuition remission, or tuition discount through an established agreement, must complete all arrangements and payment method documentation in accordance with the graduate registration schedule. Students who do not remit full payment by the payment deadline, as set forth during the graduate registration schedule, will have their registration cancelled for non-payment. This results in a graduate student being automatically removed from all classes for the registration term. Graduate students whose registration is cancelled for non-payment are responsible for any and all registration fees, as these fees are non-refundable.

For more information regarding graduate registration and payment options, please visit the Graduate Studies website by clicking here: [Graduate Tuition and Financial Aid](#).

Financial Aid

The Office of Financial Aid is here to assist you with the process and guidelines of financing your education. We will work with you to ensure that you have a clear understanding of your financial aid options while attending Assumption University.

All students are encouraged to seek out and apply for appropriate financial aid assistance. For more information, please contact the Office of Financial Aid at 508.767.7158, fa@assumption.edu or <https://www.assumption.edu/admissions-financial-aid/graduate-and-post-baccalaureate-admissions-and-financial-aid/graduate-tuition-and-financial-aid>.

Important Note: Federal financial aid is only available to students that are matriculated in an eligible program. To determine if your program is eligible for Federal financial aid, please contact either the academic department or the Office of Financial Aid at 508.767.7158. Non-matriculants are not eligible for federal financial aid.

Loans: Eligible graduate students can borrow loans through the Federal Direct Student Loan program or through a private educational lender.

Federal Loans: Qualifying graduate students are eligible to borrow up to the cost of attendance (COA) through the Federal Direct Student Loan program via a combination of a Federal Direct Unsubsidized Loan and a Federal Direct Graduate PLUS Loan. Graduate students can borrow up to \$20,500 a year in a Federal Direct

Unsubsidized loan, and up to the COA in a Federal Direct Graduate PLUS Loan. Availability of Federal Direct Graduate PLUS Loans will change in 2026. Please contact the Financial Aid Office if you currently receive a Graduate PLUS loan or have questions.

To apply for a Federal Direct Student Loan students should complete the Free Application for Federal Student Aid (FAFSA) form for the applicable academic year. The FAFSA is filed online at www.fafsa.ed.gov. Be sure to include Assumption University's Federal School Code (002118) on the FAFSA to ensure the Office of Financial Aid receives the results of your application. Financial aid applications can only be processed for unconditionally accepted full-time (nine credits/semester) and half-time (six credits/semester) students. Upon processing of the application for financial aid students will need to complete a Master Promissory Note (MPN) and an Entrance Interview at www.studentloans.gov.

Private Alternative Loans: Assumption University encourages you to fully research the loans and lenders that best fit your needs. All private loans are subject to credit approval. To apply, a completed promissory note should be submitted for certification to the Office of Financial Aid. The certified loan will then be reflected as a secure loan to be applied towards your student account. ELMSelect provides a neutral lender and product comparison tool. It allows students to evaluate, compare, and select a lender that best fits their financial needs. You can review all lenders on one page or narrow the list of lenders and compare them side by side. You can begin the loan application process from ELMSelect by choosing 'Apply Now' for the selected lender. For detailed information about each of the loans, including borrower benefits and services, log onto www.elmselect.com.

Please note: The Office of Financial Aid at Assumption University follows a clear process and a Code of Conduct that guides our selection of suggested lenders. However, Assumption University will accept loans from lenders not on the suggested list.

Financial Aid Satisfactory Academic Progress (SAP)

Graduate students must maintain Financial Aid SAP in order to continue receiving federal, state, and institutional financial aid in subsequent years. Graduate students are required to maintain a minimum GPA of 3.0 and pass 67% of their attempted classes at the end of each academic year in order to maintain/pass Financial Aid SAP. The Financial Aid SAP evaluation is conducted annually at the end of the spring semester (May) and students are notified in June if they did not pass Financial Aid SAP. Students who do not pass Financial Aid SAP will lose eligibility for all sources of financial aid for the upcoming academic year.

For more detailed information on Graduate Student Financial Aid SAP, please visit the following website: <https://www.assumption.edu/admissions-financial-aid/graduate-admissions-and-financial-aid/graduate-tuition-and-financial-aid>.

Additional Financial Resources

Employer Tuition Reimbursement: Students are encouraged to contact their employer's Human Resource Department to inquire about any available tuition benefits. Students are expected to pay in full at the time of registration and then comply with their individual employer's reimbursement policies for reimbursement.

Payment Plans: *TMS* offers graduate students a low cost extended payment plan. This is not a loan program; there are no interest charges. There is an enrollment fee for the fall and spring semester. The first payment for the fall

semester is due August 1. The first payment for the spring semester is due December 1. Summer sessions are not eligible. Students are encouraged to enroll through the Student Account Center (SAC) via the Portal. For more information, please contact the Finance Office at 508.767.7471.

Veteran's Benefits: Eligibility is based on the regulations issued by the Veterans' Administration. Veterans should contact the Veterans' Representative, Mary Malone in the Registrar's Office, for further information at 508.767.7408.

Vouchers: Students who are awarded Graduate Fellowships, Traineeships, or Assistantships in a graduate degree program are permitted to use course vouchers to pay for courses that are included in their program of study. Participating graduate programs have a limit of two vouchers per program, except that Special Education allows two vouchers for the master's degree program and one for the C.A.G.S. program. Only one voucher can be used per semester, including the summer semester. Summer I and Summer II constitute the summer semester and count as one semester for voucher use. Please contact your program's administrative assistant if you have questions.

Tuition Refunds

No consideration will be given to an application for a tuition refund unless the student has given notice to the Program Director at the time of withdrawal from a course. The "date of withdrawal" is the date on which the student actually notified the director. No fee paid, or any portion thereof, is returnable as a matter of right upon a student's withdrawal from the University. Where illness, physical disability or extraordinary circumstances require a student to leave, he/she may file a written request stating the cause(s) of the withdrawal with the Dean of the School of Graduate Studies.

Refunds on tuition will be made according to the following schedule:

For regularly scheduled courses whether online, blended or on campus.

Withdrawal Timeline	Refund
Withdrawal prior to the end of the 1st week of the semester	100%
Withdrawal prior to the end of the 2nd week of the semester	90%
Withdrawal prior to the end of the 3rd week of the semester	50%
Withdrawal after the 3rd week of the semester	0%

For special schedule courses that do not meet weekly (this excludes online, blended, or traditional courses that meet regularly throughout the semester).

Withdrawal Timeline	Refund
Withdrawal prior to the 1st class session	100%
Withdrawal prior to the 2nd class session	33%
Withdrawal prior to the 3rd class session	0%

Any questions regarding refunds, including tuition refunds and credit balance refunds, should be directed to the Student Accounts Office.

Scholarships, Fellowships, and Assistantships

Charles E. Soule Scholarship in Rehabilitation Counseling

A \$4,000 merit scholarship is awarded annually to a full-time graduate student in the Rehabilitation Counseling program. In addition to a brief description of their background and career interests, scholarship applicants must answer the following questions in their letter:

- Why are you pursuing a degree in rehabilitation counseling?
- Why do you think you will be a competent rehabilitation practitioner at the conclusion of this program?
- What skills are you hoping to learn in this program?

Candidates need to apply by letter to the Program Director, Dr. Nicholas J. Cioe, Ph.D., CRC, by August 1.

E-mail: nj.cioe@assumption.edu

Doyle-Dougherty Family Scholarship for Rehabilitation Counseling

The Doyle-Dougherty Family Scholarship is awarded yearly to a graduate student in the Rehabilitation Counseling program. The scholarship is awarded to an outstanding first year graduate student who has maintained a record of academic excellence and has demonstrated the personal characteristics necessary for professional rehabilitation counselors. The approximately \$1500 yearly award is awarded in the spring for that academic year. Students will be notified about the award availability and applicants must submit an application letter describing how his/her characteristics match the scholarship criteria as well as two letters of recommendation supporting their candidacy. Please contact the Program Director if you have questions.

George S. Elias Scholarship for Rehabilitation Counseling

The George S. Elias Scholarship for Rehabilitation Counseling is chosen by committee.

Clinical Counseling Psychology Fellowships

The Clinical Counseling Psychology program offers up to 5 Graduate Fellowships annually to students who have strong academic records. Tuition waivers are granted for 30 credits. Fellowship opportunities are available to new and returning counseling psychology graduate students. Graduate fellows work closely with a Clinical Counseling Psychology program faculty member for two semesters on advanced psychological research. Please check the Clinical Counseling Psychology program's website for more details, including the deadline for applications: <https://www.assumption.edu/admissions-financial-aid/graduate-and-post-baccalaureate-admissions-and-financial-aid/graduate-tuition-and-financial-aid-2>

Assistantships

Graduate Assistants serve as valuable resources to departments and the assistantships are an attraction to many eligible graduate students. Graduate Assistant appointments are competitive and are determined based on undergraduate and/or graduate grade point average, letters of recommendation, pertinent experience, educational preparation, interviews, or a combination of these factors.

Graduate Assistants work in an academic department, athletics, or an administrative office of the University for up to 20 hours per week from September to May unless approval has been granted for an extended period. Please check the University's website in the job postings section (Employment) or the Graduate Studies website "Financial Aid &

Tuition” – “Student/Graduate Assistantship & Employment”: <https://www.assumption.edu/admissions-financial-aid/graduate-admissions-and-financial-aid/graduate-tuition-and-financial-aid-2> to see what positions are posted and available.

Student Resources

Academic Support

Graduate students have access to tutoring for writing through the Academic Support Center. Please check the center's webpage for details: <https://www.assumption.edu/people-and-departments/organization-listing/academic-support-center>

Bookstore

The Assumption University Bookstore, managed by Follett, is located on the second floor of the Hagan Campus Center. The Bookstore provides the University community with multiple options for the purchase or rental of textbooks, general trade, and reference books. In addition, the Bookstore provide a wide array of school supplies, clothing, gift items, and drinks and snacks. For the convenience of students, the Bookstore is open seven days per week and the hours are posted at the start of each semester. Please call 508.767.5977, or visit their webpage for information or purchases: <http://bookstore.assumption.edu>.

Campus Ministry

Campus Ministry invites all Assumption students to develop a "life that matters" through a life of prayer and worship, a life of service and justice, and a life of spiritual growth. Campus ministers -- including a priest, a deacon, and Catholic and Protestant lay ministers -- offer a wide array of programs and activities including student-centered Sunday Masses, service/immersion trips, retreats, service opportunities in Worcester, Bible study, prayer and reflection opportunities, and liturgical and music ministries. They are also available to connect students who are not Catholic with churches, synagogues, mosques, and temples in the Worcester area. Visit the Campus Ministry Center in Tinsley (adjacent to the Chapel) or the Campus Ministry offices in Charlies, call 508-767-7419, or see <https://www.assumption.edu/campus-life/spiritual-life/campus-ministry>.

Campus Police/Public Safety

The Department of Public Safety, located on the ground floor of Kennedy Memorial Hall, maintains 24-hour coverage in an effort to protect all students and University personnel.

The Assumption University Annual Security report provides statistics of the previous three years of reported crimes that occurred on-campus, in certain off-campus buildings or property owned or controlled by Assumption University, and on public property within, or immediately adjacent to or accessible from campus. The report includes policies concerning campus security, sexual assault, and other matters. You can obtain a copy by contacting the Assumption University Department of Public Safety or on the web site at <http://www.assumption.edu/campus-life/public-safety>.

The **on-campus extension is x7777** for emergencies and x7225 for non-emergencies. From off campus call 508.767.7225.

Dining Facilities

Assumption Dining creates a community experience centered on culinary expertise, fresh, local ingredients offering healthy, made-to-order meals all served with a sense of environmental and social responsibility. Taylor Dining Hall, the Hagan Café, Charlie's at the Hagan Campus Center, and Pierre's Pub serve a variety of food and drink. Details, including hours of operation, can be found at: <https://assumption.campusdish.com/>

Emmanuel D'Alzon Library

The Emmanuel d'Alzon Library is located on the quad behind the Hagan Campus Center. Fully handicapped accessible, it has a seating capacity of 350 using a wide variety of arrangements, including reservable group-study rooms. The steadily growing collection consists of more than 200,000 volumes. Resources include access to over 38,000 journal titles and over 100 databases. Our access to other resources is facilitated by our participation in local, regional, and national library networks. Computer workstations and laptops with standard software and Internet access are available. Reference librarians provide assistance in finding and using library resources at the Reference Desk, by phone, and e-mail.

During the academic year the library is open as follows:

- Monday-Thursday: 8:00am-1:00am
- Friday: 8:00am-6:00pm
- Saturday: 10:00am-8:00pm
- Sunday: 11:00am-1:00am

Summer hours differ and will be posted on their webpage weekly. Schedule changes are recorded on the Library's voicemail: 508.767.7135. Please visit the Library's webpage for more information and helpful hints:

<https://library.assumption.edu/dalzon>

Health Insurance

The Commonwealth of Massachusetts requires all graduate students taking six (6) or more credits in the fall or spring semester to submit evidence of health insurance coverage. If Assumption University does not receive proof of health insurance coverage, the student will be automatically enrolled in, and billed for, the University's health insurance plan. Graduate students may waive the health insurance by completing the online Health Insurance Waiver form available through the Student Account Center (SAC) via the *MyPortal.Assumption.edu*. For more information, visit the Finance Office Student Health Insurance webpage at <https://www.assumption.edu/info-for/graduate-students/immunization-medical-insurance-requirements>

I.D. Cards

Student IDs are required of all students and may be obtained free of charge from Public Safety/Campus Police, located in the Kennedy Memorial Hall. The Student ID allows the student to access campus through the front gate, email, the Assumption University Portal, Brightspace, library, use the Plourde Recreation Center and attend any Assumption University sporting event. Furthermore, students can use their Student ID to receive discounts at local restaurants and cultural events.

If a student's card is stolen, lost, or damaged, a new one may be obtained at Campus Police for a fee. The utilization of false identification will result in disciplinary action and possibly criminal prosecution. Similarly, students who fail to identify themselves properly to a University official will be subject to disciplinary action. For information call 508.767.7225.

Information Technology

Technology Service Locations

The **Information Technology Center** houses the IT staff, labs and classrooms for collaborative projects, multi-media, foreign language work, and access to specialized application software. The Help Desk is also located on the first floor of the IT Center.

IT Help Desk

The IT Help Desk, located on the first floor of the Information Technology Center in Rm. 130, is your first point of contact for technology support at Assumption University.

When you call the Help Desk, we will make every effort to assist you while you are on the line. If we can't resolve the issue immediately, we will create a "ticket." The "ticket" is then directed to the appropriate member of the IT professional staff, who will reach out to you in regard to next steps. This process helps us to provide consistent support and to measure and track technical support issues.

IT Help Desk Contact Information and Hours

The Help Desk is open seven days per week when classes are in session. Hours are subject to change for periods during which the campus is not open, either for a scheduled closure, inclement weather, or other circumstances.

The Help Desk can be reached by dialing extension **7060** from a campus phone line or **508.767.7060**. If you have a computer issue outside the Help Desk hours, please leave us a message. You will receive a response to your question as soon as possible when the Help Desk reopens. You may also email the Help Desk at helpdesk@assumption.edu.

Help Desk Hours --Classes In Session (includes exam periods):

- Sunday: 12:00PM- 4:00PM
- Monday - Thursday: 8:30AM- 8:00PM
- Friday: 8:30AM- 4:30PM
- Saturday: 8:00AM- 12:00PM

Classes Not In Session (includes vacations & summers):

- Monday - Thursday: 8:30AM- 8:00PM
- Friday: 8:30AM- 4:30PM

For more information about Information Technology services on campus and the IT Help Desk, please visit the Information Technology Portal Page at: <https://my.assumption.edu/technology/Pages/default.aspx>

Portal

The "Portal" is a password-restricted site available only to the Assumption University community. It allows the student to:

- Access the Student Account Center (SAC).
- View information for Campus Events, FYIs and Announcements.
- Access Student Quick Links for Brightspace, Course Cancellations, and other campus resources.
- View course schedules and grades.
- Register for graduate courses.

Students are responsible for checking the Assumption University Portal and their Assumption e-mail account as this is the official form of communication for the University.

For technical problems with The Portal, Houndmail, or Brightspace, please contact the IT Helpdesk at 508.767.7060 or via email: HelpDesk@assumption.edu.

Counseling Services

If you are feeling overwhelmed by stress and anxiety, and getting through the day is becoming more challenging, you are not alone. The following services are available to graduate students if you need help or just want to talk. We encourage you to reach out.

- Counseling Services on campus: 508-767-7329
- Campus Ministry and Pastoral Ministry Team on campus: 508-767-7419
- Student Assistance Program: 800-386-7055
 - 24/7 phone consultation with a licensed personal counselor
 - You must provide the following information when you call: Name, Date of Birth, Telephone number
 - State that you are an Assumption student
 - Referrals to counselors in the local community
- Website featuring helpful articles General support resources are also available at <https://worklife.uprisehealth.com/>

Parking

All vehicles brought onto the campus must be registered with Public Safety (Campus Police), located in Kennedy Memorial Hall. Parking permits for graduate students may be obtained from Public Safety free of charge, with proof of course registration and vehicle registration.

Parking areas on campus are designated as student, employee, visitor, and reserved handicapped during certain hours to provide for special needs of some users and to distribute parking equitably throughout campus. Public Safety may impose a ban on parking in the event of severe snow conditions. During the ban, parking is allowed only in designated areas.

Parking in designated areas is on a "first-come – first-served" basis. Unless otherwise specified, all walkways and roadways are considered to be fire lanes. Parking in a fire lane or at a fire chain will result in a fine and may

necessitate towing at the owner's expense. Unauthorized parking in a designated handicapped area results in a fine and may result in towing. The University reserves the right to revoke the privilege of operating a motor vehicle on the campus from any students who fails to abide by these and/or other parking regulations.

Parking tickets can be appealed at the Public Safety within seven days of the violation. Appeals received after this time period will not be accepted. Parking ticket fines are to be paid at the Cashier's Office located in the lower level of Alumni Hall. Students who receive 10 tickets in one academic year will lose their privilege to have and operate a car on campus for at least one full semester. Failure to pay fines may result in loss of driving and parking privileges on campus. Fines must be paid prior to eligibility for degree conferral.

Plourde Recreation Center

The Plourde Recreation Center, a 69,000 square-foot complex is the largest building on campus and features a six-lane swimming pool, an aerobics/dance studio, two racquetball courts, a jogging/walking indoor track, a fully equipped fitness center, locker rooms and saunas. Graduate students can use this facility free of charge. A valid Graduate Student ID card is required for entry into the facility. Student IDs may be obtained free of charge from Public Safety, located in the Kennedy Memorial Hall. For hours and more information about the Plourde Recreation Center, contact 508.767.7072. Visit: <https://www.assumption.edu/campus-life/student-groups-and-activities/intramural-and-club-sports/plourde>

Registrar's Office

Transcripts and grades are available through The Portal. Students may review their academic records in person by appointment. Those wishing to obtain official transcripts of their academic records should visit the website <https://www.assumption.edu/people-and-departments/organization-listing/registrar>. The University uses the Parchment Transcript Service so that transcripts can be ordered, sent, and received electronically. Official transcripts are withheld if a student has not met all financial obligations to the University.

Campus Buildings

Campus Map



Academic Calendar

(Please note that the undergraduate division follows a slightly different calendar.)

Academic Calendar 2025-2026

Summer Semester 2025

Date	Event
Tues. May 27 – Thurs. July 3	Summer Session I
Mon. July 7 – Fri. Aug. 15	Summer Session II

Fall Semester 2025

Date	Event
Mon. Aug. 25	Graduate classes begin
Fri. Aug. 29	Last day to Add/Drop courses
Mon. Sept. 1	Labor Day – NO CLASSES
Mon. – Tues. Oct. 13-14	Fall Break – NO CLASSES
Wed. Oct. 15	Graduate classes resume
Mon. Nov. 3	Course registration for Spring 2026 semester begins
Wed. Nov. 26	Thanksgiving Break begins – NO CLASSES
Mon. Dec. 1	Graduate classes resume
Mon. Dec. 8	Last day of Graduate classes
Mon. Dec. 15	Grades due by noon

Spring Semester 2026

Date	Event
Tues. Jan. 20	Graduate classes begin
Mon. Jan. 26	Last day to Add/Drop courses
Mon. Feb. 16	Presidents' Day – Graduate classes held
Mon – Fri. Mar. 2 – Mar. 6	SPRING BREAK – NO CLASSES
Mon. Mar. 9	Graduate classes resume
Mon. Mar. 23	Course registration for Summer 2026 semester begins
Tues. Mar. 31	Easter Break begins – NO CLASSES

Date	Event
Mon. Apr. 6	Graduate classes resume
Thurs. May 7	Last day of Graduate classes
Wed. May 13	Grades due by noon
Sat. May 16	Baccalaureate Mass
Wed. May 20	Graduate Commencement, 4:00pm

Summer Semester 2026

Date	Event
Tues. May 26 – Fri. Aug. 14	Full Summer Session
Tues., May 26 – Fri. July 3	Summer Session I
Mon., July 6 – Fri. Aug. 14	Summer Session II

Directory

Graduate Studies Directory

Name	Title	Ext.: 508-767-	Office Location	Email: @assumption.edu
Dean				
Kimberly A. Schandel, Ph.D.	Dean of the School of Graduate Studies	7143	KN 209	kschande
Enrollment Management				
Katie Moulton, Ed.D.	Dean of Enrollment	7410	AH	kt.moulton
Susan M. Cahill	Sr. Assoc. Dir. of Post-Bachelor & Graduate Admissions	7365	AH	sm.cahill
Laura Hunter	Associate Director for Graduate Enrollment	7458	AH	lehunter
Stephanie E. Plotkin Murin	Assistant Director of Graduate Admissions	7105	AH	se.plotkinmurin
Program Directors				
Laura Miller, DET	Grenon School of Business Graduate Programs		TFAC 326	ln.miller
Regina Kuersten-Hogan, Ph.D.	Clinical Counseling Psychology	7549	KN 211	kuersten
Nicholas Cioe, Ph.D., CRC, CBIST	Rehabilitation Counseling	7063	KN 107C	nj.cioe
Susan Scully, Ph.D.	School Counseling	7319	KN 107D	sscully
Nanho Vander Hart, Ph.D.	Special Education	7380	KN 157	nvanderh
Lea Christo, MSW, LICSW, BCPA	Resiliency in the Helping Professions	7503	KN 107	l.christo
Karen Lionello-DeNolf, Ph.D. BCBA-D, LABA	Applied Behavior Analysis	7498	KN 138	k.lionellodenolf
Program Support Staff				
Emily Champa	MBA, Grad Business Programs	7426	TFAC 243	eg.champa
Sabine Prizio	Dean, Resiliency, School Counseling, Special Education, Transition	7297	KN 169	sprizio
Caroline Rauscher	Applied Behavior Analysis, Clinical Counseling Psychology, Rehabilitation Counseling	7390	KN 123	cm.rauscher
Registrar's Office				
Deirdre Comeau	Assistant to the Registrar	7356	DE	dcomeau
John Wild	Registration Records Clerk	7407	DE	jwild
Finance Office				

Name	Title	Ext.: 508-767-	Office Location	Email: @assumption.edu
Student Accounts	Main Line	7351	DE	studentaccounts
Financial Aid	Main Line	7158	AH	Fa
Health Services				
Student Health Services_____	Main Line_____	7329	Armanet__	
Other Important Numbers				
IT Hub/Helpdesk		7060	IT130	Helpdesk
EMERGENCY/Campus Police		7777	KN	
Public Safety Office-Parking and Student ID		7225	KN	

Building Codes: AH-Admissions House, DAL-d'Alzon Library, DE-Desautels, IT-Information Technology Center, KN-Kennedy, TFAC-Tsotsis Family Academic Center

Programs of Study

Department of Applied Behavior Analysis

Overview

Applied Behavior Analysis (ABA) is the science of learning and behavior used in order to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA emphasizes the influence of the environment in behavior change and involves direct observation of behavior, data collection and analysis, and systematic changes to the environment to understand the cause of socially significant behavior and improve that behavior. By first understanding the cause, we are able to develop more effective, long-lasting and socially acceptable methods of changing our own behavior and the behavior of others.

A Board Certified Behavior Analyst (BCBA) is an independent practitioner who conducts behavioral assessments, interprets the results of behavioral assessments, and designs behavioral interventions for clients in a variety of fields. A BCBA may also supervise BCaBAs (behavior analysts certified at the bachelor's degree level), registered behavior technicians (RBTs), and students wishing to gain supervised fieldwork experience. To become a BCBA, students must hold a master's degree, complete a number of graduate courses in ABA, gain up to 2,000 fieldwork experience hours (with supervision by a BCBA), and pass a certification exam. A BCBA must obtain continuing education to maintain certification and, to practice in Massachusetts, must be licensed as an Applied Behavior Analyst (some exceptions may apply). Assumption's MA in ABA program has been recognized by the Association for Behavior Analysis International as a Tier 2A program. Graduates of the MA in ABA program qualify to sit for the Board Certified Behavior Analyst Examination under Pathway 1. Applicants may need to meet additional requirements to qualify.

Mission Statement

The mission of the Applied Behavior Analysis program at Assumption University is to prepare students to be well-rounded behavior analysts who excel at applying their knowledge of the science of behavior in a variety of settings. The program accomplishes this through comprehensive coursework in the applied, basic, and conceptual branches of behavior analysis and related fields. We teach evidence-based approaches to assessment and treatment that are widely applicable and based on firmly established behavioral principles. The coursework is integrated with a practicum series to provide students with multiple opportunities to develop competencies in skills related to behavior-analytic service delivery and research. The program teaches students to effectively work with and train staff, parents, and caregivers and to collaborate with other service providers in order to maximize client outcomes while remaining in harmony with the core conceptual and ethical tenants of the field. As a result, students become adept at critical thinking and are formed as contributing members to both the wider discipline of behavior analysis and the communities they serve.

Learning Goals

By the completion of their studies, Applied Behavior Analysis graduate students will have met the following learning goals.

1. **Foundational Knowledge of Behavior Analysis:** fluency of knowledge in (1) the conceptual tenants of behavior analysis, (2) basic principles of learning and behavior, (3) behavioral measurement systems, and (4) the logic of small-n research designs

Outcomes: Students should be able to:

Outcomes: Students should be able to:

- Characterize behavior analysis as a science by identifying and explaining its underlying assumptions (e.g., the seven dimensions of ABA, BACB 5th Edition Task List Section A)
- Use, define, explain, and provide examples of basic behavior-analytic principles (e.g., classical conditioning, operant conditioning; BACB 5th Edition Task List Section B)
- Demonstrate ability to operationally define behavior and use a variety of behavior measurement systems (BACB 5th Edition Task List Section C)
- Compare and contrast small-n research designs with respect to the ability of each to demonstrate functional relations between variables (e.g., prediction, verification, and replication; BACB 5th Edition Task List Section D)
- Graphically depict data in a variety of formats and complete a visual analysis of graphically depicted data to determine functional relations (e.g., BACB 5th Edition Task List Section C)

2. **Application of Behavior-Analytic Principles:** ability to effectively assess behavior and use behavioral principles to create meaningful and significant changes in client behavior

Outcomes: Students should be able to:

- Describe and use indirect, direct, and experimental assessment methods to identify (1) the function of unwanted behavior and (2) potential teaching targets for adaptive, social, communication, and vocational skills (e.g., BACB 5th Edition Task List Section F)
- Demonstrate knowledge and use of intervention techniques to support skill acquisition and behavior reduction based on known behavioral principles (e.g., BACB 5th Edition Task List Section G)

3. **Case Management and Supervision:** competent in all aspects of managing client cases related to intake, assessment, planning, care coordination, and evaluation

Outcomes: Students should be able to:

- Demonstrate ability to design specific, individualized interventions based on assessment results, client preferences, and environmental factors and that take into account the values and abilities of the client, caregivers, and other relevant stakeholders based on available resources (e.g., BACB 5th Edition Task List Section H)
- Monitor and evaluate the fidelity of intervention implementation and the reliability of data collection systems (e.g., BACB 5th Edition Task List Section H)
- Make intervention decisions based on observed client progress to eventually reduce the need for behavioral services (e.g., BACB 5th Edition Task List Section H)
- Use function-based strategies to assess and improve personnel performance, including supervision of those training to be behavior analysts (e.g., BACB 5th Edition Task List Section I)
- Describe the steps for proper and ethical case termination

-
4. **Professional and Collaboration Skills:** maintains professional and ethical behavior when interacting with clients, caregivers, personnel, students, and other professionals

Outcomes: Students should be able to:

- Effectively collaborate with other service providers on the client's intervention team while adhering to behavioral principles
- Explain behavioral concepts using non-technical language in both written and oral formats
- Demonstrate knowledge and understanding of the BACB Professional and Ethical Compliance Code (e.g., BACB 5th Edition Task List Section E)
- Discuss ethical issues related to working with vulnerable populations, collaboration with non-behavioral colleagues, supervision, teaching, and research

5. **Communication Skills:** communicate effectively in written and oral formats

Outcomes: Students should be able to:

- Demonstrate the ability to speak and write using technical language (e.g., when communicating with other behavior analysts)
- Write effectively in multiple formats (e.g., essays, assessment and other reports, teaching and behavior reduction programs) using appropriate conventions for professional writing (i.e., grammar, style, organization, etc.)
- Demonstrate ability to extract critical information from a journal article or other source and write a succinct, thorough, and accurate summary
- Demonstrate the ability to orally communicate in a variety of contexts (e.g., presentations, team meetings, caregiver consultation, etc.)

6. **Critical Thinking:** ability to make an objective evaluation of a text, presentation, or issue to arrive at a conclusion

Outcomes: Students should be able to:

- Extract information from empirical articles and other sources to determine if an intervention is evidence-based and behavior analytic
- Synthesize information both within and across sources to make a coherent argument and to criticize an argument
- Use evidence from the behavioral literature as support for assessment and intervention decisions

Faculty

Karen Lionello-DeNolf, Ph.D., BCBA-D, LABA
Director of the Applied Behavior Analysis Program
Associate Professor of Applied Behavior Analysis

Nicole Pantano, Ph.D., BCBA-D
Assistant Professor of Applied Behavior Analysis

Lecturers in Applied Behavior Analysis

Andrea Bowes, MS, BCBA, LABA
Amanda Corey, MS, BCBA, LABA
Jillian Crawley, MS, BCBA, LABA
Dewey DeLisle, Ph.D., BCBA, LABA
Joseph Pannozzo, Ph.D., BCBA
Elizabeth Sloan, MS, BCBA, LABA
Kathryn Wood, MA, BCBA, LABA
Colleen Yorlets, MS, BCBA, LABA
Tali Rudy Zaltzman, MS, BCBA, LABA

Transfer Credits

In certain circumstances, transfer credits may be applied to up to two courses, as appropriate and determined by the Program Director. No more than two transfer courses (six credits) total may be applied to the MA in ABA program. Students who wish to apply for transfer credits need to complete at least one full semester in the ABA program with a semester GPA of 3.0 or better. Students should submit a written request (e-mail or letter) to the Program Director, a course syllabus (or syllabi), and an official transcript indicating the transfer course(s). Students who wish to apply for transfer credit for ABA 500, 501, 600, 601, 602, 603, 604, or 605 should also submit a copy of the transfer course's ABAI (or BACB) course content verification form from the time that the course was taken, if applicable. Transfer credit for ABA courses cannot be granted for courses whose content verification is not the same as that for the counterpart course in Assumption's ABA program.

Practicum

Students are required to take multiple semesters of practicum (e.g., ABA 700, 701, 702, and 703). Completion of 1,500 to 2,000 hours of supervised fieldwork in applied behavior analysis is required for the MA in ABA program. The BACB limits the number of hours that can be accumulated each supervision period to 160 (under the 2027 fieldwork requirements). Therefore, it will take a minimum of 13 months to complete the fieldwork requirements under the "supervised fieldwork" category and 10 months under the "concentrated fieldwork" category. To be able to complete the fieldwork required by BACB standards within the three required semesters of practicum, students should expect to complete 40 hours of fieldwork (direct work with clients plus unrestricted work) per week. Students may enroll in practicum if they work part-time, but they must understand that they will not be able to complete the BACB-required fieldwork hours in three semesters in that case (i.e., they will need to take additional semesters of practicum). The practicum site needs to be able to provide the type of experiences needed (i.e., unrestricted activities) and a site-supervisor who meets BACB supervisor qualifications. Students are required to attend a multiple-session orientation and pass a practicum competency assessment the semester prior to beginning practicum. Only degree candidates of Assumption University may enroll in these courses.

Assumption University's ABA practicum courses are designed to meet the BACB Experience Standards (see www.bacb.com for more information). Students must work or volunteer at a site in which they can engage in behavior-analytic activities the majority of the time and at which they can work with more than one client. The practicum experience may be paid or unpaid. Students are required to attend class weekly, where they will receive 5 hours of group supervision and 1.5 hours of 1:1 supervision from the practicum instructor. Students are required to find a practicum placement within the first semester of their first year. Ideally, the practicum placement will provide 1.5 hours of observation and 2 hours of individual supervision per week. Students who do not have individual supervision available at their worksite are encouraged to speak with the Program Director as soon as possible during their first

semester for assistance in finding a different practicum placement and/or an individual supervisor. All practicum sites must be approved by the Program Director prior to the start of the semester in which the student enrolls in practicum. Additional practicum requirements are explained in the syllabus for each course.

All students can receive assistance from the Program Director to identify an appropriate practicum placement. It is ultimately the student's responsibility to obtain and maintain a placement with a practicum site. All sites require an application and interview process, and all students must adhere to the specific agency's policies and procedures to maintain employment. Students will be required to pass a criminal background check. If a student is asked to permanently leave a practicum site, the student should immediately notify the Program Director. It is the student's responsibility to obtain a placement at another practicum site. If the student cannot obtain another practicum placement within one week, the student may have to drop the practicum course for the semester. Depending on the circumstances surrounding the termination from the practicum placement, the student may be eligible to re-enroll in practicum the following semester. Eligibility will be determined by the Program Director.

Throughout the practicum experience, the student will maintain a detailed and comprehensive record of all daily activities counted toward the fieldwork hours to remain in compliance with the BACB Experience Standards. The student, practicum instructor, and individual supervisor(s) will regularly complete supervision related paperwork required to remain in compliance with BACB Experience Standards. Students will provide copies of all documentation to the Program Director on a regular basis. It is the student's responsibility to ensure that all paperwork is completed correctly. Incorrect or missing paperwork may result in the BACB disqualifying some of the student's hours when they apply to sit for the BCBA exam. Students who do not submit their required paperwork to the Program Director by the posted due dates may have their hours disqualified for that month and may not be permitted to enroll in subsequent semesters of practicum and/or ABA 804.

If a student is on academic probation, the Program Director may elect to deny permission to enroll in practicum until the student's GPA is 3.0 or better. Students may not terminate their practicum placement or withdraw from the practicum course except in extraordinary circumstances and with the written permission of the Program Director. Students are not permitted to re-enroll in practicum without written permission of the Program Director.

Although the ABA program provides a substantial amount of fieldwork-related support to students, it is ultimately the student's responsibility to find and maintain an appropriate fieldwork site and ensure that all fieldwork requirements have been met.

***The BACB has recently announced changes to fieldwork requirements that will go into effect for students who *apply* to sit for the BCBA exam in 2027 (see www.bacb.com for more information). All students who begin the ABA program during the summer 2025 semester or later *must* meet these new requirements because the earliest they will be able to apply to sit for the BACB exam is after December 31, 2026.

Qualifying Exam

The qualifying exam is required for all students who enter the M.A. in ABA program prior to Fall 2025. Students may take the qualifying exam after completing all coursework or during their final semester. The exam provides the student with the opportunity to exhibit integration of the theoretical, basic, applied, and ethical principles learned across the curriculum. Students completing the optional master's thesis in ABA will complete a thesis defense in lieu of the qualifying exam.

To prepare for the qualifying exam, students must enroll in ABA 804: Integrative Seminar. Guidelines for the qualifying exam will be provided as part of the Integrative Seminar. The exam will include an oral component and may also include a written component. A committee of two or three ABA faculty will ask questions during the exam and evaluate the student's performance.

The qualifying exam can have one of the following outcomes: pass with distinction, pass, conditional pass (additional tasks may need to be completed), and fail (a second exam is required). For students who receive a conditional pass, committee members will not sign paperwork until each member is satisfied that the additional requirements have been met, and those requirements must be complete by the marking period of the subsequent semester. Students who receive a fail will be given one additional opportunity to pass the exam by the end of the following semester.

For students entering the MA in ABA program in Fall 2025 or later, the Qualifying Exam will not be required, but students are still required to complete ABA 804. All students will be required to complete a thesis defense or capstone project presentation as described below.

Thesis/Capstone Project

Students may choose to complete an additional five credits of thesis (for a 48-credit master's degree). Students who choose to complete a thesis have the same didactic coursework and practicum requirements as non-thesis students. Students enrolled in the thesis option are required to complete a behavior-analytic research project of publishable quality under the direction of a thesis advisor. The student will select two additional faculty to serve as committee members (i.e., for a total of three members). Committee members must be knowledgeable about behavior analysis. Thesis advisors must be fulltime faculty members of the ABA program. Thesis committee members may be behavior analysts from other institutions or faculty from other departments at Assumption who have a background relevant to the project.

All students will complete ABA 800: Thesis and Capstone Proposal Seminar, during which they will formally declare intent to complete a thesis or capstone project. Students who receive a B- or below in ABA 800 will not be permitted to complete the thesis track and will be required to complete the capstone course instead. For students completing a thesis, in the second and third semesters (ABA 801 and ABA 802), they will obtain approval from the committee and the IRB and they will implement the project and collect data. In the final semester of thesis (ABA 803), the student will submit a written thesis and defend it to the committee. The defense will include a presentation and questions by the committee members. The thesis defense must be held by the last day of scheduled classes during the student's final semester.

The thesis defense can have one of the following outcomes: pass (only minor revisions necessary), conditional pass (moderate revisions are required but a second defense is not required), and fail (substantial revisions and a second defense is required). For students who receive a conditional pass, committee members will not sign paperwork until each member is satisfied that the revision requirements have been met, and the revisions must be complete by the marking period of the subsequent semester. Students who receive a fail will be given one additional opportunity to defend their thesis by the end of the following semester.

Students who choose the capstone project path will complete ABA 805: Capstone Seminar, where they will independently implement the project that was proposed in ABA 800. Students will submit an IRB application and receive IRB approval before implementing their project, if applicable. Students may complete a variety of projects, including clinical evaluations at their fieldwork site, case studies, experiments involving human subjects, and systematic literature reviews. Students are not permitted to complete purely survey research, as this is prohibited by

the accreditation standards of the Association for Behavior Analysis International. Students will collect and analyze data and complete a written final report in APA Style. Students will be required to present their project at the annual Graduate Symposium (or an ABA program “presentation day” if presenting at the Symposium is not possible prior to a student graduating).

Certification from the BACB

The M.A. in ABA program is designed to prepare students to sit for the Board Certified Behavior Analyst (BCBA) exam and achieve national certification as a behavior analyst. The MA in ABA program has been recognized by the Association for Behavior Analysis International as a Tier 2A program. Students completing the MA in ABA program are therefore able to apply to sit for the BCBA exam under *Pathway 1*. For these students, completion of a verified course sequence and VCS coordinator attestation is not necessary. The BACB also requires a certain number of supervised fieldwork hours (see www.bacb.com). ABA 700, 701, 702, and 703 (practicum) have been designed to meet the requirements under the Supervised Fieldwork standard but students are permitted to work under the Concentrated Supervised Fieldwork standard. The former requires that students obtain 2,000 experience hours with 5% of their hours supervised each supervision period. Additional requirements can be found in the practicum course syllabi and in the BACB Handbook found at www.bacb.com. Students should contact the Program Director prior to applying to sit for the BCBA exam for assistance.

Students who successfully complete the M.A. in ABA program will have met all of the BACB requirements to be approved to *sit* for the BCBA exam. Students are encouraged to apply to sit for the BCBA exam as soon as possible after graduation. The BACB periodically changes its degree, coursework, and fieldwork requirements, and Assumption University cannot guarantee that students who delay to apply to sit for the exam will continue to meet all requirements. Ultimately, it is the student’s responsibility to ensure that all the requirements to sit for the BCBA exam have been met. Assumption University cannot guarantee that students who are approved to sit for the BCBA exam will pass.

***The BACB has recently announced changes to fieldwork requirements that will go into effect for students who *apply* to sit for the BCBA exam in 2027 (see www.bacb.com for more information). All students who begin the ABA program during the summer 2025 semester or later *must* meet these new requirements because the earliest they will be able to apply to sit for the BACB exam is after December 31, 2026.

Students who begin the ABA program prior to the summer 2025 semester will be able to apply to sit for the BACB exam under the current fieldwork requirements *if* they complete the program and are able to submit an application to the BACB on or before December 31, 2026 that includes an official transcript showing that a degree has been conferred (a transcript showing that all requirements have been met but the degree has not yet been conferred will *not* be accepted by the BACB). Any student, regardless of the semester they enter the ABA program, will have to meet the new fieldwork requirements if they apply to sit for the BCBA exam after December 31, 2026. To meet the new requirements, students may need to retake courses or take additional courses.

Effective January 1, 2024, the BACB institutes a 10-year rolling expiration date on coursework submitted as part of a certification application. This means that the BACB *no longer* accepts coursework completed more than 10 years before the application.

Licensure

In order to independently practice applied behavior analysis in Massachusetts, individuals must be licensed by the state. The Applied Behavior Analysis program has been designed for students to meet the degree, coursework, and

fieldwork requirements for students to become Licensed Applied Behavior Analysts in Massachusetts. Licensure requirements vary considerably across states; students interested in practicing in states other than Massachusetts are encouraged to speak with the Program Director to plan a course of study that satisfies the requirements of the chosen state, if possible (the ABA program cannot guarantee to meet the requirements of states other than Massachusetts).

Licensing of Applied Behavior Analysts in Massachusetts is governed by the Board of Registration of Allied Mental Health and Human Services Professionals. To obtain a license, a student must demonstrate good moral character, have a master's degree that includes 30 graduate credit hours in applied behavior analysis in specific content areas, complete the required number of fieldwork hours in behavior analysis, and successfully complete a Board-approved exam. The course content areas and fieldwork requirements mirror those of the BACB. Licensing standards continue to evolve, and licensing regulations are expected to periodically change. Although the ABA programs offer coursework and practicum experiences that allow students to meet these requirements, the program cannot guarantee licensure. Ultimately, the licensing board determines whether an individual satisfies the licensure requirements. Students should remain aware of state licensing requirements and any upcoming changes. Licensing requirements in Massachusetts can be found here: [MA licensure requirements](#).

Exit Interview

In their final semester, students will be asked to complete an exit survey. The purpose of the survey is to gain feedback from the students regarding their experiences in the program with the aim of strengthening the program and to ensure that the student has indeed fulfilled all the certification and licensing requirements. Also, the survey allows the student to provide current contact information.

Review of Student Performance

The Program Director, in consultation with program faculty and site supervisors, will review the progress of each student each semester. Students whose grade point average (GPA) drops below a 3.0 or who earn a failing grade in a course (i.e., below a B-), will be placed on academic probation. Students whose GPA is below 3.0 have one semester to bring their GPA to 3.0.

Students who have a GPA less than 3.0 for two consecutive semesters may be dismissed from the program. Students placed on academic probation a second time, or students who earn a failing grade in two courses, will be dismissed from the program unless a committee comprised of graduate faculty from the ABA and other programs votes to continue the student in the program.

The graduate programs in Applied Behavior Analysis train students for service to the public. The program has an obligation to the community to ensure that only those students demonstrating academic and clinical competence and professionally responsible behavior be continued in the program. Students failing to meet these criteria during their training may be recommended for dismissal from the program.

Applied Behavior Analysis

Degree Type

Master of Arts (MA)

Program Requirements

The Master of Arts in Applied Behavior Analysis is a 43-credit program. It can be completed in two years, including two full summer sessions. The coursework includes the applied, experimental, and conceptual branches of behavior analysis, so students receive a strong foundation in the science of behavior that will enable them to successfully solve problems for clients in diverse situations. The program also includes required practicum classes that will allow students to obtain supervision of all required BCBA fieldwork hours prior to graduation. Students can choose between completing a capstone project or a research thesis (the thesis option requires an additional 5 credits for a 48-credit program). Students who complete this program will have met the coursework and fieldwork experience requirements to apply for licensure as an Applied Behavior Analyst in Massachusetts and to apply to sit for the Board Certified Behavior Analyst (BCBA) exam. Applicants may need to meet additional requirements to qualify.

Required Courses

Course Code	Title	Credits
ABA 500	Principles of Learning and Behavior Analysis	3
ABA 501	Measurement and Research Methods in Behavior Analysis	3
ABA 600	Behavioral and Functional Assessment	3
ABA 601	Behavior-Analytic Interventions I	3
ABA 602	Behavior-Analytic Interventions II	3
ABA 603	Ethical, Legal and Professional Topics in Behavior Analysis	3
ABA 604	Conceptual Foundations of Behavior Analysis	3
ABA 605	The Experimental Analysis of Behavior	3
ABA 800	Thesis and Capstone Proposal Seminar	1
ABA 804	Integrative Seminar in ABA	3
ABA 805	Capstone Seminar	3
Sub-Total Credits		31

Assumption cannot guarantee that students successfully completing the program will pass the certification exam or become licensed.

Required Behavior-Analytic Fieldwork Courses

Course Code	Title	Credits
ABA 700	Practicum in Applied Behavior Analysis I	3
ABA 701	Practicum in Applied Behavior Analysis II	3
ABA 702	Practicum in Applied Behavior Analysis III	3
Sub-Total Credits		9

Interdisciplinary Elective

Choose 1:

Course Code	Title	Credits
ABA 503	Behavior Analysis and Intellectual and Developmental Disabilities	3
ABA 703	Practicum in Applied Behavior Analysis IV	3
ASD 600	Foundations and Characteristics of Autism Spectrum Disorder	3
ASD 640	Collaboration and Coordination: Autism Spectrum Disorders	3
MOL 615	Leader as Communicator	3
PSY 502	Psychology of Development	3
RCP 530	Introduction to Counseling Theory and Practice	3
RES 850	Resonant Leadership and Supervision	3
SCP 545	Human Growth and Development through the Life Span	3
SED 563	Developmental Pathways and Challenges	3
SED 568	Behavioral Assessment and Interventions	3
Sub-Total Credits		3

Optional Courses*

Course Code	Title	Credits
ABA 801	MA Thesis in ABA I	1
ABA 802	MA Thesis in ABA II	2
ABA 803	MA Thesis in ABA III	2
Sub-Total Credits		5

*Students completing the optional courses [ABA 801](#), [ABA 802](#), and [ABA 803](#) are not required to complete [ABA 805](#).

Practicum

Fieldwork is an essential part of training to become an applied behavior analyst because it allows students to develop the competencies needed to accurately assess behavior and develop successful interventions for their clients. Fieldwork experience is gained by working or volunteering in natural environment settings in which the student can use ABA when working with people. One benefit of Assumption's ABA program is that it includes required practicum classes that allow students to obtain supervision of all their BCBA fieldwork hours prior to graduation. Students in the MA in ABA program are required to take three semesters of practicum. They may begin after completing ABA 500 with a passing grade.

There are certain fieldwork requirements that need to be met to apply for licensure and to sit for the BCBA exam. These include working with more than one client over the course of the experience; working a minimum of 20 hours per month related to behavior analysis; being supervised by a BCBA who has completed supervisor training, meets the current BACB supervision requirements, and is licensed as an LABA in Massachusetts; and receiving the minimum percentage of supervised hours and the minimum number of observations and supervisor contacts per supervisory period. Current BACB Experience Standards state that students need to accumulate 2,000 fieldwork

work hours with 5% supervised hours under the Supervised Fieldwork standard or 1,500 fieldwork hours with 7.5% supervised hours under the Concentrated Supervised Fieldwork standard (for students applying for the exam in 2027). Assumption's practicum classes are designed to accommodate either of these standards, depending on the student's placement. In some cases, students may need to take additional practicum credits to meet fieldwork requirements.

To participate in practicum, students must work or volunteer at a clinical setting where a BCBA who has met the current BACB supervision requirements and is licensed as an applied behavior analyst in Massachusetts can provide 3–4 hours of individual supervision per month. In addition, students must be able to work with multiple clients over the course of the experience. Students will be asked to identify a practicum placement during their first semester and secure site/supervisor approval from the Program Director. The Program Director is available to assist students in identifying an appropriate placement.

Assumption's practicum courses are aligned with the behavior-analytic coursework. This allows students to gain skill in applying assessments and interventions in a coordinated manner and is a significant advantage of our program. Supervision is provided by Assumption practicum instructors and on-site supervisors.

The BACB limits the number of hours that can be accumulated each supervision period. Therefore, it will take a minimum of 12 months to complete the fieldwork requirements, which translates to three semesters. To be able to complete the fieldwork required by BACB standards within three semesters of practicum, students should expect to work fulltime at their site. Students may enroll in practicum if they work parttime, but they must understand that they will not be able to complete the BACB-required fieldwork hours in three semesters in that case (i.e., they will need to take additional semesters of practicum). The practicum site needs to be able to provide the type of experiences needed (i.e., unrestricted activities) and a site-supervisor who meets BACB supervisor qualifications. Students are required to attend a multiple-session orientation and pass a practicum competency assessment the semester prior to beginning practicum.

Practicum Courses

Course Code	Title	Credits
ABA 700	Practicum in Applied Behavior Analysis I	3
ABA 701	Practicum in Applied Behavior Analysis II	3
ABA 702	Practicum in Applied Behavior Analysis III	3
ABA 703	Practicum in Applied Behavior Analysis IV	3
Sub-Total Credits		12

Course Sequence and Schedule

The Association for Behavior Analysis International recognized the MA in ABA program as a Tier 2A program and students can apply for the BCBA exam under Pathway 1. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

Department of Clinical Counseling Psychology

Overview

The 60-credit Master of Arts program has three course levels: entry level courses which stress the counseling process and its application in field settings; general core courses which provide a broad background in scientific and professional foundations of mental health counseling; and advanced counseling courses. The curriculum includes 12 elective credits which allows you to pursue career interests and to gain in-depth training in a particular area. The entry-level courses are designed to provide you with a broad overview of theories, models, and research findings that have shaped the field of Counseling Psychology. After you complete these entry-level courses, you will have a broad, comprehensive understanding of the field. The advanced counseling courses will build on this foundation by helping you develop and master specialized skills in cognitive-behavioral therapies.

Mission Statement

Our mission is to educate you for a rewarding career as a mental health counselor in the field today and to prepare you to meet the challenges of the future. The Clinical Counseling Psychology program synthesizes theory, practice, and research to help you develop the conceptual tools and practical skills required to become an effective counselor.

Learning Goals

By the completion of their studies, Clinical Counseling Psychology graduate students will have gained competencies in the five major domains:

- Interpersonal relationships with clients and clinical supervisors; this includes the ability to communicate empathy, engage others, set others at ease, establish rapport and communicate a sense of respect.
- Clinical assessments; these include the ability to formulate the referral question, skill in selecting assessment methods or techniques, skill in collecting information and processing this information, and the ability to integrate assessment information and develop a case formulation.
- Implementing evidence-based interventions, this includes knowledge of various models of behavior disorders, knowledge of various therapeutic modalities and levels of care, ability to select a treatment modality that matches the specific circumstances of the individual client, skill in applying the treatment techniques or plan, and the ability to evaluate the efficacy of the intervention.
- Evaluating psychological research in domains that contribute to the practice of mental health counseling; this includes the ability to understand research methodology in mental health counseling, applied statistics, and the principles of psychological measurement.
- Ethical and professional conduct in relationships with clients, faculty and colleagues; this includes the ability to demonstrate knowledge of the Ethical Principles of the American Counseling Association, American Mental Health Counselors Association, and American Psychological Association, as well as the ability to identify potential ethical or professional problems, and to act in accordance with these ethical and professional standards.

Clinical Counseling Psychology Faculty

Regina Kuersten-Hogan, Ph.D.,

Director, Clinical Counseling Psychology program

Associate Professor of Clinical Counseling Psychology

Adam M. Volungis, Ph.D.

Associate Professor of Clinical Counseling Psychology

Johanna Sagarin, Ph.D.

Practicum and Internship Coordinator

Assistant Professor of Practice

Jennifer Dealy, Ph.D.

Assistant Professor of Practice

Lecturers

Heidi Putney, Ph.D.

Kim Hager, MA, LMHC

Nevila Weagle, MA, LMHC, LMFT

Instructors in Clinical Counseling Psychology

Jacleen Charbonneau, MA, LMHC

Anne Farmer, MA, LMHC

Carryne Farrell, MA, LMHC

Heather McGregor, MA, LMHC

Elizabeth Rogers, MA LMHC

Practicum-Internship Sequence

The Counseling Practicum-Internship Sequence is comprised of three indivisible and consecutive courses: the Practicum, and Internship I and II.

The Coordinator is Dr. Johanna Sagarin. Supervised Practicum and Internship are required for the Master of Arts degree in Clinical Counseling Psychology. Only degree candidates of Assumption University may enroll in these courses. The primary purpose of the counseling practicum and internship is to provide students with the educational and professional experiences that prepare students for careers in mental health counseling. It is essential that the Counseling Practicum and Internship fulfill the requirements for licensure as an LMHC (as specified in 262 CMR 2.00). For this reason, a student is not permitted to use his/her/their current job or position as the practicum and internship placement.

Counseling Practicum

The Practicum (PSY 801) is a one semester summer course that immediately precedes two semesters of Internship (PSY 802 and 803). The Practicum requires a minimum of 100 hours at a clinical agency or school. Students must attend an informational meeting during the spring semester prior to the summer in which they enroll in their practicum. Minimal qualification for Practicum is satisfactory completion of PSY 500 - *Abnormal Psychology*, PSY 504 - *Psychological Measurement*, PSY 600 - *Counseling Principles and Practices*, PSY- 604 – *Ethical Principles for Counselors* and PSY 708 - *Cognitive Assessment and Psychotherapy*.

Students may not terminate their Practicum placement or withdraw from the PSY 801 - *Counseling Practicum Seminar* except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Practicum course without written permission of the Practicum-Internship Coordinator.

Counseling Internship

The Internship: PSY 802 – *Counseling Internship I (Clinic Setting)* and PSY 803 – *Counseling Internship II (Clinic Setting)* is a two-consecutive-semester program which begins in the fall and concludes in the spring of the same academic year. Over the course of two semesters, students must complete a minimum of 600 hours at a clinical agency or school. Students cannot withdraw from or terminate their placement in the middle of the Internship sequence except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Internship courses without written permission of the Practicum-Internship Coordinator. To enroll in the Internship courses, students must have successfully completed PSY 801 - *Counseling Practicum*, and two 700-level advanced courses.

Licensure

Licensure is important for professional practice as a mental health professional and the Clinical Counseling Psychology Program is designed to prepare graduates to meet the educational requirements for licensure as a Mental Health Counselor in Massachusetts and most other states. The legislature in each state establishes the requirements for licensure and the licensing board determines if an individual's education and supervised experience meets their requirements. In addition to specific educational requirements, the licensing regulations require that individuals complete a minimum of two years post-master's degree supervised clinical experience and pass a licensing exam.

Licensing standards and a state's licensing regulations change from time-to-time. Even though the Clinical Counseling Psychology Program offers coursework and supervised practicum and internship experiences that allow students to compile a licensable portfolio, the program cannot guarantee licensure. Ultimately, the state licensing board determines whether an individual satisfies the licensure requirements.

The faculty in the Clinical Counseling Psychology Program will assist students in planning their graduate plan of study to meet the current educational requirements for licensure and will provide information and guidance about the current licensing regulations. However, as noted above, these regulations change sometimes or the licensing board may change its interpretation of these regulations if the board's membership changes. As a result, students should be aware of the requirements stated in the most current version of Massachusetts 262 CMR 2.00 requirements for licensure as a Mental Health Counselor. Students interested in eventually applying for licensure should select courses in a manner that is consistent not only with the Program requirements, but also the content areas required by the Licensing Board. Copies of **Massachusetts 262 CMR 2.00: Requirements for Licensure as a Mental Health Counselor** can be downloaded from the Massachusetts Board of Registration of Allied Mental Health Professionals web site.

For students who are interested in applying for licensure in other states, the Clinical Counseling Psychology Program faculty will provide assistance in locating and understanding the licensing regulations for those states. The faculty also will provide assistance in developing an educational plan of study that will allow students to compile a portfolio that can be submitted to the licensing board in other states.

Oral Exams

The oral exam is required for all students in the Clinical Counseling Psychology program. Students may take the exam after completing all course work or concurrent with the last semester of their course work. Students may take no more than three courses the semester that they take the oral exam. The objective of the oral exam is to provide a forum for students to demonstrate how they integrate theory, practice, and research related to the training that they have received in the Clinical Counseling Psychology program. In essence, students will be asked to describe a conceptual model and to show how this model guides and informs their clinical decision making. Therefore, their skill in case conceptualization is an important aspect of the oral exam.

As preparation for the oral exam, the student must complete PSY 790 - *Professional Integrative Seminar*. Guidelines for the oral exam will be provided during the Professional Integrative Seminar. Oral exams are scheduled during the Fall semester (generally September or October), Spring semester (generally February or March), and Summer semester (generally in June). The oral examination committee will consist of two faculty members. The oral exam itself is a one-hour exam. During the exam, students are expected to integrate the various elements of their training and study. They will be expected to call upon information from both their course work and internship experience. The procedures for the oral exam will mirror the training that they received in the program. The exam itself will be conducted in such a way as to maximize their opportunity to exhibit their ability to synthesize and integrate theory, practice, and research. Much more information about the content and expectations of the oral exam will be provided to students when they take PSY 790 - *Professional Integrative Seminar*. Oral exams carry the grade of pass, fail, or pass with distinction. If the student fails the oral exam, he or she will be given one additional opportunity to demonstrate competence. Generally, the second exam is given no sooner than the next regularly scheduled oral exam period.

Review of Student Performance

The progress of all students will be reviewed during the Fall and Spring semesters by the Department. Students whose grade point average drops below 3.0, or who earn a failing grade in a course (i.e., below B-), will be placed on academic probation. Students whose GPA is below 3.0 then have one semester to bring their GPA to 3.0. Students who have a GPA less than 3.0 for two semesters in a row will be terminated from the program unless the full-time faculty of the Clinical Counseling Psychology Program votes to continue the student in the program. Students placed on academic probation a second time and students who earn a failing grade in two courses will be terminated from the program unless the full-time faculty of the Clinical Counseling Psychology program vote to continue the students in the program.

The graduate program in Clinical Counseling Psychology trains students for service to the public. The program has an obligation to the community to ensure that only those students demonstrating academic and clinical competence and professionally responsible behavior be continued in the program. Students failing to meet these criteria during their training may be recommended for termination from the program.

Policy Regarding Absences from Classes

Absences result in missing significant material covered in courses. If a student misses more than 2 class meetings per semester in a given course for any reason, the student will not receive credit for the course. A grade of NC will be recorded and the student will need to repeat the course in a future semester. If a student misses more than 2 classes because of personal emergencies or similar extenuating circumstances, the student must work with the course instructor to determine if an exception to the policy is warranted.

Policy Regarding Disclosure of Personal Information

The faculty who teach in the Clinical Counseling Psychology Program are sensitive to issues regarding the disclosure of personal information in courses and other program activities. All faculty in the program respect the privacy of students in their courses. In general, course assignments do not require students to disclose personal information about themselves or their relationships with parents, peers, and spouses or significant others.

A few courses in the Clinical Counseling Psychology Program do have assignments that require the disclosure of some personal information, but the information that is disclosed is not very sensitive in nature and students always choose what kind (and how much) information to disclose. For example, one assignment (among several assignments) in a course on psychological assessment may involve self-monitoring (tracking the occurrence) of a specific behavior for 1-2 weeks and writing a summary report on the nature and frequency of this behavior. For an assignment like this, students choose the target behavior (for example, calories or grams of fat consumed, exercise, caffeine consumption, or cigarette smoking) that they will use to fulfill the required assignment. For other assignments (such as in-class role play exercises or completing a family genogram), students can make up the information instead of disclosing personal information about themselves or their family and friends.

Aside from course assignments, the faculty in the Clinical Counseling Psychology Program may require students to disclose personal information if the information is necessary to evaluate or obtain assistance for students whose personal issues could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner. The faculty may require students to disclose personal information if their actions are judged to pose a threat to other students in the program or the community at large.

Overall, in the Clinical Counseling Psychology Program, course assignments do not require students to disclose personal information about themselves or their relationships with parents, peers, and spouses or significant others. In those instances when a course has an assignment or project that requires the disclosure of some kind of personal information, students are not required to disclose personal information that is sensitive or very private and they have complete control over the nature and extent of the personal information that will be disclosed.

Clinical Counseling Psychology

Degree Type

Master of Arts (MA)

Curriculum Structure

The curriculum is organized so that full-time students can complete the required 20¹ courses, including practicum and internship in two three years. Students may enter the program in the summer or fall semester. Students are required to complete all course work prior to or during the semester of the oral exam. The two-year, full-time program requires four three-course semesters and two four-course semesters. It is also possible to complete the degree on a three-year schedule by taking two courses for seven semesters and three courses for two semesters. Part-time students are welcomed in the program and you can take courses on a pace that fits your circumstances. Students have up to seven years to complete all requirements for the Master of Arts in Clinical Counseling Psychology.

¹ For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, only 19 courses in total are required for completion of course work for the Master's degree.

Required Entry-level Courses, Conceptual Foundations

Course Code	Title	Credits
PSY 500	Abnormal Psychology	3
PSY 502	Psychology of Development	3
PSY 504	Psychological Measurement	3
PSY 600	Counseling: Principles and Practices	3
Sub-Total Credits		12

Required General Core Courses

Course Code	Title	Credits
PSY 604	Ethical Principles for Counselors	3
PSY 627	Issues in Professional Practice	3
PSY 630	Cultural Competencies in Counseling	3
PSY 635	Clinical Health Psychology	
PSY 650	Research Seminar	3
PSY 790	Professional Integrative Seminar	3
Sub-Total Credits		15

Required Advanced Courses, Counseling Process

Course Code	Title	Credits
PSY 705	Group Approaches to Counseling and Psychotherapy	3
PSY 708	Cognitive Assessment and Psychotherapy	3
PSY 725	Cognitive-Behavior Interventions for Trauma and Related Disorders	3
PSY 801	Counseling Practicum	3
PSY 802	Counseling Internship I – Clinic Setting	3
PSY 803	Counseling Internship II – Clinic Setting	3
Sub-Total Credits		18

[PSY 725](#): For students who entered the program prior to the summer 2025 semester [PSY 725](#) is not required for the Master's degree yet counts as an elective course in the CBT concentration.

Electives and Concentrations

In addition to satisfying these program requirements, you must select four elective courses. These electives allow you to develop specialized skills in working with particular client groups and in using specific approaches to counseling. You may also use your electives to gain in-depth expertise in a particular concentration. Concentrations are optional

and include Cognitive-Behavioral Therapies and Child and Family Interventions. You can fulfill the requirements for both concentrations in the 60-credit program without taking additional courses. To fulfill the requirements for both concentrations, you must complete both PSY 711 and PSY 712 plus one additional elective from each concentration.

Sub-Total Credits

4

Concentration in Cognitive-Behavioral Therapies

This concentration reflects the influence and activities of the Aaron T. Beck Institute for Cognitive Studies and the expertise of departmental faculty. Structured, problem-focused cognitive-behavioral therapies focus on the interrelationship of thinking, behavior, and emotion. They are a collaborative undertaking in which the client and therapist develop the means to solve the client's problem, thus enabling the client to live a responsible and productive life.

Upon completion, you will receive a Certificate of Graduate Training from the Aaron T. Beck Institute for Cognitive Studies.

If you select this concentration, you must complete at least three of the following courses:

Course Code	Title	Credits
PSY 703	Dialectical Behavior Therapy	3
PSY 711	Cognitive-Behavioral Assessment of Children	3
PSY 712	Cognitive-Behavioral Interventions with Children	3
PSY 713	Cognitive Therapy for Family of Origin Problems	
PSY 715	Cognitive-Behavioral Assessment of Adults	3
PSY 716	Cognitive-Behavioral Interventions for Depression and Anxiety	3
PSY 718	Psychological Interventions for Addictive Behaviors	3
Sub-Total Credits		9

Concentration in Child and Family Interventions

This concentration reflects the expertise of the faculty in the areas of childhood trauma, adoption, school interventions, and major psychopathology in children, adolescents, and young adults. The concentration focuses on skills used when working with children, adolescents, and families in a variety of contexts. A broad developmental perspective is integrated within this concentration.

If you select this concentration, you must complete at least three of the following courses:

Course Code	Title	Credits
PSY 701	Couples Therapy	3
PSY 702	Advanced Family Therapy	3
PSY 711	Cognitive-Behavioral Assessment of Children	3

PSY 712	Cognitive-Behavioral Interventions with Children	3
PSY 720	Systems Interventions with Children	3
PSY 727	Assessment and Treatment of ADHD	
Sub-Total Credits		9

Practicum-Internship Sequence

The Clinical Counseling Practicum-Internship Sequence is comprised of three indivisible and consecutive courses: the Practicum, and Internships I and II. Supervised Practicum and Internships are required for the Master of Arts degree in Clinical Counseling Psychology. Only degree candidates of Assumption University may enroll in these courses.

Counseling Practicum

The Practicum ([PSY 801](#)) is a one-semester summer course, which immediately precedes two semesters of Internship ([PSY 802](#) and [803](#)). The Practicum requires a minimum of 100 hours at a clinical agency or school. Students must attend an informational meeting in December prior to the summer in which they enroll in their practicum. Minimal qualification for Practicum is satisfactory completion of [PSY 500](#) (Abnormal Psychology), [PSY 504](#) (Psychological Measurement), [PSY 600](#) (Counseling Principles and Practices), [PSY 604](#) (Ethical Principles for Counselors), and [PSY 708](#) (Cognitive Assessment and Psychotherapy). Students may not terminate their Practicum placement or withdraw from the Counseling Practicum Seminar ([PSY 801](#)) except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Practicum course without written permission of the Practicum-Internship Coordinator.

Counseling Internship

The Internship ([PSY 802](#) and [803](#)) is a two-consecutive-semester program which begins in the fall and concludes in the spring of the same academic year. Over the course of two semesters, students must complete a minimum of 600 hours at a clinical agency or school. Students cannot withdraw from or terminate their placement in the middle of the internship sequence except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Internship courses without written permission of the Practicum-Internship Coordinator. To enroll in the Internship courses, students must have successfully completed Counseling Practicum ([PSY 801](#)) and two 700-level advanced courses.

Licensure

Licensure is important for professional practice as a mental health professional and the Clinical Counseling Psychology program is designed to prepare graduates to meet the educational requirements for licensure as a Mental Health Counselor in Massachusetts. For students who are interested in applying for licensure in other states, the Clinical Counseling Psychology program faculty will provide assistance in locating and understanding the licensing regulations for those states. The faculty also will provide assistance in developing an educational plan of study that will allow students to compile a portfolio that can be submitted to the licensing board in other states.

	Total Credits	58
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Department of Rehabilitation Counseling

Overview

The field of rehabilitation has maintained a consistent pattern of growth over the last two decades and will continue to expand into increasingly important areas such as transition planning and services for youth with disabilities, veterans' services, and services for injured workers. Entrepreneurial students can look forward to increasing opportunities in private sector rehabilitation. Our students follow a sequenced and integrated course of professional study that prepares them with the expertise, competencies, values, and professional identity to help individuals with significant disabilities achieve employment and independence. Students who successfully complete the program of study are qualified to work with individuals who have a wide range of disabilities and work in a variety of employment settings. They develop professional competencies in all domains that are essential for effective rehabilitation counselor practice as prescribed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates are employed in public, private, nonprofit, and for-profit settings including public agencies such as the Massachusetts Rehabilitation Commission, Commission for the Blind, the Connecticut Bureau of Rehabilitation Services, and the Rhode Island Office of Rehabilitation Services; nonprofit agencies such as Seven Hills Foundation and Genesis Club; higher education such as Bentley College and Stonehill College; and for-profit entities such as Unum Insurance Company. They work as rehabilitation counselors, vocational evaluators, work adjustment specialists, substance abuse counselors, transition coordinators, disability services directors, vocational placement specialists, case managers, and mental health counselors, to name a few. Many have become managers and leading figures in rehabilitation and human services in New England.

Program Applicants

Assumption University and the Rehabilitation Counseling program are committed to attracting, enrolling, and retaining a diverse group of students to create and support an inclusive learning community. All faculty aim to create courses using universal design principles. Students range in age from early 20's to mid-60's and older and usually represent regions from throughout the United States. As a military and military-spouse friendly institution, we embrace the Service Member, Veteran, and family experience as an integral part of personal development. Likewise, the curriculum celebrates the "differences" among individuals as strengths and critical to the strengths-based rehabilitation philosophy.

Admissions decisions are made by the Program Director and Program Coordinator with input from additional faculty and staff as needed. Consideration of the applicants 1) relevance of career goals, 2) aptitude for graduate level study, 3) potential success in forming effective counseling relationships, and 4) respect for cultural differences are some of the factors considered when evaluating applications.

Mission Statement

The mission of the Rehabilitation Counseling graduate program is to provide the full array of a sequenced and integrated course of professional study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities. Students will acquire the needed knowledge, competencies, values, and professional identity to provide individuals with significant disabilities the assistance and opportunities they need to achieve high quality employment, independent living, and active participation in their communities.

Learning Goals

1. To provide supervised clinical experiences that prepare students to engage in effective rehabilitation counseling practice consistent with the Code of Professional Ethics for Rehabilitation Counselors.
2. To provide students with the ability to be aware of and effectively assess psychosocial, medical, cultural, and environmental aspects of disability.
3. To enhance employment and career development through a course of study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities including consumer-centered practice, assessment, job placement, assistive technology, job modification, informed choice, and empowerment.
4. To educate students in the following core rehabilitation counselor practice domains: affective counseling, case management, community resource utilization, job development and placement, assessment, rehabilitation planning, vocational counseling, group work, rehabilitation technology, rehabilitation research utilization, and ethical rehabilitation counselor practice.
5. To educate students in counseling and rehabilitation principles and practices so that they can assist persons with disabilities to maximize their employment and independent living potential including applying the principles of caseload management and providing appropriate rehabilitation services.

Faculty

*^Nicholas Cioe, Ph.D., CRC

Program Director, Clinical Placement Coordinator

Associate Professor of Rehabilitation Counseling

*^Ryan Paskins, Ph.D., LCSW,

Coordinator of Online Program

Assistant Professor of Practice

*^Susan Scully, Ph.D., CRC

Associate Professor of School Counseling

Lecturers

Laura Castello, MA, CRC

Andrea L. Coraccio, M.Ed., CRC

Jessica Corneau, MA, CRC

Stefanie Howe, Ph.D., CRC

* Kristi Kinsella, Ph.D.

Nicole S. Robert, MA, CRC

^Gary Senecal, Ph.D.

Justin S. Somers, MA, CAGS, CRC

*denotes the faculty member meets the CACREP "CORE" faculty requirements

^denotes full-time faculty

The mission of the Rehabilitation Counseling graduate program is to provide the full array of a sequenced and integrated course of professional study, including practicum and internship experience, that prepares graduates with

the needed knowledge, competencies, values and professional identity to provide individuals with significant disabilities with the assistance and opportunities they need to achieve high quality employment and independence in their communities.

Students can focus course assignments, projects, practicum and internship on specific areas of interest (e.g., Vocational Rehabilitation, Substance Use Disorders and Addictions, Services to Veterans, Psychiatric Rehabilitation, and Services to Youth in Transition).

RC Program Applicants

Assumption University and the Rehabilitation Counseling program are committed to attracting, enrolling, and retaining a diverse group of students to create and support an inclusive learning community. All faculty aim to create courses using universal design principles. Students range in age from early 20's to mid-60's and older and usually represent regions from throughout the United States. As a military and military-spouse friendly institution, we embrace the Service Member, Veteran, and family experience as an integral part of personal development. Likewise, the curriculum celebrates the "differences" among individuals as strengths and critical to the strengths-based rehabilitation philosophy.

Admissions decisions are made by the Program Director and Program Coordinator with input from additional faculty and staff as needed. Consideration of the applicants 1) relevance of career goals, 2) aptitude for graduate level study, 3) potential success in forming effective counseling relationships, and 4) respect for cultural differences are some of the factors considered when evaluating applications.

RC Program Learning Objectives

1. To provide supervised clinical experiences that prepare students to engage in effective rehabilitation counseling practice consistent with the Code of Professional Ethics for Rehabilitation Counselors.
2. To provide student with the ability to be aware of and effectively assess psychosocial, medical, cultural, and environmental aspects of disability.
3. To enhance employment and career development through a course of study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities including consumer-centered practice, assessment, job placement, assistive technology, job modification, informed choice, and empowerment.
4. To educate students in the following core rehabilitation counselor practice domains: affective counseling, case management, community resource utilization, job development and placement, assessment, rehabilitation planning, vocational counseling, group work, rehabilitation technology, rehabilitation research utilization, and ethical rehabilitation counselor practice.
5. To educate students in counseling and rehabilitation principles and practices so that they can assist persons with disabilities to maximize their employment and independent living potential including applying the principles of caseload management and providing appropriate rehabilitation services.
6. To prepare students to become nationally Certified Rehabilitation Counselors (CRC).

The clinical component of the program is comprised of a 100-hour Practicum experience over one semester, and a 600-hour Internship experience over two semesters. These experiences provide an opportunity for the student to integrate theory and practice in a "hands on" environment. Selecting the right internship site is important because you will acquire the specialized expertise that will advance your career. Our graduates consistently rate their combined practicum and internship experience as one of the most rewarding and beneficial parts of the program.

Practicum – First Period of Supervised Clinical Practice

The 100-hour practicum experience places emphasis on the counseling relationship and the development of fundamental counseling and interviewing skills. Students are required to complete audio or videotaped counseling sessions during their practicum experience. Students receive weekly individual and group supervision during the practicum session, and have opportunities to get feedback regarding the development of their counseling skills. There is also an emphasis on identifying and addressing ethical issues that may arise in the counseling relationship. Formal supervisor and student self-evaluations are required upon completing the practicum experience.

Internship I and II – Second Period of Supervised Clinical Practice

The second component of supervised practical experience is the 600-hour Internship. The internship in Rehabilitation Counseling usually requires 21 hours, or three full days, per week over the final two semesters of the program.

The internship provides students with the opportunity to experience the wide range of duties and responsibilities of a rehabilitation counselor, and to participate in all aspects of the delivery of rehabilitation counseling services. Students receive regular supervision from an on-site supervisor, and individual and group supervision by the faculty supervisor and seminar leader. The student's professional development and growth are closely monitored and evaluated to ensure that the student is acquiring the skills required of an entry level professional rehabilitation counselor position. Students not meeting standards of professional and ethical behavior or demonstrating competencies in their clinical fieldwork placements are at risk of being dismissed from the graduate program. The faculty supervisor, on-site supervisor and program director will collaborate with the student to develop a mutually agreed upon plan to address the performance or behavior issues.

Certification/Licensure

National Certification by the Commission on Rehabilitation Counselor Certification (CRCC) Students are strongly encouraged to apply to take the Certified Rehabilitation Counselor (CRC) exam as soon as they meet the eligibility requirements to do so. The CRC credential has become a standard entry level requirement by most agencies that employ rehabilitation counselors. Students may sit for the national CRC exam upon completion of 75% of the required coursework for the M.A. program. All students are strongly encouraged to sit for the CRC exam, and become a nationally Certified Rehabilitation Counselor.

Massachusetts Licensure by the Board of Allied Mental Health and Human Services (262 CMR 4.00)

Students who successfully complete the 60 credit M.A. program, including the 600-hour internship, become eligible for Massachusetts Licensure in Rehabilitation Counseling (LRC) following two years post-masters clinical experience in rehabilitation counseling under the direction of an approved supervisor.

See **Commonwealth of Massachusetts Regulations (CMR) 262 – 4.00: Requirements for Licensure as a Rehabilitation Counselor**, for more information.

Comprehensive Oral Exams

An oral exam is required for all students in the Master's program and for those pursuing a Certificate of Advanced Graduate Study (C.A.G.S.). This exam is taken during their last semester of study. The objective of the oral exam is for the student to demonstrate how they integrate theory, practice, and research related to the training that they

received in the Rehabilitation Counseling Program. Oral exams carry the grade of pass or fail. If the student does not pass the oral exam, he or she will be given another opportunity to demonstrate their competence. *The oral exam will be waived for students who pass the CRC exam prior to graduation.*

Review of Student Performance

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions – *the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.* The Rehabilitation Counseling Program Director and faculty will review student progress each semester.

Students whose grade point average drops below 3.0, or who earn a failing grade in a course (i.e., below B-), will be placed on academic probation. Students whose GPA is below 3.0 have one semester to bring their GPA up to 3.0 though considerations will be made if re-taking courses is necessary to raise the GPA to 3.0 or higher. Students who have a GPA less than 3.0 for one academic year may be dismissed from the program. Program faculty may also provide input about student dispositions based on their observations.

If performance issues are identified, the student and program leadership will meet to discuss and develop a remedial plan designed to improve the student's performance and to remove them from probationary status. In addition to the steps taken inadequate grades or GPAs, as a general practice, an annual performance review is conducted for all active students. First year students are evaluated after the Spring semester and 2nd year students (in the online program) are evaluated after the 2nd summer semester. The outcome of these evaluations is provided to students in the form of written letters.

Professional Organizations & Opportunities

The Rehabilitation Counseling profession offers numerous professional organizational memberships. Until its recent dissolution, Assumption had maintained an institutional membership with the National Council on Rehabilitation Education (NCRE). We are in the process of developing a comparable relationship with the American Counseling Association (ACA) and the American Rehabilitation Counseling Association (ARCA) branch of the ACA. Many faculty maintain a variety of individual memberships with the ACA and the National Rehabilitation Association (NRA). There also are numerous subdivisions and specialty organizations included with NCRE, ACA, NRA, and other professional organizations at the state and national level.

Students are strongly encouraged to become members of professional organizations. Program faculty often make opportunities available for students to attend and participate in conference attendance. NCRE offers both a fall and spring conference that are regularly attended by Assumption program faculty and students.

Letters of Recommendation

Students may require letters of recommendation or references from Assumption University Rehabilitation Counseling faculty for licensure or employment purposes. If needed, students must request the letter or the faculty's reference information from the identified faculty member. Faculty ARE NOT REQUIRED to write letters of recommendation or act as references and will do so based on their preference and availability. Faculty are encouraged to provide an accurate recommendation/reference based on their experience with the student and, although not required, to inform the student if they do not feel they can serve as a positive recommender/reference.

Rehabilitation Counseling

Degree Type

Master of Arts (MA)

The Clinical Component

The clinical component of the program is comprised of a 100-hour Practicum experience over one semester, and a 600-hour Internship experience over two semesters. These experiences provide an opportunity for the student to integrate theory and practice in a “hands on” environment. Our graduates consistently rate their combined practicum and internship experience as one of the most rewarding and beneficial parts of the program, one that often lead to jobs upon graduation.

Practicum: First Period of Supervised Clinical Practice

The 100-hour practicum experience places emphasis on the counseling relationship and the development of fundamental counseling and interviewing skills. Students are required to complete audio or videotaped counseling sessions during their practicum experience. Students receive weekly individual and group supervision during the practicum session and have opportunities to get feedback regarding the development of their counseling skills. There is also an emphasis on identifying and addressing ethical issues that may arise in the counseling relationship. Formal supervisor and student self-evaluations are required upon completing the practicum experience.

Internship I and II: Second Period of Supervised Clinical Practice

The second component of supervised practical experience is the 600-hour Internship. The internship in Rehabilitation Counseling usually requires 21 hours, or three full days per week over the final two semesters of the program. The internship provides students with the opportunity to experience the wide range of duties and responsibilities of a rehabilitation counselor, and to participate in all aspects of the delivery of rehabilitation counseling services. Students receive regular supervision from an on-site supervisor, and individual and group supervision by the faculty supervisor and seminar leader. The student’s professional development and growth are closely monitored and evaluated to ensure that the student is acquiring the skills required of an entry level professional rehabilitation counselor.

Sampling of Practicum and Internship Placement Options in Central Massachusetts

- AdCare Hospital of Worcester
- AIDS Project Worcester
- Alternatives Unlimited, Inc.
- Center for Living and Working, Inc.
- Community Healthlink
- Department of Mental Health
- Department of Children and Families
- Fairlawn Rehabilitation Hospital
- Faith House
- Genesis Club, Inc.

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- Hubbard Regional Hospital - EAP
 - Massachusetts Rehabilitation Commission
 - Massachusetts Commission for the Blind
 - Northborough Family and Youth Services, Inc.
 - Seven Hills Foundation
 - Spaulding Rehabilitation Hospital
 - Unum Insurance Company
 - Veterans Inc.
 - Worcester Public Schools
 - Worcester Recovery Center and Hospital
 - Y.O.U., Inc.

For online students, practicum and internship placements are developed in the student's local geographical area.

Electives

Students consistently expressed a desire to take electives but accreditation requirements do not leave much room. Program leadership in consultation with colleagues and the advisory board found a way to create room for an elective while still fulfilling the accreditation requirements. Students are encouraged to take an elective from the different graduate and graduate-level certificate programs at Assumption and graduate courses external to the University will be considered in consultation with the Program Director.

Oral Exams

An oral exam is required for all students in the Master's program, as well as those completing the Certificate of Advanced Graduate Study (C.A.G.S.) program. This exam is taken during the student's last semester of study. The objective of the oral exam is for students to demonstrate how they integrate theory, practice, and research related to the training they have received in the Rehabilitation Counseling program. The oral exam is waived for people who take and pass the CRC exam prior to graduation.

Oral exams carry the grade of pass or fail. If a student does not pass the oral exam, he/she will be given the opportunity to retake the oral exam prior to graduation.

Blended (online and on campus) Full-Time or Part-Time Course of Study (60 credits)

This program is designed for students who wish to take courses in a traditional on-campus setting. Half of the courses are offered on-campus where students attend small classes that meet on a weekly basis during the academic year. The other half of the courses are blended with the asynchronous online program. During the summer session classes are usually hybrid (in-person and asynchronous) to allow for more flexibility. Students enrolled in this program are eligible to apply for traineeships, graduate assistantships and scholarship funding, when available. Upon successful completion of 75% of the academic and clinical requirements of this program students are eligible to sit for the Certified Rehabilitation Counselor (CRC) exam. Students are encouraged to take the CRC exam during their final academic semester.

Certificate of Advanced Graduate Study (C.A.G.S.)

An individualized Certificate of Advanced Graduate Study in Rehabilitation Counseling is offered to students who have completed a master's degree in another discipline. Students who have completed a related master's degree either at Assumption University or another college/ university may apply to the Rehabilitation Counseling C.A.G.S. program. The C.A.G.S. in Rehabilitation Counseling is a course of study that is developed in consultation with the graduate program director and based on students' specific interest areas. Students pursuing the C.A.G.S. in Rehabilitation Counseling typically take courses on a part-time basis and have up to 7 years to complete their course of study.

This Certificate of Advanced Graduate Study is not currently intended for individuals who possess a master's degree in Rehabilitation Counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program.

The Rehabilitation Counseling CAGS program is recommended for students with a master's degree in Human Service, Counseling, Education, Social Work and related fields that wish to obtain further knowledge and skills in working with people with disabilities.

The CAGS in Rehabilitation Counseling will allow students to focus graduate coursework in areas such as vocational rehabilitation, career counseling, psycho-social aspects and case management as it relates to individuals with a variety of disabilities.

Certification/Licensure

National Certification by the Commission on Rehabilitation Counselor Certification (CRCC)

Students are strongly encouraged to apply to take the Certified Rehabilitation Counselor (CRC) exam as soon as they meet the eligibility requirements to do so. The CRC credential has become a standard entry level requirement by most agencies that employ rehabilitation counselors. Students may sit for the national CRC exam upon completion of 75% of the required coursework for the M.A. program. All students are strongly encouraged to sit for the CRC exam and become nationally Certified Rehabilitation Counselors.

Massachusetts Licensure by the Board of Allied Mental Health and Human Services (262 CMR 4.00)

Students who successfully complete the 60 credit M.A. program, including the 600-hour internship, become eligible for Massachusetts Licensure in Rehabilitation Counseling (LRC) following two years post-masters clinical experience in rehabilitation counseling under the direction of an approved supervisor.

See Commonwealth of Massachusetts Regulations (CMR) 262 – 4.00: Requirements for Licensure as a Rehabilitation Counselor, for more information.

Professional Organizations & Opportunities

The Rehabilitation Counseling profession offers numerous professional organizational memberships. Until its recent dissolution, Assumption had maintained an institutional membership with the National Council on Rehabilitation Education (NCRE). We are in the process of developing a comparable relationship with the American Counseling Association (ACA) and the American Rehabilitation Counseling Association (ARCA) branch of ACA. Many faculty

maintain a variety of individual memberships with the American Counseling Association (ACA) and the National Rehabilitation Association (NRA). There also are numerous subdivisions and specialty organizations included with ACA, NRA, and other professional organizations at the state and national level.

Students are strongly encouraged to become members of professional organizations. Program faculty often make opportunities available for students to attend and participate in conference attendance.

Review of Student Performance

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions – *the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues*. The Rehabilitation Counseling Program Director and faculty will review student progress each semester.

Students whose grade point average drops below 3.0, or who earn a failing grade in a course (i.e., below B-), will be placed on academic probation. Students whose GPA is below 3.0 have one semester to bring their GPA up to 3.0 though considerations will be made if re-taking courses is necessary to raise the GPA to 3.0 or higher. Students who have a GPA less than 3.0 for one academic year may be dismissed from the program. Program faculty may also provide input about student dispositions based on their observations.

If performance issues are identified, the student and program leadership will meet to discuss and develop a remedial plan designed to improve the student's performance and to remove them from probationary status. In addition to the steps taken for inadequate grades or GPAs, as a general practice, an annual performance review is conducted for all active students. First year students are evaluated after the Spring semester and 2nd year students (in the online program) are evaluated after the 2nd summer semester. The outcome of these evaluations is provided to students in the form of written letters.

Blended On-Campus (60-Credit Course of Study)

Offered Full-Time and Part-Time

(RCP = campus/synchronous; RCPL = online/asynchronous)

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 530	Introduction to Counseling Theory and Practice	3
Sub-Total Credits		12

Spring (Year 1)

Course Code	Title	Credits
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
Sub-Total Credits		12

Summer (Year 1)

Course Code	Title	Credits
RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 520	Principles of Psychiatric Rehabilitation	3
RCP/L 631	Cultural Responsiveness in Counseling	3
	Rehabilitation Counseling Elective	3
Sub-Total Credits		12

Fall (Year 2)

Course Code	Title	Credits
RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
RCP/L 550	Principles of Family and Group Process	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15

Spring (Year 2)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 630	Advanced Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15

Online Course of Study (60 credits)

The online program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited, 20-course, 60-credit program that can be completed over 8 semesters, in less than 3 years. Upon completion, students will be awarded a Master of Arts in Rehabilitation Counseling, and, after completing at least 75% of the program, will be eligible to sit for the CRC exam.

Computer Literacy

The Brightspace instructional software program is the platform for our online program delivery. Students must have ready access to a personal computer, Internet access and basic computer literacy skills in order to enroll in the online program. In addition, students must feel comfortable with the unique features and methodologies associated with distance learning.

Summer On-Campus Residency Requirement

One 5-day on-campus session will take place during each of two summer semesters. This residency week will always begin on the third Monday of June. Students will stay on campus in fully-furnished, 2 bedroom apartments at the Living and Learning Center.

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
Sub-Total Credits		6

Spring (Year 1)

Course Code	Title	Credits
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
Sub-Total Credits		6

Summer (Year 1)

Course Code	Title	Credits
RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 530	Introduction to Counseling Theory, Practice, and the Profession	3
RCP/L 550	Principles of Family and Group Process	3
Sub-Total Credits		9

Fall (Year 2)

Course Code	Title	Credits
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
Sub-Total Credits		6

Spring (Year 2)

Course Code	Title	Credits
RCP/L 520	Principles of Psychiatric Rehabilitation	3
RCP/L 525	Human Growth, Development and Disability Across the Life Span	3
Sub-Total Credits		6

Summer (Year 2)

Course Code	Title	Credits
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
RCP/L 630	Advanced Counseling Practice	3
	Rehabilitation Counseling Elective	3
Sub-Total Credits		9

Fall (Year 3)

Course Code	Title	Credits
RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 631	Cultural Responsiveness in Counseling	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		12

Spring (Year 3)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		12

Accelerated Six-in-Five BA/MA Program for Assumption University Undergraduates

This program is designed for Assumption University students who are full-time undergraduate majors in health and human services, or a related major, who have demonstrated superior academic performance, and who are interested in pursuing a graduate degree in Rehabilitation Counseling. Students must be recommended for the program by a faculty member. Acceptance into the Six-in-Five program allows students to begin taking graduate courses in their senior year. During the spring semester of senior year, students must formally apply for acceptance into the graduate program.

Upon acceptance into the graduate program, students may continue their graduate coursework through the summer session and the following academic year. Upon successful completion of the academic and clinical requirements, students will be awarded a Master of Arts degree in Rehabilitation Counseling. This program allows outstanding students to complete six years of full-time academic work in five years.

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 530	Introduction to Counseling Theory and Practice	3
Sub-Total Credits		12

Spring (Year 1)

Course Code	Title	Credits
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
Sub-Total Credits		12

Graduation from Undergraduate Program - Enroll in Graduate Program

Summer (Year 1)

Course Code	Title	Credits
RCP/L 520	Principles of Psychiatric Rehabilitation	3

RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 631	Cultural Responsiveness in Counseling	3
	Rehabilitation Counseling Elective	3
Sub-Total Credits		12

Fall (Year 2)

Course Code	Title	Credits
RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
RCP/L 550	Principles of Family and Group Process	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15

Spring (Year 2)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 630	Advanced Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15

Total Credits		60
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Department of Resiliency in the Helping Professions

Overview

A minimum of six courses (18 credits) make up the certificate program that focuses on resiliency cultivation strategies for helping professionals and their clients, students, patients and consumers. Students study how to build emotional regulation, realistic optimism, self-compassion, mindfulness, empathy and self-efficacy, all key facets of resiliency. Since many effective helping professionals advance to leadership and supervisory roles, special emphasis is given to strengthening emotionally intelligent leadership skills.

In addition, the Resiliency curriculum will assist helping professionals to teach these valuable strategies to their clients, patients, students and/or consumers. The Resiliency in the Helping Professions C.G.S. and C.A.G.S. has broad professional applicability and is targeted to increase professional effectiveness for professionals who are School Counselors, Rehabilitation Counselors, Social Workers, Educators, Mental Health Counselors, and Patient Advocates. The Resiliency in the Helping Professions C.G.S. and C.A.G.S. programs are grounded in evidence-based approaches that are effective for burnout recovery and prevention. A C.A.G.S. is awarded to program completers holding a master's degree, while a C.G.S. is earned by those whose highest degree is a bachelor's degree.

Learning Goals

- Identify the factors of resilience and supporting research from advances in positive psychology.
- Understand the neuroscience of traumatic experience, recovery and resilience.
- Implement skill building practices that support resilience through social emotional learning interventions.
- Promote post traumatic growth.
- Practice resonant leadership to foster resilience capacity across systems.
- Implement skill building practices to support personal resilience against empathetic distress and burnout.

Faculty

Lea Christo, MSW, LICSW, BCPA
Resilience Program Coordinator
Associate Professor of Practice, School of Graduate Studies

Lecturers

Karen Bluth, Ph.D.
Keith Lahikainen, Psy.D.
Mary Ann Reilly Mariani, Ph.D.

Resiliency in the Helping Professions

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
RES 800	The Theoretical Foundations of Resiliency Building Interventions	3
RES 810	Mindfulness-Based Interventions	3
RES 820	The Practice of Self Compassion in Resiliency	3
RES 830	Positive Psychology: A Strengths-Based Approach to Resiliency	3
RES 840	Building Resilience After Traumatic Experiences	3
RES 850	Resonant Leadership and Supervision	3
RES 860	Teaching Adolescent Students Mindful Self-Compassion	3
Total Credits		21

Department of School Counseling

Overview

One of only three schools in Massachusetts to be “Approved with Distinction” by DESE, the Master of Arts in School Counseling prepares students to become licensed as either School Counselors (All Levels) or School Adjustment Counselors/School Social Workers (All Levels). The role of the school counselor is dynamic as it provides critical support to students, parents, administrators, teachers, staff, and community service providers. The School Counseling Program trains the future counselor to work with children and adolescents across academic, career, and social-emotional domains. Students learn to collaborate with all stakeholders to support academic and social success and to apply evidenced-based practice for comprehensive school counseling programs. Students are prepared to engage in prevention and intervention planning as well as program evaluation to meet individual student and school-level needs expected as a school counselor.

The Department of Elementary and Secondary Education (DESE) in the Commonwealth of Massachusetts has approved Assumption University’s graduate program in School Counseling to issue endorsement for the Initial License as a school counselor (All Levels) and the Initial License for School Adjustment Counselors/School Social Workers (All Levels). Students who complete the approved program are also eligible for licensure reciprocity with states that are members of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract. Questions about licensure in states other than Massachusetts should be directed to the program director, Dr. Susan Scully. Consistent with the National Board Certified School Counselor standards, students will complete a rigorous counselor training program that includes a supervised clinical practicum experience in a public elementary and/or secondary school. Completion of the program will deem students eligible for certification as a National Certified Counselor (NCC) and National Certified School Counselor (NCSC) should they wish to pursue this credential.

The graduate program in School Counseling at Assumption University includes the following features:

- A strengths-based curriculum that emphasizes culturally responsive, evidence-based counseling interventions with a focus on educational policy, leadership, child advocacy, and social justice
- A collaborative learning environment that facilitates interaction and teamwork thus preparing students for success in school systems where being a team player is a critical characteristic for effectiveness
- Faculty with experience in the school setting providing effective counseling and intervention to meet the needs of a diverse student population
- Class schedules with flexibility to accommodate the schedules of those students who wish to pursue the program full- or part-time
- Small class sizes that encourage greater interaction with faculty and other graduate students
- Pre-practicum and practicum placements in urban and suburban school settings exclusively in Massachusetts
- Rigorous, current curriculum that addresses national and state models/standards
- Access to current and cutting-edge workshops geared toward professional development of School Counselors, Adjustment Counselors, Social Workers and other counseling professionals through the Institute for School Counseling and School Psychology
- An approved program by the Massachusetts Department of Education to license school counselors (All Levels) and School Adjustment Counselors/School Social Workers (Initial Licensure All Levels)

As a graduate of the School Counseling program at Assumption University, you will be positioned to assume a professional role in a school setting where you will impact the lives of children and adolescents.

Mission Statement

The Mission of the graduate program in School Counseling is to prepare culturally responsive school counselors to become school leaders who promote and enhance student academic, social, and emotional success. The program is committed to preparing ethical and reflective professional school counselors who practice from a strengths-based paradigm and are dedicated to social justice, equity, and anti-bias education.

The required coursework and school-based practicum also satisfy the requirements for candidates seeking national certification through the National Board of Certified Counselors (NBCC) for the National Certified Counselor (NCC) and National Certified School Counselor (NCSC) credentials. The Master of Arts Programs in School Counseling are approved by the Massachusetts Department of Elementary and Secondary Education (DESE) and meets Initial licensing requirements for School Counselor (All Levels) and School/Adjustment Counselor/ School Social Worker (All Levels) in the state of Massachusetts. Students interested in licensure in other states should contact the School Counseling program director, Dr. Susan Scully.

Learning Goals

1. Knowledge of curriculum frameworks
2. Assessment, Research, and Program Evaluation
3. Typical and Atypical Development and Learning Theories
4. Strategies for Prevention and Intervention
5. Counseling, Communication, and Collaboration
6. School Counseling Philosophy, Practices, and Group Leadership

Faculty

Susan M. Scully, Ph.D.
Director of School Counseling
Associate Professor of School Counseling

Lorette McWilliams, Ph.D.
Licensure and Practicum Coordinator
Associate Professor of Practice in School Counseling

Gary Senecal, Ph.D.
Associate Professor of School Counseling

Lea F. Christo, L.I.C.S.W.
Professor of Practice in School Counseling

Instructors

Jennifer Baublitz, M.A.
Dawn Breault, Ed.D.
Lauren Colwell, LMHC
Melissa Dervishian, LMHC

Brendan Keenan, Ed.D.
Jean Lindquist-Grady, Psy.D.
Katelyn McGowan, M.A.
Allison Negrón-Campbell
Scott M. Smith, M.A.
Tyshawn Thompson, Psy.D.

Licensure

Assumption University responds to the Massachusetts Department of Elementary and Secondary Education in all matters of educator licensure. Therefore, the University reserves the right to revise the admission criteria and requirements of its graduate program(s) leading to eligibility for support personnel licensure in compliance with the current state regulations. Students seeking licensure as a School Counselor (All Levels) must meet with an academic advisor to plan an appropriate course of study before beginning their first semester of course work to ensure all license requirements are addressed in the academic plan and course of study.

Certificate of Advanced Graduate Studies (CAGS) Options in School Counseling Post-Master's Degree Programs in School Counseling

The School Counseling Program offers students with earned master's degrees the opportunity to pursue a Certificate of Advanced Graduate Studies (CAGS). A CAGS can enhance students' knowledge and skill set leading to increased professional competence. A CAGS may also be pursued to complement current knowledge and skill sets allowing professionals to be more effective in their roles. CAGS programs in School Counseling typically consist of 7 courses and is based on students' professional goals.

The CAGS program provides several customized pathways for students to choose from:

1. For professionals with an earned master's degree in Counseling, Social Work or closely related field, a focused School Counseling CAGS program that culminates in eligibility for endorsement for the initial license in School Counseling (All Levels) in Massachusetts.
2. For professionals with an earned master's degree in School Counseling, Social Work or closely related field, a focused School Counseling CAGS program that culminates in eligibility for endorsement for the initial license in School Adjustment Counseling/School Social Work (All Levels) in Massachusetts.

School adjustment counseling/school social work is a specialized area of practice. School Adjustment Counselors/School Social Workers assist students with mental health issues, behavioral issues, positive behavioral supports, academic and classroom support. School Adjustment Counselors/School Social Workers collaborate and consult with teachers, parents, juvenile court system, child protective services and other community agencies. School Adjustment Counselors/School Social Workers also provide individual and group counseling. Individuals licensed as School Adjustment Counselors/School Social Workers significantly increase their opportunities for employment and advancement.

3. For professionals with an earned master's degree in Counseling, Psychology, Social Work, Education or closely related field, a customized (minimum) 7 course School Counseling CAGS program tailored to the students' professional interests.

Assumption University also offers other CAGS programs to benefit school counselors such as Transition Specialist, Resiliency for Helping Professionals, Special Ops: Service Members, Veterans and their Families (SMVF), and Rehabilitation Counseling. Students may choose to pursue one of these options or choose courses from these programs to customize a C.A.G.S.

IMPORTANT: Students who apply to any CAGS programs are invited to contact the School Counseling Program Director to conduct a transcript review and draft a program of study. CAGS programs may vary with respect to credit hours and required practicum hours based on this transcript review.

Pre-Practicum

Candidates for the *Initial* License must complete a 100-hour field-based pre-practicum by enrolling in SCP 500 Pre-practicum: Counseling in Schools. The pre-practicum field experience is designed to provide students with opportunities to observe School Counselors and School Adjustment Counselors in their professional roles and to complement their coursework during the first year of study.

Practicum for Massachusetts *Initial* License

In most cases, students are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be determined by the Program Director of the School Counseling Program.

The practicum requirement for the Master of Arts (M.A.) in School Counseling is designed to meet *Initial* licensing requirements for school guidance counselor (All Levels). It consists of 600 hours over two semesters. Students must be prepared to spend three full days a week at the practicum site(s) during the practicum (two) semesters. The practicum requirement for the M.A. in School Adjustment Counselor/School Social Work consists of 900 hours over two semesters.

The practicum requirement for the Certificate of Advanced Graduate Study (C.A.G.S.) leading to the School Social Worker/Adjustment Counselor Initial Licensure endorsement consists of 900 hours over two semesters. Students who completed a clinical practicum or internship during their graduate programs in counseling may be approved to waive 150 hours of the practicum requirement.

The practicum requirement for the Certificate of Advanced Graduate Study (C.A.G.S.) in School Counseling leading to the School Counselor Initial Licensure endorsement consists of 600 hours over two semesters. Students who completed a clinical practicum or internship during their graduate programs in counseling may be approved to waive 150 hours of the practicum requirement.

Licensure

Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE) in all matters of educator licensure. Therefore, the University reserves the right to revise the admission criteria and requirements of its graduate program(s) leading to eligibility for support personnel licensure in compliance with the current state regulations. Students seeking *Initial* licensure as a School Counselor (All Levels) or School Social Worker/Adjustment Counselor (All Levels) must meet with an academic advisor to plan an appropriate course of study.

Candidates who complete the program and thereby earn an *Initial* License are eligible for licensure reciprocity with various other states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDETC) Interstate Contract.

For information concerning Commonwealth of Massachusetts teacher licensure, contact the Massachusetts Department of Elementary and Secondary Education:

Office of Educator Licensure
75 Pleasant Street
Malden, MA 02148
781.338.3000
www.doe.mass.edu

Comprehensive Examination

A comprehensive examination is a requirement for graduation for all Master of Arts students in the School Counseling programs. Students are required to take the exam after completing all course work or concurrent with the last semester of course work. The purpose of the comprehensive examination is to assess students' mastery of knowledge and skills necessary for an effective School Counselor or School Adjustment Counselor/School Social Worker. The comprehensive examination is an opportunity for students to demonstrate their ability to integrate theory, practice, and research obtained in the School Counseling programs.

Comprehensive examinations are scheduled for the end of the spring and fall semesters. The student's comprehensive examination committee will consist of two departmental faculty members and is comprised of both a written and oral portion. Students will receive specific information and directions for the Comprehensive Examination approximately 2 months prior to administration. Students will have sufficient time to prepare for the examination. If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass" or "Low Pass". If students do not demonstrate sufficient synthesis and integration of competencies, they will receive a "Fail". If a student receives a "Fail" they may be given the opportunity to take examination again. If a student fails the comprehensive exam due to an act of academic dishonesty, for example using Generative Artificial Intelligence to generate all or portions of the exam, they will be subject to additional consequences and may jeopardize eligibility for licensure. When a student fails and is granted the opportunity to retake the exam, or has not taken the exams during the last semester of the practicum experience, they will receive an Incomplete for the Advanced Clinical Practicum. When they have taken and passed the exam, they will receive a grade for the completion of all program requirements.

Review of Student Performance

In accordance with the American Counseling Association (ACA) Code of Ethics, students' progress in the program is reviewed each semester as a part of an on-going evaluation in counselor training. Students whose semester GPA falls below a 3.0 or who earn a failing grade in a course (i.e., below B-) will meet with the program director and a remediation plan will be developed. If student performance does not improve after the plan has been executed, they will meet with the program director to discuss their circumstances and further remediation.

Students who have not taken a course in four consecutive semesters (including summer session) may be withdrawn from the program. It is the student's responsibility to document in writing his or her commitment to completing the program and to present that statement to the Director of the School Counseling program.

The graduate programs in School Counseling prepare students to provide counseling and clinical services to families and school-age youth. Therefore, the School Counseling program has an obligation to train practitioners to competently and ethically serve their clients and the community. Students must demonstrate dispositional, academic, and clinical competence to graduate from the program. Students failing to meet these criteria may be recommended for withdrawal from the program.

School Adjustment Counseling/School Social Work

Degree Type

Master of Arts (MA)

Program Requirements

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (900 hours)
- Full-time program: 2 years

Required Courses

Course Code	Title	Credits
SCP 510	Professional Orientation to Counseling	3
SCP 505	Fundamentals of Counseling in the Schools	3
SCP 540	Introduction to Research and Program Evaluation	3
SCP 545	Human Growth and Development through the Life Span	3
SCP 500	Pre-practicum in School Counseling	3
SCP 515	Advanced Counseling Theory and Practice	3
SCP 520	Psychology of Learning and Motivation	3
SCP 610	Cultural Responsiveness in Counseling	3
SCP 535	Group Counseling and Leadership	3
SCP 560	Psychological and Educational Assessment	3
SCP 600	Family Counseling, Collaboration and Engagement	3
SCP 670	Principles and Practices of School Social Work/Adjustment Counseling in Schools	3
SCP 625	Neuropsychology of Learning and Behavior	3
SCP 640	Developmental Psychopathology	3
SCP 635	Intervention Strategies: Academic and Learning	3
SCP 675	Advanced Principles and Practices of School Adjustment Counselors/School Social Workers	3

SCP 775	Clinical Practicum in School Social Work/Adjustment Counseling	3
SCP 660	Behavioral Assessment and Intervention	3
SCP 630	Intervention Strategies: Social and Emotional	3
SCP 875	Advanced Clinical Practicum and Seminar: School Social Worker/ Adjustment	3
Sub-Total Credits		60

Comprehensive Exam – Capstone Experience

The comprehensive exam is required for all students in the Master's degree School Counseling programs. Students are required to take the exam after completing all course work or concurrent with the last semester of their course work. Students will integrate knowledge and skill from all courses and experiences throughout their Master's degree program. Questions are intentionally structured to require integration from all elements of training.

Comprehensive examinations are scheduled for the end of the spring and fall semesters. The student's comprehensive examination committee will consist of two departmental faculty members. The exam is comprised of both a written and oral component. Students will receive specific information and directions for the Comprehensive Examination approximately 2 months prior to administration. Students will have sufficient time to prepare for the examination.

If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass" or "Low Pass". If a student does not demonstrate sufficient synthesis and integration of competencies, they will earn a "Fail". If a student receives a "Fail" they may be given the opportunity to take the examination again. If a student fails the comprehensive exam due to an act of academic dishonesty, for example, using Generative Artificial Intelligence to generate all or portions of the exam, they will be subject to additional consequences and may jeopardize eligibility for licensure. When a student fails and is granted the opportunity to re-take the exam or has not taken the exam during the semester of the practicum experience, they will receive an incomplete for the Advanced Clinical Practicum course. When they have taken and passed the exam they will receive a grade for completion of all program requirements.

Pre-Practicum

Students are required early in their course of study to complete the pre-practicum course. Students will complete a pre-practicum of 100 hours in a school setting so that they may have the opportunity to observe and understand the role of the counselor in the schools and to discern the program track they wish to pursue (School Counselor or School Adjustment Counselor).

Practicum

Students are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be determined by the Director of the School Counseling program based upon:

- A review of the student's transcript, existing teacher licensure, and professional experience

- Successful performance in required graduate courses; and
- Evidence that they have taken the Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy Test. Students need not have passed the MTELEs prior to starting the practicum.

The practicum for the School Counselor is 600 hours (3 days per week on site), and the practicum for the School Adjustment Counselor/School Social Worker is 900 hours (5 days per week on site). Each is completed over 2 semesters. Both practicum commitments are governed by criteria outlined in the state regulations.

Total Credits
60

School Counseling

Degree Type

Master of Arts (MA)

Program Requirements

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (600 hours)
- Full-time program: 2 years

Required Courses

Course Code	Title	Credits
SCP 510	Professional Orientation to Counseling	3
SCP 505	Fundamentals of Counseling in the Schools	3
SCP 540	Introduction to Research and Program Evaluation	3
SCP 545	Human Growth and Development through the Life Span	3
SCP 500	Pre-practicum in School Counseling	3
SCP 515	Advanced Counseling Theory and Practice	3
SCP 520	Psychology of Learning and Motivation	3
SCP 610	Cultural Responsiveness in Counseling	3
SCP 535	Group Counseling and Leadership	3
SCP 560	Psychological and Educational Assessment	3
SCP 600	Family Counseling, Collaboration and Engagement	3
SCP 620	Vocational, Career, and College Counseling	3
SCP 625	Neuropsychology of Learning and Behavior	3
SCP 640	Developmental Psychopathology	3
SCP 635	Intervention Strategies: Academic and Learning	3

SCP 645	Consultation and Collaboration: School/Home/Family	3
SCP 710	Clinical Practicum and Seminar: School Counselor, All Levels	3
SCP 630	Intervention Strategies: Social and Emotional	3
SCP 660	Behavioral Assessment and Intervention	3
SCP 810	Advanced Clinical Practicum and Seminar: School Counselor, Levels 5-12	3
Sub-Total Credits		60

Comprehensive Exam – Capstone Experience

The comprehensive exam is required for all students in the Master's degree School Counseling programs. Students are required to take the exam after completing all course work or concurrent with the last semester of their course work. Students will integrate knowledge and skill from all courses and experiences throughout their Master's degree program. Questions are intentionally structured to require integration from all elements of training.

Comprehensive examinations are scheduled for the end of the spring and fall semesters. The student's comprehensive examination committee will consist of two departmental faculty members. The exam is comprised of both a written and oral component. Students will receive specific information and directions for the Comprehensive Examination approximately 2 months prior to administration. Students will have sufficient time to prepare for the examination.

If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass" or "Low Pass". If a student does not demonstrate sufficient synthesis and integration of competencies, they will earn a "Fail". If a student receives a "Fail" they may be given the opportunity to take the examination again. If a student fails the comprehensive exam due to an act of academic dishonesty, for example, using Generative Artificial Intelligence to generate all or portions of the exam, they will be subject to additional consequences and may jeopardize eligibility for licensure. When a student fails and is granted the opportunity to re-take the exam or has not taken the exam during the semester of the practicum experience, they will receive an incomplete for the Advanced Clinical Practicum course. When they have taken and passed the exam they will receive a grade for completion of all program requirements.

Pre-Practicum

Students are required early in their course of study to complete the pre-practicum course. Students will complete a pre-practicum of 100 hours in a school setting so that they may have the opportunity to observe and understand the role of the counselor in the schools and to discern the program track they wish to pursue (School Counselor or School Adjustment Counselor).

Practicum

Students are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be determined by the Director of the School Counseling program based upon:

-
- A review of the student's transcript, existing teacher licensure, and professional experience
 - Successful performance in required graduate courses; and
 - Evidence that they have taken the Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy Test. Students need not have passed the MTELEs prior to starting the practicum.

The practicum for the School Counselor is 600 hours (3 days per week on site), and the practicum for the School Adjustment Counselor/School Social Worker is 900 hours (5 days per week on site). Each is completed over 2 semesters. Both practicum commitments are governed by criteria outlined in the state regulations.

	Total Credits
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60

Department of Special Education

Mission Statement

The graduate Special Education program primarily prepares graduate students for careers as teachers of children and adolescents with mild to moderate disabilities. The competency-based program is founded upon the principles of evidence-based practice and the philosophy of inclusive education. The program strives to educate its graduate students to exemplify good character and integrity in all aspects of their professional lives. The courses that comprise the program emphasize connections among theory, research, and practice to build students' awareness of how to maximize the development of each pupil in a variety of settings.

Accordingly, graduate students develop a repertoire of instructional, diagnostic, consultative, and collaborative skills, and evidence-based strategies critical to the role. They also develop an understanding of the full continuum of services available to individuals with exceptionalities. For qualified teacher candidates who seek an Initial or Professional licensure as Teacher of Students with Moderate Disabilities at grade levels PreK-8 or 5-12, a field-based pre-practicum and practicum or performance assessment complements their progress through the program, providing the means by which they establish their competence as special educators in accordance with state licensure regulations.

Learning Goals

By the completion of their studies, Special Education graduate students will:

- Demonstrate conceptually sound lesson planning derived from evidence-based methods.
- Implement effective instructional strategies to meet the needs of all pupils.
- Effectively communicate subject matter knowledge.

Special Education Faculty

Nanho S. Vander Hart, Ph.D.

Director of the Special Education and Transition Specialist Programs

Associate Professor of Special Education

Samantha Goldman, Ph.D., BCBA

Associate Professor of Special Education

Lecturers in Special Education

Sheila Bessette, Ed.D., BCBA-D, LABA

Donald Briere, Ph.D.

Anita Danker, Ed.D.

Joyce Elia-Renaud, Ed.D.

Eileen Harvey

Lisa Hughes, Ed.D.

Paula Lea, M.Ed.

Jean Lindquist-Grady, Psy.D.

Amy Maynard, Ed.D.

Emily Plante, Ph.D.

Catherine Polis

Mara Power, Ph.D.

B.A./M.A. Program Fifth Year Option for the Master of Arts in Special Education

The Education Department offers a five-year program that allows a student to complete requirements for both the Bachelor of Arts degree in a liberal arts or science and the Master of Arts in Special Education degree. The program leads to eligibility for the Massachusetts *Initial License* for Teacher of Students with Moderate Disabilities (PreK-8; 5–12) as well as a Massachusetts *Initial licensure* in one of Assumption's approved programs offered at the undergraduate level. Undergraduate students who are admitted to the B.A./M.A. program must be eligible for *Initial licensure* as elementary, middle, or secondary teacher. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the University.

Undergraduate students who are considering applying to the B.A./M.A. program should consult with the Licensure Program Coordinator during the junior year to discuss eligibility and application procedures. Assumption students who are interested in enrolling in the Master of Arts in Special Education program after their undergraduate studies should consult with the Director of the Special Education program to plan a course of study. Interested students may request information about the Master of Arts in Special Education from the Office of the Graduate Admissions.

Criteria for Early Admission to the Master of Arts in Special Education

All undergraduate students who seek early admission to the Master of Arts in Special Education program must meet the following standards, and students in the Education Major are eligible and especially encouraged to apply.

- Candidates must have at least a 3.3 cumulative GPA and a 3.0 GPA in the major field of study;
- If they are not in the major in Education, candidates must have a major in one of the Core academic subjects of the liberal arts and sciences appropriate to Massachusetts teacher licensure at the 5–12 level.

To apply for early admission to the fifth-year program, candidates must submit the following to the Office of the Graduate Admissions, ordinarily by the end of the junior year:

- An official application form (fee waived for Assumption students)
- A transcript of undergraduate study
- Three letters of recommendation
- A current resume
- A personal statement of interest

Assumption students who seek a Massachusetts Initial license as elementary, middle, or secondary teacher and teacher of students with moderate disabilities must pass all of the Massachusetts Tests for Educator Licensure (MTEL) required for licensure in their specific field(s) prior to enrollment in the practicum.

Note: Assumption University responds to the Massachusetts Department of Elementary and Secondary Education in all matters of educator licensure and reserves the right to modify its programs in accordance with current state regulations. In the event that the graduate program is modified, students are notified of changes as is appropriate.

Pre-Practicum

Special Education teacher candidates for the *Initial* License must complete a minimum of 40-hour field-based pre-practicum. The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum.

Practicum (SED 590) for Massachusetts *Initial* License OR Performance Assessment (SED 591) for *Professional* License

In most cases, candidates are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be approved by the Special Education Program Director based upon:

1. A review of the candidate's transcript, existing teacher licensure, and professional experience;
2. Successful performance in required graduate courses; and
3. Evidence of passing scores on the Massachusetts Test for Educator Licensure (MTEL) for Teacher of Students with Moderate Disabilities.

The practicum is a semester-long (i.e., 14-week) commitment governed by criteria outlined in the Massachusetts Regulations for Educator Licensure. Accordingly, *Initial* license teacher candidates must complete at least 100 full responsibility hours as well as at least 75 hours for the PreK-8 license or at least 150 hours for the 5-12 license, if not all of the 400 practicum hours in an inclusive classroom setting. Teacher candidates must be prepared to spend full days at the practicum site(s) during the practicum semester.

Licensure

Candidates for *Initial* License

Candidates for the degree of Master of Arts in Special Education are required to complete a rigorous 12-course, 36-credit program to develop systematically the knowledge and skills essential to demonstrate competence as a teacher of students with mild or moderate disabilities. Some flexibility is afforded those students not seeking Massachusetts educator licensure.

For those seeking teaching licensure, institutional endorsement for the Massachusetts *Initial* License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) requires, at a minimum, successful completion of all 12 listed courses or their equivalents. Students who have not had prerequisite courses may also take additional courses. Whether or not candidates have had equivalent courses is determined in transcript review. Enrollment in some courses, including the practicum may require the prior approval of the Special Education Program Director and/or the completion of prerequisite course(s) beyond the 12 required courses listed.

Candidates for *Professional* License

All candidates for *Professional* Licensure must meet the following criteria:

1. Possess a Bachelor of Arts or Bachelor of Science degree;
2. Have a minimum undergraduate grade point average (GPA) of 3.0;
3. Possess an *Initial* license as a Teacher of Students with Moderate Disabilities from the Commonwealth of Massachusetts;

4. Have at least one year of full-time employment in an educational setting.

For information concerning C

135 Santilli Highway
Everett, MA 02149
(781) 338-3000
www.doe.mass.edu

The following is required for a *Professional* License. For more information, visit <https://www.doe.mass.edu/licensure>

- a. Three years of employment under an *Initial* License
- b. Completion of a teacher induction program.

Note: Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of teacher licensure. The University reserves the right to modify its graduate Special Education program accordingly. All Assumption graduate students are alerted to changes in the Special Education program as is appropriate.

Final Exit Exams

All students in the Master of Arts in Special Education program are required either to pass an oral examination or successfully present a case study to complete requirements for the degree.

Intent to Complete the Program Form

All students in the CAGS in Special Education program are required to submit the Intent to Complete the Program Form to the Special Education Program Director by the 4th week of their last semester. The form is available at the Special Education Department.

Review of Student Performance

Special Education program faculty reviews all students' progress each semester and expects that students will make satisfactory progress toward program completion. Students whose GPA falls below 3.0 or who earn below a B- in any course are placed upon academic probation. Students are expected to raise their GPA to a 3.0 by the following semester, and if they do not, students will be withdrawn from the program.

Students who have not taken a course in four consecutive semesters are considered inactive and may be withdrawn from the program. In such cases, students who wish to continue the program should submit a written statement to the Special Education Program Director indicating their commitment to completing the program.

The graduate program in Special Education prepares students for service to the public. The program has an obligation to the community to ensure that only those students demonstrating academic competence and professionally responsible behavior are continued in the program. Students failing to meet these criteria may be recommended for withdrawal from the program.

Special Education: Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

Degree Type

Master of Arts (MA)

Program Requirements

Candidates for the degree of Master of Arts in Special Education are required to complete a rigorous 12-course, 36-credit program to systematically develop the knowledge and skills essential to demonstrate competence as a teacher of students with mild or moderate disabilities. Some flexibility is afforded those to students not seeking Massachusetts educator licensure. For those seeking teaching licensure, institutional endorsement for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) requires, at a minimum, successful completion of all 12 listed courses or their equivalents. Students who have not had prerequisite courses may also need to take additional courses. Whether or not students have had equivalent courses is determined by transcript review. Enrollment in some courses, including the practicum, may require the prior approval of the Special Education Program Director and/or the completion of prerequisite course(s) beyond the 12 required courses listed.

All students in the Master of Arts in Special Education program are required to pass a comprehensive final exit exam to complete requirements for the degree.

Required Courses

Course Code	Title	Credits
	SED 502 or EDU 515	3
EDU 512	Introduction to Research in Education	3
SED 560	Foundations of Special Education	3
SED 561	Individualized Education Planning: A Collaborative Approach	3
SED/PSY 566	Assessment of Special Learning Needs of Children and Adolescents	3
SED/PSY 568	Behavioral Assessment and Interventions	3
SED 570	Inclusion: Theory and Classroom Practice	3
	EDU 552 or EDU 572	3
EDU 574	Teaching Mathematics to Diverse Learners	3
SED 555	Pre-practicum I: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 565	Pre-practicum II: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	0
SED 590	Practicum and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	6

Sub-Total Credits**36**

Testing

Candidates for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) are not required to have passed the Massachusetts Tests for Educator Licensure (MTEL) prior to applying to the program. However, to be eligible to enroll in the practicum, teacher candidates must submit evidence of passing scores on all MTEL required for licensure.

Candidates seeking a license for PreK-8 must pass the following tests:

- Communication and Literacy Skills
- Foundations of Reading OR Reading Specialists
- General Curriculum (Subtest 1: Language Arts and History/Social Science + Subtest 2: Mathematics, Science, and Technology/Engineering)

Candidates seeking licensure for 5-12 must pass the following tests:

- Communication and Literacy Skills
- Foundations of Reading OR Reading Specialists
- General Curriculum (Subtest 1: Language Arts and History/Social Science + Subtest 2: Mathematics, Science, and Technology/Engineering) OR one of the following MTEL subject matter tests at the 5-8 or 8-12 grade level: English (61), History/Social Science (73), Middle School Humanities (English/History) (76), Middle School Math/Science (77), Mathematics (65 or 063only), Science (Biology (66), Chemistry (67), Earth and Space Science (74), General Science (64), Physics (69)

Candidates for the Initial License who do not already hold a Massachusetts teacher license may be required to take additional coursework in the content areas and/or curriculum and methods of teaching prior to enrollment in the practicum. A determination will be made based on a comprehensive moderate disabilities subject matter knowledge transcript review.

Licensure Reciprocity

Individuals who complete approved programs are eligible for licensure reciprocity with states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Note: Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of educator licensure. The University reserves the right to modify the Special Education program accordingly. All Assumption students are alerted to changes in the program as is appropriate.

Practicum for Massachusetts Initial License

In most cases, students are considered eligible for the practicum once they have successfully completed all pre-requisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be approved by the Special Education Program Director based upon:

- a review of the student's transcript, existing teacher licensure, and professional experience

- successful performance in required graduate courses
- evidence of completion of required pre-practicum hours and field tasks, and
- evidence of passing scores on all the Massachusetts Tests for Educator Licensure (MTEL) for Teacher of Students with Moderate Disabilities.

The practicum is a semester-long (i.e., 14-week, 400 hours) commitment governed by criteria outlined in the Massachusetts Regulations for Educator Licensure. Accordingly, teacher candidates must complete at least 100 full-responsibility hours as well as at least 75 hours (PreK-8) OR at least 150 hours (5-12) of the total 400 hours in an inclusive classroom setting. Teacher candidates must be prepared to spend full days at the practicum site(s) during the practicum semester.

Students Not Seeking Massachusetts Educator Licensure (non-licensure students)

Students who are interested in earning a Master of Arts in Special Education only are not required to hold a Massachusetts license nor are they required to pass any of the Massachusetts Tests for Educator Licensure (MTEL) while they are in the program. Such students may enroll in any Special Education course except for the practicum or the performance assessment required for Massachusetts Initial or Professional licensure. Students are required to pass a comprehensive final exit examination to complete requirements for the degree. Applicants who do not seek Massachusetts Educator Licensure are to follow the same procedure outlined for Initial License applicants.

Dual Degree/Fifth Year Option for the Master of Arts in Special Education – Initial License

The Special Education program offers a special five-year program that enables an Assumption University student to complete requirements for both the Bachelor of Arts degree in an area of the liberal arts and sciences and the Master of Arts in Special Education degree leading to eligibility for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12). Students enrolled in this program will be eligible for Massachusetts licensure as elementary, middle, or secondary teacher and teacher of students with moderate disabilities. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the University. Assumption undergraduate students who are considering early admission for the fifth-year master's program should consult with the Director of the Special Education program during the junior year to discuss eligibility and application procedures, and to plan a course of study.

	Total Credits	36
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Special Education: Professional License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

Degree Type

Master of Arts (MA)

Program Requirements

All candidates for Professional Licensure must possess an Initial license as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) from the Commonwealth of Massachusetts and have at least one year of full-time employment in an educational setting.

The following is required for a Professional License:

- Three years of employment under an Initial License, and
- Completion of a teacher induction program

Required Courses

Course Code	Title	Credits
SED 660	Critical Issues in Special Education	3
SED 571	Curriculum and Methods for Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 699	Thesis: Guided Evidence-Based Instruction	3
	Sub-Total Credits	12

Seven Additional Courses

(Must be approved by the Director of Special Education)

Course Code	Title	Credits
	EDU 512 or EDU 703	3
EDU 515	Diversity in Schooling	3
EDU 572	Teaching Reading to Diverse Learners	3
EDU 575	Seminar: Strategies in Teaching Mathematics to Students with Moderate Disabilities	3
EDU 567	Seminar: Advanced Assessment of Special Learning Needs	3
SED 580	Learning Disabilities	3
SED 585	Teaching Students with Behavior Disorders	3
SED 586	Students with Severe Disabilities	3
SED 600	Special Topics in Special Education	3
SED 700	Directed Study	3
	Sub-Total Credits	21

Note

Those degree candidates who do not seek Massachusetts educator licensure must substitute approved electives for the performance assessment; they may not enroll in the performance assessment.

Total Credits
33

Special Education: Autism Spectrum Disorders (with Endorsement Option)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Overview

The number of students with autism spectrum disorders (ASD) who need special education services is rising dramatically. The need for teachers and other school professionals who can provide specialized services and advocate for these students is greater than ever. To address this area of need, in 2011 the state established a Special Commission which identified improving knowledge about ASD in schools as a priority. This led to the creation of a state Autism Endorsement for licensed special education teachers in order to meet the unique and complex needs of students with ASD. The purpose of the Massachusetts Autism Endorsement is to enhance the knowledge of special educators working with students with ASD. Assumption's CAGS in Autism Spectrum Disorders program closely follows the state guidelines. Our CAGS program prepares teachers to educate students with ASD in a manner consistent with the student's potential and in the least restrictive environment, in accordance with federal and state special education law.

The program offers two paths:

- CAGS with autism endorsement
- CAGS only

Candidates with an Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired are eligible to receive the University endorsement upon successful completion of the program. Candidates with Initial License may advance their license to the Professional level.

The endorsement track provides licensed educators opportunities to obtain the Autism Endorsement through the Massachusetts Department of Elementary and Secondary Education. The non-endorsement CAGS track provides opportunities for graduate students to deepen and refine knowledge and skills in autism spectrum disorders.

Program Requirements

Course Code	Title	Credits
SED/ASD 600	Foundations and Characteristics of Autism Spectrum Disorders	3
	PSY/SED 568 or ABA 600	3

	SED/ASD 620 or ABA 601 and ABA 602	3-6
SED/ASD 640	Collaboration and Coordination: Autism Spectrum Disorders	3
SED/ASD 680	Field Experience and Seminar I: Working with Students with Autism Spectrum	3
SED/ASD 690	Field Experience and Seminar II: Working with Students with Autism Spectrum	3

SED/ASD 680 and 690: Endorsement candidates only. Prerequisite license: An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired as indicated in 603 CMR 7.14(5)(a)

Students who are not interested in, or not eligible for, the state credential may enroll for the certificate only. They need to take two electives (6 credits) in lieu of field experience and seminar (i.e., SED/ASD 680 & 690).

	Total Credits	18-21
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Special Education: Positive Behavior Supports (PBS)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Overview

Teachers, administrators, and school professionals need to be skilled with a repertoire of behavior strategies. Our 18-credit curriculum in Positive Behavior Supports (PBS) will provide you with specialized skills that afford you more time teaching and less time disciplining—something valuable to all teachers and school professionals. Become an expert and role model in behavior management and gain leadership in the classroom. The CAGS program in Positive Behavior Supports (PBS) is designed for professional educators who hold a master's degree and is awarded upon completion of 18 credits beyond the master's degree in Special Education, Education, or other related fields. Those students who have not met prerequisites prior to being admitted to the program may be required to take more than 18 credit hours to earn their certificates. Students who are enrolled in the Initial Licensure program may be able to take CAGS courses, if eligible, thereby earning their CAGS in addition to their master's degree. The CAGS credits may be used toward their Professional Licenses.

Program Requirements

Required Courses – Option 1: Professional License Program

(must possess an Initial License as a Teacher of Students with Moderate Disabilities [PreK-8, 5-12])

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 585	Teaching Students with Behavior Disorders	3

SED 587	Advanced Application of Positive Behavior Supports	3
SED 589	Seminar: Research and Practice in Positive Behavior Supports	3
SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
Sub-Total Credits		15

Required Courses – Option 2: Certificate Only Program

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 585	Teaching Students with Behavior Disorders	3
SED 587	Advanced Application of Positive Behavior Supports	3
SED 589	Seminar: Research and Practice in Positive Behavior Supports	3
	Special Education Elective	3
Sub-Total Credits		15
Total Credits		15

Department of Special Ops: Service Members, Veterans, and their Families (SMVF)

Overview

This 6-8 course, 18-24 credit online Special Ops: Service Members, Veterans, and Their Families (SMVF) program provides training for individuals in the human services field, arming them with knowledge of relevant issues facing Service Members, Veterans, and their Families. With over 1.9 million U.S. Service members deployed since 2001 and an increased role for service providers in the civilian sector, there is a growing need for human services professionals who are well versed in SMVF issues and rehabilitation techniques. Providers should have competence in military culture and the physical and psychological effects of war with an emphasis on prevention, assessment, and intervention. This program employs a culturally responsive and strengths-based framework to build relationships and effectively engage and empower SMVF to find effective solutions to the specific issues they face.

Students will gain knowledge about service-related injuries, disabilities, and treatment including specialized knowledge about polytrauma, blast injury and other service related issues. Above all, you will gain an increased sensitivity to the barriers and special considerations for SMVF in the navigation process and understand how to employ a comprehensive roadmap to assist SMVF clients with enrollment in various care systems, as well as access to care and benefits. With all of the faculty having professional experience working with Veterans, this program provides students with real-world knowledge and skills to help them navigate the SMVF system. We also recognize the diverse needs for access to this learning and have designed the program to be effectively delivered online.

*Approved for funding through the GI Bill®

SMVF Faculty

Nicholas Cioe, Ph.D.

Coordinator of SMVF Program

Associate Professor of Rehabilitation Counseling

Director of Rehabilitation Counseling

Susan Scully-Hill, Ph.D.

Associate Professor of School Counseling

Director of School Counseling

Lea Christo, MSW, LICSW, BCPA

Professor of Practice in School Counseling

Lecturers

Jennifer Baublitz, MA

Mearlene Filkins, LICSW

Nicole Robert, MA, CRC

Gary Senecal, Ph.D.

Justin Somers, MA, CAGS, CRC

Expected Program Outcomes

Although graduate coursework, it is accessible to individuals with and without previous graduate education. Those who have not served will distinguish themselves from other applicants applying to work with SMVF. Those who have served will gain important knowledge, skills, and attitudes to help SMVF. Many Veterans who already work with the SMVF population have expressed excitement about how the coursework will help them to be more effective with their SMVF clients.

Students completing the Special Ops: SMVF program will:

- Understand military culture to enable successful engagement with SMVF
- Understand the physical and psychological effects of war on SMVF and employ a developmental framework to understanding the experience of SMVF
- Have knowledge about service-related injuries, disabilities, and treatment including specialized knowledge about polytrauma
- Have a current understanding about blast injury
- Understand the functional limitations associated with service-related injuries, disabilities, and chronic illnesses and possess knowledge about health, wellness and prevention strategies aimed at minimizing residual health impairments, functional limitations and secondary disabilities (including the unique health care needs of women service members and Veterans)
- Gain an increased sensitivity in understanding barriers and special considerations for SMVF in the Navigation process and employ a comprehensive understanding of a roadmap to assist Veteran clients with enrollment in various care systems, as well as access to care and benefits.
- Understand important factors to consider and techniques to use when establishing a counseling relationship with SMVF
- Comprehend the Integrative Healthcare philosophy and be able to utilize this approach when involved in treatment planning
- Understand and apply the applicable theories and models of stress, trauma, and resilience.
- Consider the ongoing interplay of individual, family, community, sociocultural, and spiritual influences on risk and resilience.
- Understand the family life cycle and the research-informed family resilience framework for intervention and prevention to strengthen key family processes in overcoming adversity.
- Strengthen students' inner abilities and practice strategies for overcoming life's difficulties as self-reflective helping professionals.

Program Rationale

Since the United States military initiated its response to the September 11th, 2001 attack, over 1.9 million US military personnel have been deployed in 3 million tours of duty lasting more than 30 days (Institute of Medicine, 2010). These service members who have served in Operation Enduring Freedom (OEF) and Operation Freedom's Sentinel (OFS) in Afghanistan, Operation Iraqi Freedom (OIF), Operation New Dawn (OND), and Operation Inherent Resolve (OIR) in Iraq constitute a new generation of veterans. The Veterans' Administration reports that between 2002 and 2015, 1.9 million veterans who served in these wars became eligible for VA services but the total estimated number of Veteran's leaving the military from 2003 – 2019 is an estimated 4.3 million (the difference based on those who qualify for VA services having been discharged from the military in good standing) (Zogas, 2017).

The service members for the post-9/11 wars involve a different type of member than military combats of the past. The current conflicts involve a larger number of reservists than past combats have seen. It is estimated that, at any one

point in time, 30-50% of military personnel deployed are reservists (Tanielian & Jaycox, 2008). Compared to active personnel, reservists are more likely to be older, married with children, and have been employed prior to deployment. In addition, compared to past wars, more females are serving in combat areas; approximately 14% of the total military force in 2007 was women (Office of the Under Secretary of Defense for Personnel and Readiness, 2007).

U.S. Military personnel return with complex physical, psychological and emotional trauma. Partly because of advances in medical treatment and protective equipment, the survival rate for military personnel injured in OIF/OEF is over 90% (Hyer, 2006). However, many military personnel who are injured experience serious and severe injuries that result in complex challenges when transitioning to veteran status after military service is completed. The “signature injury” for these post-9/11 wars has been Polytrauma – injuries that occur to the brain as well as other body parts or systems resulting in physical, cognitive, psychological, or psychosocial impairments and functional disability (Veterans Health Administration, 2005). The resulting “polytraumatic” injuries require significant coordination of care in the areas of physical, occupational, psycho-social and psychiatric rehabilitation (Veterans Health Administration, 2005).

Frain, Bishop and Bethel (2010) indicate that the number of military personnel experiencing disabilities in the present military conflicts is the largest in 30 years and that these numbers will continue to increase even after military action has ended. The most common and prevalent injuries of military personnel are Traumatic Brain Injury (TBI), Post-Traumatic Stress Disorder (PTSD), Major Depression, and Amputations (Veterans Health Administration, 2005; Hyer, 2006; Fischer, 2008; Tanielian & Jaycox, 2008; Seal, Bertenthal, Miner, Sen, & Marmar, 2007). In the general population, the unemployment rate for people with disabilities is higher than for people without disabilities. This is also true of military personnel with disabilities who tend to experience higher rates of unemployment compared to military personnel without disabilities. The presence of a disability is an additional challenge for veterans and service providers assisting veterans in their transition from military service (Bureau of Labor Statistics, 2006). Furthermore, homelessness is a significant problem for veterans with estimates citing 76,000 veterans were homeless on any given night in 2009 with about 136,000 veterans having spent at least one night in a shelter during that same year (Tiron, 2011).

Veterans of the post-9/11 wars reported adjustment difficulties at rates between 61% - 68% (Kintzle, Rasheed & Castro, 2016). The rates are much higher than the 30% estimate of OEF/OIF/OND Veterans diagnosed with PTSD (Cifu et al., 2013). The VA made policy changes in 2008 to streamline the process for new Veterans to enroll in the system (Public Law 110-181). The law establishes that Veterans can enroll in the VA and immediately begin receiving care in the first five years after leaving the military without first completing the bureaucratic process of getting a combat-related disability officially recognized. This policy change made it possible for “transitioning” veterans to receive supportive services (including group and individual counseling, and educational support) without the need for these services to be straightforwardly linked to medical diagnoses (Zogas, 2017).

In recent years, the VA has faced increasing concerns about Veterans' access to care and the quality of care delivered. In response to these concerns, the Veterans Access, Choice, and Accountability Act of 2014 (“Veterans Choice Act”) was enacted in August 2014. The law attempted to address access issues by expanding the criteria through which Veterans can seek care from civilian providers (Farmer, Hosek, & Adamson, 2016). Many Veterans find private providers and non-profits that offer confidential, bureaucracy-free access to timely mental health services a positive and desirable alternative to VA processes (VA Center for Innovation and the Public Policy Lab, 2016).

Assumption University, Rehabilitation Counseling, and Veterans

Assumption University, rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship, and compassionate service. In addition to its New England Association of Schools and Colleges (NEASC) accreditation, it regularly receives recognition and accolades for value and academic quality. In addition to its undergraduate liberal arts degree programs, Assumption University also offers 11 graduate programs including several in the Human Services and Rehabilitation Studies (HSRS) department.

The Rehabilitation Counseling program, housed within the HSRS Department, is a nationally ranked, CACREP accredited master's degree program. It offers both a campus and online program preparing individuals for the national Certified Rehabilitation Counselor (CRC) credential. The HSRS department takes an interdisciplinary and collaborative approach when evaluating service delivery needs and developing culturally responsive programs to meet those needs. Working with personnel from the Health Advocacy program, scholars developed the *Resiliency in the Helping Professions* certificate program to support career longevity in the rehabilitation and school counseling, education and mental health fields. Working with personnel from the Special Education department, scholars developed a Transition Specialist certificate program to provide training to individuals interested in helping students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary education, training, and employment after completing high school.

Rehabilitation Counseling professionals are uniquely prepared, trained, and qualified to provide services aimed at mitigating and accommodating limitations associated with disability. Rehabilitation Services and Rehabilitation Counseling as professions stemmed from the 1918 Soldier's Rehabilitation Act where breakthrough legislation was designed to mandate programs to rehabilitate Veterans with disabilities. Rehabilitation professions are inherently linked to the service of Veterans again substantiating the appropriateness of rehabilitation training programs to continue this significant work. A review of the literature in the area of veterans issues and a national search of educational programs providing education and training to students interested in serving veterans and military personnel revealed the existence of relatively few programs. While there are opportunities for self-paced training about military culture or specific clinical interventions to consider when addressing military trauma, there is a lack of programs that take a coordinated approach to meeting the needs of Service Members, Veterans, and their families (SMVF).

Recognizing the significant challenges of drawing meaningful boundaries between mental health concerns, physical health concerns, and social concerns that manifest in Veterans' lives, the Rehabilitation Counseling, School Counseling, and Health Advocacy program directors, with support from an Assumption University Faculty Development Grant, initiated a training and program development process to develop the knowledge, skills, and contacts needed to create a specialized certificate program dedicated to improving human service delivery for SMVF. This process included participation in Operation Immersion – an innovative four-day “Mobilization Training” experience that engages behavioral health and other healthcare providers in their respective areas of study to learn how to address some of the challenges faced by today's SMVF. This experience, along with significant research, has informed the creation of the “Special Ops” Certificate Program.

Advanced Graduate Study

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
SOP 700	Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)	
SOP 710	Disability & Treatment: Polytrauma	
SOP 715	Disability and Treatment: Physical, Sensory and Psychiatric	
SOP 720	Systems Navigation for Service Members, Veterans and Families (SMVF)	
SOP 730	Counseling Interventions & Strategies with Service Members, Veterans and Families	
SOP 740	Strengthening Resilience for Service Members, Veterans and Families (SMVF)	

[SOP 700](#): Individuals who have served can choose an elective in place of this course

	Total Credits	0
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Graduate Study

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
HUS 210	MEDICAL ASPECTS OF HUMAN FUNCTIONALITY	3
HUS 330	Interviewing Techniques in Human Services & Rehabilitation Studies (or equivalent/approved experience)	3
SOP 700	Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)	
SOP 710	Disability & Treatment: Polytrauma	
SOP 715	Disability and Treatment: Physical, Sensory and Psychiatric	
SOP 720	Systems Navigation for Service Members, Veterans and Families (SMVF)	
SOP 730	Counseling Interventions & Strategies with Service Members, Veterans and Families	
SOP 740	Strengthening Resilience for Service Members, Veterans and Families (SMVF)	

[HUS 210](#), [HUS 330](#): May be required as foundational courses depending on applicant's background in the field and or military experience.

[SOP 700](#): Individuals who have served can choose an elective in place of this course

	Total Credits
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6

Department of Transition Specialists

Overview

This 6-course, 18-credit Certificate of Advanced Graduate Study (C.A.G.S.) in Transition Specialist provides training to individuals interested in helping 14 – 22-year-old students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary education, training, and employment after completing high school. The program focuses on the educational, functional, and social/emotional needs of students.

The CAGS students will develop knowledge of transition-related legal, assessment, collaborative planning, school, and community-based skills. Consistent with the philosophies of counseling and education programs, an emphasis is placed on the significance of self-determination and self-advocacy in the transition process.

Individuals interested in acquiring specialized skills to effectively work with transition-aged youth are eligible for the CAGS program to prepare them to work in school and non-school settings (e.g., state/federal vocational rehabilitation programs, school collaborative, adult agencies providing services to transition-aged youth).

The program offers two paths:

- CAGS with Transition Specialist Endorsement
- CAGS only

Candidates with an Initial or Professional license as a Teacher of Students with Moderate Disabilities (PreK-8; 5-12), Teacher of Students with Severe Disabilities (All), Teacher of the Deaf and Hard-of-Hearing (All), Teacher of the Visually Impaired (All), School Guidance Counselor, School Social Worker/School Adjustment Counselor, or candidates with a Rehabilitation Counselor certification are eligible for the Transition Specialist Endorsement upon successful completion of the program. Candidates with Initial License may advance their license to the Professional level.

The non-endorsement CAGS track provides opportunities for graduate students to deepen and refine knowledge and skills as transition specialists.

Transition Specialist Faculty

Nanho Vander Hart, Ph.D.

Director of Special Education and Transition Specialist Programs

Associate Professor of Special Education

Lecturers

Dawn Breault, Ed.D.

Michael Law

Transition Specialist (with Endorsement Option)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Required Courses

Course Code	Title	Credits
TRS 700	Foundations of Transition Education and Services	3
TRS 710	Transition Assessment	3
TRS 720	Transition Systems and Supports	3
TRS 730	Collaboration in Transition Planning	3
TRS 740	Transition: Community - Based Practicum	3
TRS 750	Transition: School - Based Practicum	3
Sub-Total Credits		18

[TRS 740](#), [TRS 750](#): Endorsement candidates only. Prerequisite license: An Initial or Professional license as a Teacher of Students with Moderate Disabilities (PreK-8; 5-12), Teacher of Students with Severe Disabilities (All), Teacher of the Deaf and Hard-of-Hearing (All), Teacher of the Visually Impaired (All), School Guidance Counselor, School Social Worker/School Adjustment Counselor, or candidates with a Rehabilitation Counselor certification as indicated in 603 CMR 7.14(4)(a)(1)&(2)

Students who are not interested in, or not eligible for, the state credential may enroll for the certificate only. They need to take two electives (6 credits) in lieu of field experience and seminar (i.e., [TRS 740](#) & 750).

Elective Courses

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 560	Foundations of Special Education	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 640	Directed Study	3
SCP 750	Directed Study	3
SED 700	Directed Study	3

Course approved in advance by the Program Director

	Total Credits	18
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Master of Business Administration Program

Overview

Assumption University's Grenon School of Business offers several different MBA programs for both working professionals and recent graduates. These programs focus on real-world practice emphasizing value-based and responsible leadership. Students will develop expertise in various functions of an organization and how these functions work together to create value.

Learning Goals

- ethical leadership skills that enable graduates to develop principled approaches to inspiring, influencing, and guiding others
- an in-depth understanding of the concepts and theories, as well as technical and professional skills in the “core” areas of business
- critical thinking and communication skills that enable graduates to develop and articulate logical, coherent, and persuasive arguments; marshal supportive evidence; and distinguish fact from opinion;
- integration skills that enable graduates to make decisions based on multiple, often conflicting, perspectives; and
- a global perspective that enables graduates to identify, analyze and practice how best to manage when faced with difference.

Faculty

Laura Miller, MBA, DET
Interim Director, Grenon School of Business Programs
Assistant Professor of Management and Organizational Communication

Zachary Daniels, MBA, DBA
Shannon Housh, Ed.D.
Mike Lewis, Ph.D.
Youstina Masoud, Ph.D.
Bart Morrison, DBA
Brett Murphy-Hunt, Ed.D.
Kristen Quinn, MSA
Tyler Wasson, Ph.D.
Olivia Wu, CFA, Ph.D.
Jessica Zinger, Ph.D.

The Grenon School of Business offers three graduate programs: (1) MBA, including program variations such as full-time accelerated programs and CPA-focused MBA, (2) MA in Organizational Leadership, (3) graduate-level Certificate in Healthcare Leadership.

Program Completion Requirements

As a requirement of the MBA and MA in Organizational Leadership programs, students need to successfully complete a Capstone Course. For MBA students, the MBA 800 - *Business Strategy* course is the capstone course. MBA 800 covers the practical tools and theoretical concepts that companies use to arrive at effective business

strategies. The integrative course builds on students' understanding of the functional areas of the firm including operations, finance, marketing, human resource management and organizational design. As such, students must have completed all Core Courses and at least three electives before taking this course.

For MA in Organizational Leadership students, MOL 801 Leadership serves as the capstone course. This course serves as a culminating experience with students engaging with an organization to analyze issues and apply competencies developed in this program to create a leadership action plan. The project deliverables will be a report and presentation that clarify critical strategic and leadership considerations. The project demonstrates students' professional competencies and provides evidence of theoretical knowledge applied to "real-world" issues.

Transfer Credits

Under normal circumstances, the capstone course requirement cannot be fulfilled with transfer credit. No more than two graduate-level course requirements may be fulfilled by transfer credit.

Directed Study

A student who wishes to take a course that is listed in the catalog but is not offered during a particular session may make a request to the Program Director to take that course as a Directed Study. Requests are reviewed with respect to future offerings, the progress of the student, and the availability of an instructor. ***The granting of such a request is NOT guaranteed.*** Students are normally limited to two Directed Studies. Directed Study is not available for capstone courses.

Independent Study

A student who wishes to design a unique course around a topic of special interest may make a request to the Program Director to. ***The granting of the request is NOT guaranteed.***

Review of Student Performance

Students' progress is reviewed each semester. Students whose GPA falls below 3.0, or who earn below a B- in any course, are placed on academic probation. Students whose semester GPA is below a 3.0 then have one (1) semester to bring their GPA to a 3.0. Students who have a GPA of less than a 3.0 for two (2) consecutive semesters, or who earn below a B- in two courses will be dismissed from the Master's degree program.

Students in part-time programs who have not taken a course in four consecutive semesters are considered inactive and may be withdrawn from the program. In such cases, students who wish to continue the program should submit a written statement to the Graduate Program Director indicating their commitment to completing the program.

Accelerated Full-Time MBA: CPA Track

Degree Type

Master of Business Administration (MBA)

The fulltime MBA program is designed for recent accounting graduates. While providing an accounting curriculum focused on preparing for the CPA exam, it does so within a broad MBA program. In addition, this program includes a practicum series with internship opportunities.

Summer

Course Code	Title	Credits
MBA 761	CPA Exam Review	3
MBA 750	Professional Practice & Mentoring	3
	MBA 600, MBA 602 or MBA 603	3
	Sub-Total Credits	9

Fall

Course Code	Title	Credits
	Take 2 Not Taken 1st Semester: MBA 600, MBA 602, or MBA 603	3
MBA 702	Ethics & Professional Responsibilities for Accountants	3
MBA 762	Advanced Business Law	3
	Sub-Total Credits	9

Spring

Course Code	Title	Credits
	MBA 601 and MBA 763 or MBA 764 and MBA 729	3
	Sub-Total Credits	3

Second Summer

Course Code	Title	Credits
MBA 770	Ethical Leadership	3
MBA 800	Business Strategy	3
	Sub-Total Credits	6

	Total Credits	33
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Accelerated Full-Time MBA: Management Track**Degree Type**

Master of Business Administration (MBA)

This full-time MBA program is designed for recent college graduates with little to no professional experience. In addition to the traditional MBA core curriculum, this program includes a practicum series designed to help students launch their careers. This program can be completed in 12-14 months.

Summer

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 750	Professional Practice & Mentoring	3
Sub-Total Credits		6

Fall

Course Code	Title	Credits
MBA 751	Professional Practicum I	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 605	Accounting Decisions for Managers	3
Sub-Total Credits		12

Spring

Course Code	Title	Credits
MBA 753	Professional Practicum II	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 604	Operations Decision Analysis	3
MBA 771	Corporate Social Responsibility	3
Sub-Total Credits		12

Second Summer Session I

Course Code	Title	Credits
MBA 770	Ethical Leadership	3
MBA 800	Business Strategy	3
Sub-Total Credits		6

Total Credits		36
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Part-Time MBA

Degree Type

Master of Business Administration (MBA)

The part-time MBA consists of 36 credits (12 courses). It is open to students from any field of academic study, but students who do not have a bachelor's degree in a business-related field will be required to take a Business Foundations course, which will be counted as an elective in the program.

Functional Courses

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 604	Operations Decision Analysis	3
MBA 605	Accounting Decisions for Managers	3
Sub-Total Credits		18

Electives

From MBA 700-999 (excluding MBA 800)

As an option, four of these electives may be used to satisfy the requirements for a Concentration.

Sub-Total Credits	15
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Optional Concentrations

- Accounting
- Finance/Economics
- Healthcare Leadership
- Human Resources
- Management
- Marketing

Integrative Experience - Capstone

Course Code	Title	Credits
MBA 800	Business Strategy	3
Sub-Total Credits		3

Total Credits**36**

Part-Time MBA: CPA Track

Degree Type

Master of Business Administration (MBA)

In comparison to a Master's in Accounting, MBA CPA Track provides an accounting focus directed at preparing for the CPA exam, but it does so within a broader MBA program that provides a strong foundation in all areas of an organization.

Core Requirements

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 800	Business Strategy	3
Sub-Total Credits		15

Experiential Requirement

Course Code	Title	Credits
MBA 763	Internship	3
Sub-Total Credits		3

Elective Requirements

Choose 4

Course Code	Title	Credits
MBA 700	Advanced Managerial Accounting	3
MBA 701	Internal & Operational Auditing	3
MBA 702	Ethics & Professional Responsibilities for Accountants	3
MBA 703	Financial Aspects of Mergers	3
MBA 704	Tax Concepts for Managers	3
MBA 705	Corporate Financial Reporting	3
MBA 729	Technical & Professional Communications	3

MBA 761	CPA Exam Review	3
MBA 762	Advanced Business Law	3
MBA 764	Volunteer Inc. Tax Assistance	3
MBA 765	Issues in Fraud Examination	3
	Sub-Total Credits	12
	Total Credits	30

Organizational Leadership Program

Organizational Leadership

Degree Type

Master of Arts (MA)

As the world becomes more complex and uncertain, the need for leadership becomes more important. In this program, students will learn to create value in organizations, society, and in their own career by developing leadership capabilities. The Master of Arts in Organizational Leadership will prepare students for leadership roles through four core competencies, reflective thinking, professional mastery, adaptive leadership, and systemic awareness. Through these core competencies, students will learn what it means to be a leader, how to navigate and lead change, how to lead teams, and how to communicate. Finally, this program will focus on leadership as a responsible and ethical practice.

Learning Goals

The Master of Arts in Organizational Leadership organizes the program around four core competencies:

- **Reflective thinking** – a rigorous and systematic process and practice of examining one's work experiences and ideas
- **Professional Mastery** – developing a mastery orientation as a way to increase one's leadership competency and professional success
- **Adaptive Leadership** – the acknowledgment that leadership issues and success do not come from the technical domain but through the human domain in an environment of dialogue, debate, experiment, and flexibility.
- **Systemic Awareness** – the ability of a leader to see organizations and their environments as systems with interdependent parts and relationships. Such a perspective allows a leader to anticipate a range of possible behaviors and outcomes and guide an organization to a preferred future.

Required Courses

Course Code	Title	Credits
MOL 610	Becoming a Leader	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MOL 613	Leading and Navigating Change and Innovation	3
MOL 617	Developing the Organization	3
MBA 770	Ethical Leadership	3
MOL 801	Leadership Capstone	3
	Sub-Total Credits	18

Electives**Choose 3**

Course Code	Title	Credits
MBA 710	Business & Society	3
MBA 739	Negotiation & Conflict Resolution	3
MBA 743	Leadership	3
MOL 785	Contemporary Issues in Leadership: A Case Approach	3
MOL 786	The Leadership Lab	3
	Sub-Total Credits	9
	Total Credits	27

Graduate Certificate Programs

Healthcare Leadership

Degree Type

Certificate

The certificate in Healthcare Leadership will equip existing and future healthcare professionals with the essential skills and knowledge to become effective leaders in the dynamic and challenging healthcare environment. This certificate program focuses on developing strategic thinking, leadership capabilities, and a comprehensive understanding of healthcare systems.

The program consists of four courses structured to be completed over two academic semesters, including a final research course focused on developing and improving a healthcare organization. Required courses include:

Required Courses

Course Code	Title	Credits
MBA 775	Management and Supervision for Healthcare Professionals	3
MBA 776	A Systems Approach to Delivering Healthcare in America	3
MBA 777	Critical Issues in Healthcare Ethics	3
MBA 790	Leading Organizational Development in Healthcare	3

These courses can also be taken as a concentration in Healthcare Leadership in the MBA program.

	Total Credits	12
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Certificate of Advanced Graduate Study (CAGS)

Degree Type

Non-Degree

The Certificate of Advanced Graduate Study (CAGS) is a non-degree program designed to provide the opportunity for advanced graduate study beyond the MBA degree and serve the continuing education needs of MBA graduates and other professional managers with comparable advanced degrees.

The CAGS Program consists of five courses normally selected from the list of elective courses in the MBA Program, which must be completed within a period of seven years. To enroll in these courses, students must have completed any prerequisites, either through prior coursework or through enrollment in the appropriate MBA courses.

Ordinarily, no more than one Functional Core course (MBA600-605) from the MBA program may count toward the CAGS. Generally, credit for such a course will be approved only if a student has not taken that course or a comparable one at another school within the last three years, and if the student intends to concentrate his/her study in the area of the Functional Core course.

Applied Behavior Analysis

Degree Type

Master of Arts (MA)

Program Requirements

The Master of Arts in Applied Behavior Analysis is a 43-credit program. It can be completed in two years, including two full summer sessions. The coursework includes the applied, experimental, and conceptual branches of behavior analysis, so students receive a strong foundation in the science of behavior that will enable them to successfully solve problems for clients in diverse situations. The program also includes required practicum classes that will allow students to obtain supervision of all required BCBA fieldwork hours prior to graduation. Students can choose between completing a capstone project or a research thesis (the thesis option requires an additional 5 credits for a 48-credit program). Students who complete this program will have met the coursework and fieldwork experience requirements to apply for licensure as an Applied Behavior Analyst in Massachusetts and to apply to sit for the Board Certified Behavior Analyst (BCBA) exam. Applicants may need to meet additional requirements to qualify.

Required Courses

Course Code	Title	Credits
ABA 500	Principles of Learning and Behavior Analysis	3
ABA 501	Measurement and Research Methods in Behavior Analysis	3
ABA 600	Behavioral and Functional Assessment	3
ABA 601	Behavior-Analytic Interventions I	3
ABA 602	Behavior-Analytic Interventions II	3
ABA 603	Ethical, Legal and Professional Topics in Behavior Analysis	3
ABA 604	Conceptual Foundations of Behavior Analysis	3
ABA 605	The Experimental Analysis of Behavior	3
ABA 800	Thesis and Capstone Proposal Seminar	1
ABA 804	Integrative Seminar in ABA	3
ABA 805	Capstone Seminar	3
Sub-Total Credits		31

Assumption cannot guarantee that students successfully completing the program will pass the certification exam or become licensed.

Required Behavior-Analytic Fieldwork Courses

Course Code	Title	Credits
ABA 700	Practicum in Applied Behavior Analysis I	3
ABA 701	Practicum in Applied Behavior Analysis II	3

ABA 702	Practicum in Applied Behavior Analysis III	3
Sub-Total Credits		9

Interdisciplinary Elective

Choose 1:

Course Code	Title	Credits
ABA 503	Behavior Analysis and Intellectual and Developmental Disabilities	3
ABA 703	Practicum in Applied Behavior Analysis IV	3
ASD 600	Foundations and Characteristics of Autism Spectrum Disorder	3
ASD 640	Collaboration and Coordination: Autism Spectrum Disorders	3
MOL 615	Leader as Communicator	3
PSY 502	Psychology of Development	3
RCP 530	Introduction to Counseling Theory and Practice	3
RES 850	Resonant Leadership and Supervision	3
SCP 545	Human Growth and Development through the Life Span	3
SED 563	Developmental Pathways and Challenges	3
SED 568	Behavioral Assessment and Interventions	3
Sub-Total Credits		3

Optional Courses*

Course Code	Title	Credits
ABA 801	MA Thesis in ABA I	1
ABA 802	MA Thesis in ABA II	2
ABA 803	MA Thesis in ABA III	2
Sub-Total Credits		5

*Students completing the optional courses [ABA 801](#), [ABA 802](#), and [ABA 803](#) are not required to complete [ABA 805](#).

Practicum

Fieldwork is an essential part of training to become an applied behavior analyst because it allows students to develop the competencies needed to accurately assess behavior and develop successful interventions for their clients.

Fieldwork experience is gained by working or volunteering in natural environment settings in which the student can use ABA when working with people. One benefit of Assumption's ABA program is that it includes required practicum

classes that allow students to obtain supervision of all their BCBA fieldwork hours prior to graduation. Students in the MA in ABA program are required to take three semesters of practicum. They may begin after completing ABA 500 with a passing grade.

There are certain fieldwork requirements that need to be met to apply for licensure and to sit for the BCBA exam. These include working with more than one client over the course of the experience; working a minimum of 20 hours per month related to behavior analysis; being supervised by a BCBA who has completed supervisor training, meets the current BACB supervision requirements, and is licensed as an LABA in Massachusetts; and receiving the minimum percentage of supervised hours and the minimum number of observations and supervisor contacts per supervisory period. Current BACB Experience Standards state that students need to accumulate 2,000 fieldwork work hours with 5% supervised hours under the Supervised Fieldwork standard or 1,500 fieldwork hours with 7.5% supervised hours under the Concentrated Supervised Fieldwork standard (for students applying for the exam in 2027). Assumption's practicum classes are designed to accommodate either of these standards, depending on the student's placement. In some cases, students may need to take additional practicum credits to meet fieldwork requirements.

To participate in practicum, students must work or volunteer at a clinical setting where a BCBA who has met the current BACB supervision requirements and is licensed as an applied behavior analyst in Massachusetts can provide 3–4 hours of individual supervision per month. In addition, students must be able to work with multiple clients over the course of the experience. Students will be asked to identify a practicum placement during their first semester and secure site/supervisor approval from the Program Director. The Program Director is available to assist students in identifying an appropriate placement.

Assumption's practicum courses are aligned with the behavior-analytic coursework. This allows students to gain skill in applying assessments and interventions in a coordinated manner and is a significant advantage of our program. Supervision is provided by Assumption practicum instructors and on-site supervisors.

The BACB limits the number of hours that can be accumulated each supervision period. Therefore, it will take a minimum of 12 months to complete the fieldwork requirements, which translates to three semesters. To be able to complete the fieldwork required by BACB standards within three semesters of practicum, students should expect to work fulltime at their site. Students may enroll in practicum if they work parttime, but they must understand that they will not be able to complete the BACB-required fieldwork hours in three semesters in that case (i.e., they will need to take additional semesters of practicum). The practicum site needs to be able to provide the type of experiences needed (i.e., unrestricted activities) and a site-supervisor who meets BACB supervisor qualifications. Students are required to attend a multiple-session orientation and pass a practicum competency assessment the semester prior to beginning practicum.

Practicum Courses

Course Code	Title	Credits
ABA 700	Practicum in Applied Behavior Analysis I	3
ABA 701	Practicum in Applied Behavior Analysis II	3
ABA 702	Practicum in Applied Behavior Analysis III	3
ABA 703	Practicum in Applied Behavior Analysis IV	3
Sub-Total Credits		12

Course Sequence and Schedule

The Association for Behavior Analysis International recognized the MA in ABA program as a Tier 2A program and students can apply for the BCBA exam under Pathway 1. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

	Total Credits
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55

Clinical Counseling Psychology

Degree Type

Master of Arts (MA)

Curriculum Structure

The curriculum is organized so that full-time students can complete the required 20¹ courses, including practicum and internship in two three years. Students may enter the program in the summer or fall semester. Students are required to complete all course work prior to or during the semester of the oral exam. The two-year, full-time program requires four three-course semesters and two four-course semesters. It is also possible to complete the degree on a three-year schedule by taking two courses for seven semesters and three courses for two semesters. Part-time students are welcomed in the program and you can take courses on a pace that fits your circumstances. Students have up to seven years to complete all requirements for the Master of Arts in Clinical Counseling Psychology.

¹ For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, only 19 courses in total are required for completion of course work for the Master's degree.

Required Entry-level Courses, Conceptual Foundations

Course Code	Title	Credits
PSY 500	Abnormal Psychology	3
PSY 502	Psychology of Development	3
PSY 504	Psychological Measurement	3
PSY 600	Counseling: Principles and Practices	3
Sub-Total Credits		12

Required General Core Courses

Course Code	Title	Credits
PSY 604	Ethical Principles for Counselors	3
PSY 627	Issues in Professional Practice	3
PSY 630	Cultural Competencies in Counseling	3
PSY 635	Clinical Health Psychology	

PSY 650	Research Seminar	3
PSY 790	Professional Integrative Seminar	3
Sub-Total Credits		15

Required Advanced Courses, Counseling Process

Course Code	Title	Credits
PSY 705	Group Approaches to Counseling and Psychotherapy	3
PSY 708	Cognitive Assessment and Psychotherapy	3
PSY 725	Cognitive-Behavior Interventions for Trauma and Related Disorders	3
PSY 801	Counseling Practicum	3
PSY 802	Counseling Internship I – Clinic Setting	3
PSY 803	Counseling Internship II – Clinic Setting	3
Sub-Total Credits		18

[PSY 725](#): For students who entered the program prior to the summer 2025 semester [PSY 725](#) is not required for the Master's degree yet counts as an elective course in the CBT concentration.

Electives and Concentrations

In addition to satisfying these program requirements, you must select four elective courses. These electives allow you to develop specialized skills in working with particular client groups and in using specific approaches to counseling. You may also use your electives to gain in-depth expertise in a particular concentration. Concentrations are optional and include Cognitive-Behavioral Therapies and Child and Family Interventions. You can fulfill the requirements for both concentrations in the 60-credit program without taking additional courses. To fulfill the requirements for both concentrations, you must complete both PSY 711 and PSY 712 plus one additional elective from each concentration.

Sub-Total Credits	4
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Concentration in Cognitive-Behavioral Therapies

This concentration reflects the influence and activities of the Aaron T. Beck Institute for Cognitive Studies and the expertise of departmental faculty. Structured, problem-focused cognitive-behavioral therapies focus on the interrelationship of thinking, behavior, and emotion. They are a collaborative undertaking in which the client and therapist develop the means to solve the client's problem, thus enabling the client to live a responsible and productive life.

Upon completion, you will receive a Certificate of Graduate Training from the Aaron T. Beck Institute for Cognitive Studies.

If you select this concentration, you must complete at least three of the following courses:

Course Code	Title	Credits
PSY 703	Dialectical Behavior Therapy	3
PSY 711	Cognitive-Behavioral Assessment of Children	3
PSY 712	Cognitive-Behavioral Interventions with Children	3
PSY 713	Cognitive Therapy for Family of Origin Problems	
PSY 715	Cognitive-Behavioral Assessment of Adults	3
PSY 716	Cognitive-Behavioral Interventions for Depression and Anxiety	3
PSY 718	Psychological Interventions for Addictive Behaviors	3
	Sub-Total Credits	9

Concentration in Child and Family Interventions

This concentration reflects the expertise of the faculty in the areas of childhood trauma, adoption, school interventions, and major psychopathology in children, adolescents, and young adults. The concentration focuses on skills used when working with children, adolescents, and families in a variety of contexts. A broad developmental perspective is integrated within this concentration.

If you select this concentration, you must complete at least three of the following courses:

Course Code	Title	Credits
PSY 701	Couples Therapy	3
PSY 702	Advanced Family Therapy	3
PSY 711	Cognitive-Behavioral Assessment of Children	3
PSY 712	Cognitive-Behavioral Interventions with Children	3
PSY 720	Systems Interventions with Children	3
PSY 727	Assessment and Treatment of ADHD	
	Sub-Total Credits	9

Practicum-Internship Sequence

The Clinical Counseling Practicum-Internship Sequence is comprised of three indivisible and consecutive courses: the Practicum, and Internships I and II. Supervised Practicum and Internships are required for the Master of Arts degree in Clinical Counseling Psychology. Only degree candidates of Assumption University may enroll in these courses.

Counseling Practicum

The Practicum ([PSY 801](#)) is a one-semester summer course, which immediately precedes two semesters of Internship ([PSY 802](#) and [803](#)). The Practicum requires a minimum of 100 hours at a clinical agency or school. Students must attend an informational meeting in December prior to the summer in which they enroll in their practicum. Minimal qualification for Practicum is satisfactory completion of [PSY 500](#) (Abnormal Psychology), [PSY 504](#)

(Psychological Measurement), [PSY 600](#) (Counseling Principles and Practices), [PSY 604](#) (Ethical Principles for Counselors), and [PSY 708](#) (Cognitive Assessment and Psychotherapy). Students may not terminate their Practicum placement or withdraw from the Counseling Practicum Seminar ([PSY 801](#)) except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Practicum course without written permission of the Practicum-Internship Coordinator.

Counseling Internship

The Internship ([PSY 802](#) and 803) is a two-consecutive-semester program which begins in the fall and concludes in the spring of the same academic year. Over the course of two semesters, students must complete a minimum of 600 hours at a clinical agency or school. Students cannot withdraw from or terminate their placement in the middle of the internship sequence except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Internship courses without written permission of the Practicum-Internship Coordinator. To enroll in the Internship courses, students must have successfully completed Counseling Practicum ([PSY 801](#)) and two 700-level advanced courses.

Licensure

Licensure is important for professional practice as a mental health professional and the Clinical Counseling Psychology program is designed to prepare graduates to meet the educational requirements for licensure as a Mental Health Counselor in Massachusetts. For students who are interested in applying for licensure in other states, the Clinical Counseling Psychology program faculty will provide assistance in locating and understanding the licensing regulations for those states. The faculty also will provide assistance in developing an educational plan of study that will allow students to compile a portfolio that can be submitted to the licensing board in other states.

	Total Credits
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58

Rehabilitation Counseling

Degree Type

Master of Arts (MA)

The Clinical Component

The clinical component of the program is comprised of a 100-hour Practicum experience over one semester, and a 600-hour Internship experience over two semesters. These experiences provide an opportunity for the student to integrate theory and practice in a “hands on” environment. Our graduates consistently rate their combined practicum and internship experience as one of the most rewarding and beneficial parts of the program, one that often lead to jobs upon graduation.

Practicum: First Period of Supervised Clinical Practice

The 100-hour practicum experience places emphasis on the counseling relationship and the development of fundamental counseling and interviewing skills. Students are required to complete audio or videotaped counseling sessions during their practicum experience. Students receive weekly individual and group supervision during the practicum session and have opportunities to get feedback regarding the development of their counseling skills. There is also an emphasis on identifying and addressing ethical issues that may arise in the counseling relationship. Formal supervisor and student self-evaluations are required upon completing the practicum experience.

Internship I and II: Second Period of Supervised Clinical Practice

The second component of supervised practical experience is the 600-hour Internship. The internship in Rehabilitation Counseling usually requires 21 hours, or three full days per week over the final two semesters of the program. The internship provides students with the opportunity to experience the wide range of duties and responsibilities of a rehabilitation counselor, and to participate in all aspects of the delivery of rehabilitation counseling services. Students receive regular supervision from an on-site supervisor, and individual and group supervision by the faculty supervisor and seminar leader. The student's professional development and growth are closely monitored and evaluated to ensure that the student is acquiring the skills required of an entry level professional rehabilitation counselor.

Sampling of Practicum and Internship Placement Options in Central Massachusetts

- AdCare Hospital of Worcester
- AIDS Project Worcester
- Alternatives Unlimited, Inc.
- Center for Living and Working, Inc.
- Community Healthlink
- Department of Mental Health
- Department of Children and Families
- Fairlawn Rehabilitation Hospital
- Faith House
- Genesis Club, Inc.
- Hubbard Regional Hospital - EAP
- Massachusetts Rehabilitation Commission
- Massachusetts Commission for the Blind
- Northborough Family and Youth Services, Inc.
- Seven Hills Foundation
- Spaulding Rehabilitation Hospital
- Unum Insurance Company
- Veterans Inc.
- Worcester Public Schools
- Worcester Recovery Center and Hospital
- Y.O.U., Inc.

For online students, practicum and internship placements are developed in the student's local geographical area.

Electives

Students consistently expressed a desire to take electives but accreditation requirements do not leave much room. Program leadership in consultation with colleagues and the advisory board found a way to create room for an elective while still fulfilling the accreditation requirements. Students are encouraged to take an elective from the different graduate and graduate-level certificate programs at Assumption and graduate courses external to the University will be considered in consultation with the Program Director.

Oral Exams

An oral exam is required for all students in the Master's program, as well as those completing the Certificate of Advanced Graduate Study (C.A.G.S.) program. This exam is taken during the student's last semester of study. The objective of the oral exam is for students to demonstrate how they integrate theory, practice, and research related to the training they have received in the Rehabilitation Counseling program. The oral exam is waived for people who take and pass the CRC exam prior to graduation.

Oral exams carry the grade of pass or fail. If a student does not pass the oral exam, he/she will be given the opportunity to retake the oral exam prior to graduation.

Blended (online and on campus) Full-Time or Part-Time Course of Study (60 credits)

This program is designed for students who wish to take courses in a traditional on-campus setting. Half of the courses are offered on-campus where students attend small classes that meet on a weekly basis during the academic year. The other half of the courses are blended with the asynchronous online program. During the summer session classes are usually hybrid (in-person and asynchronous) to allow for more flexibility. Students enrolled in this program are eligible to apply for traineeships, graduate assistantships and scholarship funding, when available. Upon successful completion of 75% of the academic and clinical requirements of this program students are eligible to sit for the Certified Rehabilitation Counselor (CRC) exam. Students are encouraged to take the CRC exam during their final academic semester.

Certificate of Advanced Graduate Study (C.A.G.S.)

An individualized Certificate of Advanced Graduate Study in Rehabilitation Counseling is offered to students who have completed a master's degree in another discipline. Students who have completed a related master's degree either at Assumption University or another college/ university may apply to the Rehabilitation Counseling C.A.G.S. program. The C.A.G.S. in Rehabilitation Counseling is a course of study that is developed in consultation with the graduate program director and based on students' specific interest areas. Students pursuing the C.A.G.S. in Rehabilitation Counseling typically take courses on a part-time basis and have up to 7 years to complete their course of study.

This Certificate of Advanced Graduate Study is not currently intended for individuals who possess a master's degree in Rehabilitation Counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program.

The Rehabilitation Counseling CAGS program is recommended for students with a master's degree in Human Service, Counseling, Education, Social Work and related fields that wish to obtain further knowledge and skills in working with people with disabilities.

The CAGS in Rehabilitation Counseling will allow students to focus graduate coursework in areas such as vocational rehabilitation, career counseling, psycho-social aspects and case management as it relates to individuals with a variety of disabilities.

Certification/Licensure

National Certification by the Commission on Rehabilitation Counselor Certification (CRCC)

Students are strongly encouraged to apply to take the Certified Rehabilitation Counselor (CRC) exam as soon as they meet the eligibility requirements to do so. The CRC credential has become a standard entry level requirement by most agencies that employ rehabilitation counselors. Students may sit for the national CRC exam upon completion of 75% of the required coursework for the M.A. program. All students are strongly encouraged to sit for the CRC exam and become nationally Certified Rehabilitation Counselors.

Massachusetts Licensure by the Board of Allied Mental Health and Human Services (262 CMR 4.00)

Students who successfully complete the 60 credit M.A. program, including the 600-hour internship, become eligible for Massachusetts Licensure in Rehabilitation Counseling (LRC) following two years post-masters clinical experience in rehabilitation counseling under the direction of an approved supervisor.

See Commonwealth of Massachusetts Regulations (CMR) 262 – 4.00: Requirements for Licensure as a Rehabilitation Counselor, for more information.

Professional Organizations & Opportunities

The Rehabilitation Counseling profession offers numerous professional organizational memberships. Until its recent dissolution, Assumption had maintained an institutional membership with the National Council on Rehabilitation Education (NCRE). We are in the process of developing a comparable relationship with the American Counseling Association (ACA) and the American Rehabilitation Counseling Association (ARCA) branch of ACA. Many faculty maintain a variety of individual memberships with the American Counseling Association (ACA) and the National Rehabilitation Association (NRA). There also are numerous subdivisions and specialty organizations included with ACA, NRA, and other professional organizations at the state and national level.

Students are strongly encouraged to become members of professional organizations. Program faculty often make opportunities available for students to attend and participate in conference attendance.

Review of Student Performance

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions – *the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues*. The Rehabilitation Counseling Program Director and faculty will review student progress each semester.

Students whose grade point average drops below 3.0, or who earn a failing grade in a course (i.e., below B-), will be placed on academic probation. Students whose GPA is below 3.0 have one semester to bring their GPA up to 3.0 though considerations will be made if re-taking courses is necessary to raise the GPA to 3.0 or higher. Students who have a GPA less than 3.0 for one academic year may be dismissed from the program. Program faculty may also provide input about student dispositions based on their observations.

If performance issues are identified, the student and program leadership will meet to discuss and develop a remedial plan designed to improve the student's performance and to remove them from probationary status. In addition to the steps taken for inadequate grades or GPAs, as a general practice, an annual performance review is conducted for all active students. First year students are evaluated after the Spring semester and 2nd year students (in the online program) are evaluated after the 2nd summer semester. The outcome of these evaluations is provided to students in the form of written letters.

Blended On-Campus (60-Credit Course of Study)

Offered Full-Time and Part-Time

(RCP = campus/synchronous; RCPL = online/asynchronous)

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 530	Introduction to Counseling Theory and Practice	3
Sub-Total Credits		12

Spring (Year 1)

Course Code	Title	Credits
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
Sub-Total Credits		12

Summer (Year 1)

Course Code	Title	Credits
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RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 520	Principles of Psychiatric Rehabilitation	3
RCP/L 631	Cultural Responsiveness in Counseling	3
	Rehabilitation Counseling Elective	3
	Sub-Total Credits	12

Fall (Year 2)

Course Code	Title	Credits
RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
RCP/L 550	Principles of Family and Group Process	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
	Sub-Total Credits	15

Spring (Year 2)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 630	Advanced Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
	Sub-Total Credits	15

Online Course of Study (60 credits)

The online program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited, 20-course, 60-credit program that can be completed over 8 semesters, in less than 3 years. Upon completion, students will be awarded a Master of Arts in Rehabilitation Counseling, and, after completing at least 75% of the program, will be eligible to sit for the CRC exam.

Computer Literacy

The Brightspace instructional software program is the platform for our online program delivery. Students must have ready access to a personal computer, Internet access and basic computer literacy skills in order to enroll in the online program. In addition, students must feel comfortable with the unique features and methodologies associated with distance learning.

Summer On-Campus Residency Requirement

One 5-day on-campus session will take place during each of two summer semesters. This residency week will always begin on the third Monday of June. Students will stay on campus in fully-furnished, 2 bedroom apartments at the Living and Learning Center.

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
Sub-Total Credits		6

Spring (Year 1)

Course Code	Title	Credits
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
Sub-Total Credits		6

Summer (Year 1)

Course Code	Title	Credits
RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 530	Introduction to Counseling Theory, Practice, and the Profession	3
RCP/L 550	Principles of Family and Group Process	3
Sub-Total Credits		9

Fall (Year 2)

Course Code	Title	Credits
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
Sub-Total Credits		6

Spring (Year 2)

Course Code	Title	Credits
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RCP/L 520	Principles of Psychiatric Rehabilitation	3
RCP/L 525	Human Growth, Development and Disability Across the Life Span	3
Sub-Total Credits		6

Summer (Year 2)

Course Code	Title	Credits
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
RCP/L 630	Advanced Counseling Practice	3
	Rehabilitation Counseling Elective	3
Sub-Total Credits		9

Fall (Year 3)

Course Code	Title	Credits
RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 631	Cultural Responsiveness in Counseling	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		12

Spring (Year 3)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		12

Accelerated Six-in-Five BA/MA Program for Assumption University Undergraduates

This program is designed for Assumption University students who are full-time undergraduate majors in health and human services, or a related major, who have demonstrated superior academic performance, and who are interested in pursuing a graduate degree in Rehabilitation Counseling. Students must be recommended for the program by a faculty member. Acceptance into the Six-in-Five program allows students to begin taking graduate courses in their senior year. During the spring semester of senior year, students must formally apply for acceptance into the graduate program.

Upon acceptance into the graduate program, students may continue their graduate coursework through the summer session and the following academic year. Upon successful completion of the academic and clinical requirements, students will be awarded a Master of Arts degree in Rehabilitation Counseling. This program allows outstanding students to complete six years of full-time academic work in five years.

Fall (Year 1)

Course Code	Title	Credits
RCP/L 503	Foundations of the Rehabilitation Counseling Profession	3
RCP/L 510	Introduction to Medical Rehabilitation	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 530	Introduction to Counseling Theory and Practice	3
Sub-Total Credits		12

Spring (Year 1)

Course Code	Title	Credits
RCP/L 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP/L 512	Occupational Analysis, Career Development Theory and Job Placement Strategies	3
RCP/L 501	Substance Use Disorders and Addiction	3
RCP/L 599	Practicum Experience and Counseling/Ethics Seminar	3
Sub-Total Credits		12

Graduation from Undergraduate Program - Enroll in Graduate Program

Summer (Year 1)

Course Code	Title	Credits
RCP/L 520	Principles of Psychiatric Rehabilitation	3
RCP/L 502	Rehabilitation Research and Program Evaluation	3
RCP/L 631	Cultural Responsiveness in Counseling	3
	Rehabilitation Counseling Elective	3
Sub-Total Credits		12

Fall (Year 2)

Course Code	Title	Credits
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RCP/L 513	Vocational Evaluation and Career Planning	3
RCP/L 514	Private Sector and Forensic Rehabilitation	3
RCP/L 550	Principles of Family and Group Process	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15

Spring (Year 2)

Course Code	Title	Credits
RCP/L 540	Case Management and Rehabilitation Plan Development	3
RCP/L 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP/L 630	Advanced Counseling Practice	3
RCP/L 698/699	Internship and Internship Seminar I & II	6
Sub-Total Credits		15
Total Credits		60

Resiliency in the Helping Professions

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
RES 800	The Theoretical Foundations of Resiliency Building Interventions	3
RES 810	Mindfulness-Based Interventions	3
RES 820	The Practice of Self Compassion in Resiliency	3
RES 830	Positive Psychology: A Strengths-Based Approach to Resiliency	3
RES 840	Building Resilience After Traumatic Experiences	3
RES 850	Resonant Leadership and Supervision	3
RES 860	Teaching Adolescent Students Mindful Self-Compassion	3
Total Credits		21

School Counseling

Degree Type

Master of Arts (MA)

Program Requirements

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (600 hours)
- Full-time program: 2 years

Required Courses

Course Code	Title	Credits
SCP 510	Professional Orientation to Counseling	3
SCP 505	Fundamentals of Counseling in the Schools	3
SCP 540	Introduction to Research and Program Evaluation	3
SCP 545	Human Growth and Development through the Life Span	3
SCP 500	Pre-practicum in School Counseling	3
SCP 515	Advanced Counseling Theory and Practice	3
SCP 520	Psychology of Learning and Motivation	3
SCP 610	Cultural Responsiveness in Counseling	3
SCP 535	Group Counseling and Leadership	3
SCP 560	Psychological and Educational Assessment	3
SCP 600	Family Counseling, Collaboration and Engagement	3
SCP 620	Vocational, Career, and College Counseling	3
SCP 625	Neuropsychology of Learning and Behavior	3
SCP 640	Developmental Psychopathology	3
SCP 635	Intervention Strategies: Academic and Learning	3
SCP 645	Consultation and Collaboration: School/Home/Family	3
SCP 710	Clinical Practicum and Seminar: School Counselor, All Levels	3
SCP 630	Intervention Strategies: Social and Emotional	3
SCP 660	Behavioral Assessment and Intervention	3
SCP 810	Advanced Clinical Practicum and Seminar: School Counselor, Levels 5-12	3
	Sub-Total Credits	60

Comprehensive Exam – Capstone Experience

The comprehensive exam is required for all students in the Master's degree School Counseling programs. Students are required to take the exam after completing all course work or concurrent with the last semester of their course work. Students will integrate knowledge and skill from all courses and experiences throughout their Master's degree program. Questions are intentionally structured to require integration from all elements of training.

Comprehensive examinations are scheduled for the end of the spring and fall semesters. The student's comprehensive examination committee will consist of two departmental faculty members. The exam is comprised of both a written and oral component. Students will receive specific information and directions for the Comprehensive Examination approximately 2 months prior to administration. Students will have sufficient time to prepare for the examination.

If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass" or "Low Pass". If a student does not demonstrate sufficient synthesis and integration of competencies, they will earn a "Fail". If a student receives a "Fail" they may be given the opportunity to take the examination again. If a student fails the comprehensive exam due to an act of academic dishonesty, for example, using Generative Artificial Intelligence to generate all or portions of the exam, they will be subject to additional consequences and may jeopardize eligibility for licensure. When a student fails and is granted the opportunity to re-take the exam or has not taken the exam during the semester of the practicum experience, they will receive an incomplete for the Advanced Clinical Practicum course. When they have taken and passed the exam they will receive a grade for completion of all program requirements.

Pre-Practicum

Students are required early in their course of study to complete the pre-practicum course. Students will complete a pre-practicum of 100 hours in a school setting so that they may have the opportunity to observe and understand the role of the counselor in the schools and to discern the program track they wish to pursue (School Counselor or School Adjustment Counselor).

Practicum

Students are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be determined by the Director of the School Counseling program based upon:

- A review of the student's transcript, existing teacher licensure, and professional experience
- Successful performance in required graduate courses; and
- Evidence that they have taken the Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy Test. Students need not have passed the MTEs prior to starting the practicum.

The practicum for the School Counselor is 600 hours (3 days per week on site), and the practicum for the School Adjustment Counselor/School Social Worker is 900 hours (5 days per week on site). Each is completed over 2 semesters. Both practicum commitments are governed by criteria outlined in the state regulations.

School Adjustment Counseling/School Social Work

Degree Type

Master of Arts (MA)

Program Requirements

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (900 hours)
- Full-time program: 2 years

Required Courses

Course Code	Title	Credits
SCP 510	Professional Orientation to Counseling	3
SCP 505	Fundamentals of Counseling in the Schools	3
SCP 540	Introduction to Research and Program Evaluation	3
SCP 545	Human Growth and Development through the Life Span	3
SCP 500	Pre-practicum in School Counseling	3
SCP 515	Advanced Counseling Theory and Practice	3
SCP 520	Psychology of Learning and Motivation	3
SCP 610	Cultural Responsiveness in Counseling	3
SCP 535	Group Counseling and Leadership	3
SCP 560	Psychological and Educational Assessment	3
SCP 600	Family Counseling, Collaboration and Engagement	3
SCP 670	Principles and Practices of School Social Work/Adjustment Counseling in Schools	3
SCP 625	Neuropsychology of Learning and Behavior	3
SCP 640	Developmental Psychopathology	3
SCP 635	Intervention Strategies: Academic and Learning	3
SCP 675	Advanced Principles and Practices of School Adjustment Counselors/School Social Workers	3
SCP 775	Clinical Practicum in School Social Work/Adjustment Counseling	3
SCP 660	Behavioral Assessment and Intervention	3
SCP 630	Intervention Strategies: Social and Emotional	3
SCP 875	Advanced Clinical Practicum and Seminar: School Social Worker/ Adjustment	3

Sub-Total Credits**60**

Comprehensive Exam – Capstone Experience

The comprehensive exam is required for all students in the Master's degree School Counseling programs. Students are required to take the exam after completing all course work or concurrent with the last semester of their course work. Students will integrate knowledge and skill from all courses and experiences throughout their Master's degree program. Questions are intentionally structured to require integration from all elements of training.

Comprehensive examinations are scheduled for the end of the spring and fall semesters. The student's comprehensive examination committee will consist of two departmental faculty members. The exam is comprised of both a written and oral component. Students will receive specific information and directions for the Comprehensive Examination approximately 2 months prior to administration. Students will have sufficient time to prepare for the examination.

If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass" or "Low Pass". If a student does not demonstrate sufficient synthesis and integration of competencies, they will earn a "Fail". If a student receives a "Fail" they may be given the opportunity to take the examination again. If a student fails the comprehensive exam due to an act of academic dishonesty, for example, using Generative Artificial Intelligence to generate all or portions of the exam, they will be subject to additional consequences and may jeopardize eligibility for licensure. When a student fails and is granted the opportunity to re-take the exam or has not taken the exam during the semester of the practicum experience, they will receive an incomplete for the Advanced Clinical Practicum course. When they have taken and passed the exam they will receive a grade for completion of all program requirements.

Pre-Practicum

Students are required early in their course of study to complete the pre-practicum course. Students will complete a pre-practicum of 100 hours in a school setting so that they may have the opportunity to observe and understand the role of the counselor in the schools and to discern the program track they wish to pursue (School Counselor or School Adjustment Counselor).

Practicum

Students are considered eligible for the practicum once they have successfully completed all prerequisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be determined by the Director of the School Counseling program based upon:

- A review of the student's transcript, existing teacher licensure, and professional experience
- Successful performance in required graduate courses; and
- Evidence that they have taken the Massachusetts Test for Educator Licensure (MTEL) Communication and Literacy Test. Students need not have passed the MTELEs prior to starting the practicum.

The practicum for the School Counselor is 600 hours (3 days per week on site), and the practicum for the School Adjustment Counselor/School Social Worker is 900 ours (5 days per week on site). Each is completed over 2 semesters. Both practicum commitments are governed by criteria outlined in the state regulations.

Total Credits**60**

Special Education: Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

Degree Type

Master of Arts (MA)

Program Requirements

Candidates for the degree of Master of Arts in Special Education are required to complete a rigorous 12-course, 36-credit program to systematically develop the knowledge and skills essential to demonstrate competence as a teacher of students with mild or moderate disabilities. Some flexibility is afforded those to students not seeking Massachusetts educator licensure. For those seeking teaching licensure, institutional endorsement for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) requires, at a minimum, successful completion of all 12 listed courses or their equivalents. Students who have not had prerequisite courses may also need to take additional courses. Whether or not students have had equivalent courses is determined by transcript review. Enrollment in some courses, including the practicum, may require the prior approval of the Special Education Program Director and/or the completion of prerequisite course(s) beyond the 12 required courses listed.

All students in the Master of Arts in Special Education program are required to pass a comprehensive final exit exam to complete requirements for the degree.

Required Courses

Course Code	Title	Credits
	SED 502 or EDU 515	3
EDU 512	Introduction to Research in Education	3
SED 560	Foundations of Special Education	3
SED 561	Individualized Education Planning: A Collaborative Approach	3
SED/PSY 566	Assessment of Special Learning Needs of Children and Adolescents	3
SED/PSY 568	Behavioral Assessment and Interventions	3
SED 570	Inclusion: Theory and Classroom Practice	3
	EDU 552 or EDU 572	3
EDU 574	Teaching Mathematics to Diverse Learners	3
SED 555	Pre-practicum I: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 565	Pre-practicum II: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	0

SED 590	Practicum and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	6
Sub-Total Credits		36

Testing

Candidates for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) are not required to have passed the Massachusetts Tests for Educator Licensure (MTEL) prior to applying to the program. However, to be eligible to enroll in the practicum, teacher candidates must submit evidence of passing scores on all MTEL required for licensure.

Candidates seeking a license for PreK-8 must pass the following tests:

- Communication and Literacy Skills
- Foundations of Reading OR Reading Specialists
- General Curriculum (Subtest 1: Language Arts and History/Social Science + Subtest 2: Mathematics, Science, and Technology/Engineering)

Candidates seeking licensure for 5-12 must pass the following tests:

- Communication and Literacy Skills
- Foundations of Reading OR Reading Specialists
- General Curriculum (Subtest 1: Language Arts and History/Social Science + Subtest 2: Mathematics, Science, and Technology/Engineering) OR one of the following MTEL subject matter tests at the 5-8 or 8-12 grade level: English (61), History/Social Science (73), Middle School Humanities (English/History) (76), Middle School Math/Science (77), Mathematics (65 or 063only), Science (Biology (66), Chemistry (67), Earth and Space Science (74), General Science (64), Physics (69)

Candidates for the Initial License who do not already hold a Massachusetts teacher license may be required to take additional coursework in the content areas and/or curriculum and methods of teaching prior to enrollment in the practicum. A determination will be made based on a comprehensive moderate disabilities subject matter knowledge transcript review.

Licensure Reciprocity

Individuals who complete approved programs are eligible for licensure reciprocity with states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Note: Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of educator licensure. The University reserves the right to modify the Special Education program accordingly. All Assumption students are alerted to changes in the program as is appropriate.

Practicum for Massachusetts Initial License

In most cases, students are considered eligible for the practicum once they have successfully completed all pre-requisite courses or when they take such courses concurrently. A candidate's eligibility for and enrollment in the practicum will be approved by the Special Education Program Director based upon:

- a review of the student's transcript, existing teacher licensure, and professional experience
- successful performance in required graduate courses
- evidence of completion of required pre-practicum hours and field tasks, and
- evidence of passing scores on all the Massachusetts Tests for Educator Licensure (MTEL) for Teacher of Students with Moderate Disabilities.

The practicum is a semester-long (i.e., 14-week, 400 hours) commitment governed by criteria outlined in the Massachusetts Regulations for Educator Licensure. Accordingly, teacher candidates must complete at least 100 full-responsibility hours as well as at least 75 hours (PreK-8) OR at least 150 hours (5-12) of the total 400 hours in an inclusive classroom setting. Teacher candidates must be prepared to spend full days at the practicum site(s) during the practicum semester.

Students Not Seeking Massachusetts Educator Licensure (non-licensure students)

Students who are interested in earning a Master of Arts in Special Education only are not required to hold a Massachusetts license nor are they required to pass any of the Massachusetts Tests for Educator Licensure (MTEL) while they are in the program. Such students may enroll in any Special Education course except for the practicum or the performance assessment required for Massachusetts Initial or Professional licensure. Students are required to pass a comprehensive final exit examination to complete requirements for the degree. Applicants who do not seek Massachusetts Educator Licensure are to follow the same procedure outlined for Initial License applicants.

Dual Degree/Fifth Year Option for the Master of Arts in Special Education – Initial License

The Special Education program offers a special five-year program that enables an Assumption University student to complete requirements for both the Bachelor of Arts degree in an area of the liberal arts and sciences and the Master of Arts in Special Education degree leading to eligibility for the Massachusetts Initial License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12). Students enrolled in this program will be eligible for Massachusetts licensure as elementary, middle, or secondary teacher and teacher of students with moderate disabilities. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the University. Assumption undergraduate students who are considering early admission for the fifth-year master's program should consult with the Director of the Special Education program during the junior year to discuss eligibility and application procedures, and to plan a course of study.

Special Education: Professional License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

Degree Type

Master of Arts (MA)

Program Requirements

All candidates for Professional Licensure must possess an Initial license as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) from the Commonwealth of Massachusetts and have at least one year of full-time employment in an educational setting.

The following is required for a Professional License:

- Three years of employment under an Initial License, and
- Completion of a teacher induction program

Required Courses

Course Code	Title	Credits
SED 660	Critical Issues in Special Education	3
SED 571	Curriculum and Methods for Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
SED 699	Thesis: Guided Evidence-Based Instruction	3
Sub-Total Credits		12

Seven Additional Courses

(Must be approved by the Director of Special Education)

Course Code	Title	Credits
	EDU 512 or EDU 703	3
EDU 515	Diversity in Schooling	3
EDU 572	Teaching Reading to Diverse Learners	3
EDU 575	Seminar: Strategies in Teaching Mathematics to Students with Moderate Disabilities	3
EDU 567	Seminar: Advanced Assessment of Special Learning Needs	3
SED 580	Learning Disabilities	3
SED 585	Teaching Students with Behavior Disorders	3

SED 586	Students with Severe Disabilities	3
SED 600	Special Topics in Special Education	3
SED 700	Directed Study	3
Sub-Total Credits		21

Note

Those degree candidates who do not seek Massachusetts educator licensure must substitute approved electives for the performance assessment; they may not enroll in the performance assessment.

	Total Credits	33
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Special Education: Positive Behavior Supports (PBS)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Overview

Teachers, administrators, and school professionals need to be skilled with a repertoire of behavior strategies. Our 18-credit curriculum in Positive Behavior Supports (PBS) will provide you with specialized skills that afford you more time teaching and less time disciplining—something valuable to all teachers and school professionals. Become an expert and role model in behavior management and gain leadership in the classroom. The CAGS program in Positive Behavior Supports (PBS) is designed for professional educators who hold a master's degree and is awarded upon completion of 18 credits beyond the master's degree in Special Education, Education, or other related fields. Those students who have not met prerequisites prior to being admitted to the program may be required to take more than 18 credit hours to earn their certificates. Students who are enrolled in the Initial Licensure program may be able to take CAGS courses, if eligible, thereby earning their CAGS in addition to their master's degree. The CAGS credits may be used toward their Professional Licenses.

Program Requirements

Required Courses – Option 1: Professional License Program

(must possess an Initial License as a Teacher of Students with Moderate Disabilities [PreK-8, 5-12])

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 585	Teaching Students with Behavior Disorders	3
SED 587	Advanced Application of Positive Behavior Supports	3
SED 589	Seminar: Research and Practice in Positive Behavior Supports	3

SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)	3
Sub-Total Credits		15

Required Courses – Option 2: Certificate Only Program

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 585	Teaching Students with Behavior Disorders	3
SED 587	Advanced Application of Positive Behavior Supports	3
SED 589	Seminar: Research and Practice in Positive Behavior Supports	3
	Special Education Elective	3
Sub-Total Credits		15
Total Credits		15

Special Education: Autism Spectrum Disorders (with Endorsement Option)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Overview

The number of students with autism spectrum disorders (ASD) who need special education services is rising dramatically. The need for teachers and other school professionals who can provide specialized services and advocate for these students is greater than ever. To address this area of need, in 2011 the state established a Special Commission which identified improving knowledge about ASD in schools as a priority. This led to the creation of a state Autism Endorsement for licensed special education teachers in order to meet the unique and complex needs of students with ASD. The purpose of the Massachusetts Autism Endorsement is to enhance the knowledge of special educators working with students with ASD. Assumption's CAGS in Autism Spectrum Disorders program closely follows the state guidelines. Our CAGS program prepares teachers to educate students with ASD in a manner consistent with the student's potential and in the least restrictive environment, in accordance with federal and state special education law.

The program offers two paths:

- CAGS with autism endorsement
- CAGS only

Candidates with an Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired are eligible to receive the University endorsement upon successful completion of the program. Candidates with Initial License may advance their license to the Professional level.

The endorsement track provides licensed educators opportunities to obtain the Autism Endorsement through the Massachusetts Department of Elementary and Secondary Education. The non-endorsement CAGS track provides opportunities for graduate students to deepen and refine knowledge and skills in autism spectrum disorders.

Program Requirements

Course Code	Title	Credits
SED/ASD 600	Foundations and Characteristics of Autism Spectrum Disorders	3
	PSY/SED 568 or ABA 600	3
	SED/ASD 620 or ABA 601 and ABA 602	3-6
SED/ASD 640	Collaboration and Coordination: Autism Spectrum Disorders	3
SED/ASD 680	Field Experience and Seminar I: Working with Students with Autism Spectrum	3
SED/ASD 690	Field Experience and Seminar II: Working with Students with Autism Spectrum	3

SED/ASD 680 and 690: Endorsement candidates only. Prerequisite license: An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, or Teacher of the Visually Impaired as indicated in 603 CMR 7.14(5)(a)

Students who are not interested in, or not eligible for, the state credential may enroll for the certificate only. They need to take two electives (6 credits) in lieu of field experience and seminar (i.e., SED/ASD 680 & 690).

Total Credits

18-21

Graduate Study

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
HUS 210	MEDICAL ASPECTS OF HUMAN FUNCTIONALITY	3

HUS 330	Interviewing Techniques in Human Services & Rehabilitation Studies (or equivalent/approved experience)	3
SOP 700	Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)	
SOP 710	Disability & Treatment: Polytrauma	
SOP 715	Disability and Treatment: Physical, Sensory and Psychiatric	
SOP 720	Systems Navigation for Service Members, Veterans and Families (SMVF)	
SOP 730	Counseling Interventions & Strategies with Service Members, Veterans and Families	
SOP 740	Strengthening Resilience for Service Members, Veterans and Families (SMVF)	

[HUS 210](#), [HUS 330](#): May be required as foundational courses depending on applicant's background in the field and or military experience.

[SOP 700](#): Individuals who have served can choose an elective in place of this course

	Total Credits	6
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Advanced Graduate Study

Degree Type

Certificate

Required Courses

Course Code	Title	Credits
SOP 700	Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)	
SOP 710	Disability & Treatment: Polytrauma	
SOP 715	Disability and Treatment: Physical, Sensory and Psychiatric	
SOP 720	Systems Navigation for Service Members, Veterans and Families (SMVF)	
SOP 730	Counseling Interventions & Strategies with Service Members, Veterans and Families	
SOP 740	Strengthening Resilience for Service Members, Veterans and Families (SMVF)	

[SOP 700](#): Individuals who have served can choose an elective in place of this course

	Total Credits	0
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Transition Specialist (with Endorsement Option)

Degree Type

Certificate of Advanced Graduate Study (CAGS)

Required Courses

Course Code	Title	Credits
TRS 700	Foundations of Transition Education and Services	3
TRS 710	Transition Assessment	3
TRS 720	Transition Systems and Supports	3
TRS 730	Collaboration in Transition Planning	3
TRS 740	Transition: Community - Based Practicum	3
TRS 750	Transition: School - Based Practicum	3
Sub-Total Credits		18

[TRS 740](#), [TRS 750](#): Endorsement candidates only. Prerequisite license: An Initial or Professional license as a Teacher of Students with Moderate Disabilities (PreK-8; 5-12), Teacher of Students with Severe Disabilities (All), Teacher of the Deaf and Hard-of-Hearing (All), Teacher of the Visually Impaired (All), School Guidance Counselor, School Social Worker/School Adjustment Counselor, or candidates with a Rehabilitation Counselor certification as indicated in 603 CMR 7.14(4)(a)(1)&(2)

Students who are not interested in, or not eligible for, the state credential may enroll for the certificate only. They need to take two electives (6 credits) in lieu of field experience and seminar (i.e., [TRS 740](#) & 750).

Elective Courses

Course Code	Title	Credits
EDU 515	Diversity in Schooling	3
SED 560	Foundations of Special Education	3
RCP 525	The Psychology of Disability Across the Lifespan	3
RCP 640	Directed Study	3
SCP 750	Directed Study	3
SED 700	Directed Study	3

Course approved in advance by the Program Director

	Total Credits	18
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Part-Time MBA

Degree Type

Master of Business Administration (MBA)

The part-time MBA consists of 36 credits (12 courses). It is open to students from any field of academic study, but students who do not have a bachelor's degree in a business-related field will be required to take a Business Foundations course, which will be counted as an elective in the program.

Functional Courses

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 604	Operations Decision Analysis	3
MBA 605	Accounting Decisions for Managers	3
Sub-Total Credits		18

Electives

From MBA 700-999 (excluding MBA 800)

As an option, four of these electives may be used to satisfy the requirements for a Concentration.

Sub-Total Credits	15
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Optional Concentrations

- Accounting
- Finance/Economics
- Healthcare Leadership
- Human Resources
- Management
- Marketing

Integrative Experience - Capstone

Course Code	Title	Credits
MBA 800	Business Strategy	3
Sub-Total Credits		3

Total Credits**36**

Part-Time MBA: CPA Track

Degree Type

Master of Business Administration (MBA)

In comparison to a Master's in Accounting, MBA CPA Track provides an accounting focus directed at preparing for the CPA exam, but it does so within a broader MBA program that provides a strong foundation in all areas of an organization.

Core Requirements

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 800	Business Strategy	3
Sub-Total Credits		15

Experiential Requirement

Course Code	Title	Credits
MBA 763	Internship	3
Sub-Total Credits		3

Elective Requirements

Choose 4

Course Code	Title	Credits
MBA 700	Advanced Managerial Accounting	3
MBA 701	Internal & Operational Auditing	3
MBA 702	Ethics & Professional Responsibilities for Accountants	3
MBA 703	Financial Aspects of Mergers	3
MBA 704	Tax Concepts for Managers	3
MBA 705	Corporate Financial Reporting	3
MBA 729	Technical & Professional Communications	3

MBA 761	CPA Exam Review	3
MBA 762	Advanced Business Law	3
MBA 764	Volunteer Inc. Tax Assistance	3
MBA 765	Issues in Fraud Examination	3
	Sub-Total Credits	12
Total Credits		30

Accelerated Full-Time MBA: Management Track

Degree Type

Master of Business Administration (MBA)

This full-time MBA program is designed for recent college graduates with little to no professional experience. In addition to the traditional MBA core curriculum, this program includes a practicum series designed to help students launch their careers. This program can be completed in 12-14 months.

Summer

Course Code	Title	Credits
MBA 600	Business Ethics	3
MBA 750	Professional Practice & Mentoring	3
	Sub-Total Credits	6

Fall

Course Code	Title	Credits
MBA 751	Professional Practicum I	3
MBA 602	Marketing Decision Analysis	3
MBA 603	Financial Decision Analysis	3
MBA 605	Accounting Decisions for Managers	3
	Sub-Total Credits	12

Spring

Course Code	Title	Credits
MBA 753	Professional Practicum II	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MBA 604	Operations Decision Analysis	3

MBA 771	Corporate Social Responsibility	3
Sub-Total Credits		12

Second Summer Session I

Course Code	Title	Credits
MBA 770	Ethical Leadership	3
MBA 800	Business Strategy	3
Sub-Total Credits		6

Total Credits		36
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Accelerated Full-Time MBA: CPA Track

Degree Type

Master of Business Administration (MBA)

The fulltime MBA program is designed for recent accounting graduates. While providing an accounting curriculum focused on preparing for the CPA exam, it does so within a broad MBA program. In addition, this program includes a practicum series with internship opportunities.

Summer

Course Code	Title	Credits
MBA 761	CPA Exam Review	3
MBA 750	Professional Practice & Mentoring	3
	MBA 600, MBA 602 or MBA 603	3
Sub-Total Credits		9

Fall

Course Code	Title	Credits
	Take 2 Not Taken 1st Semester: MBA 600, MBA 602, or MBA 603	3
MBA 702	Ethics & Professional Responsibilities for Accountants	3
MBA 762	Advanced Business Law	3
Sub-Total Credits		9

Spring

Course Code	Title	Credits
	MBA 601 and MBA 763 or MBA 764 and MBA 729	3
Sub-Total Credits		3

Second Summer

Course Code	Title	Credits
MBA 770	Ethical Leadership	3
MBA 800	Business Strategy	3
Sub-Total Credits		6

Total Credits		33
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Organizational Leadership**Degree Type**

Master of Arts (MA)

As the world becomes more complex and uncertain, the need for leadership becomes more important. In this program, students will learn to create value in organizations, society, and in their own career by developing leadership capabilities. The Master of Arts in Organizational Leadership will prepare students for leadership roles through four core competencies, reflective thinking, professional mastery, adaptive leadership, and systemic awareness. Through these core competencies, students will learn what it means to be a leader, how to navigate and lead change, how to lead teams, and how to communicate. Finally, this program will focus on leadership as a responsible and ethical practice.

Learning Goals

The Master of Arts in Organizational Leadership organizes the program around four core competencies:

- **Reflective thinking** – a rigorous and systematic process and practice of examining one's work experiences and ideas
- **Professional Mastery** – developing a mastery orientation as a way to increase one's leadership competency and professional success
- **Adaptive Leadership** – the acknowledgment that leadership issues and success do not come from the technical domain but through the human domain in an environment of dialogue, debate, experiment, and flexibility.
- **Systemic Awareness** – the ability of a leader to see organizations and their environments as systems with interdependent parts and relationships. Such a perspective allows a leader to anticipate a range of possible behaviors and outcomes and guide an organization to a preferred future.

Required Courses

Course Code	Title	Credits
MOL 610	Becoming a Leader	3
MBA 601	Organizational Behavior Leading Teams and Organizations	3
MOL 613	Leading and Navigating Change and Innovation	3
MOL 617	Developing the Organization	3
MBA 770	Ethical Leadership	3
MOL 801	Leadership Capstone	3
Sub-Total Credits		18

Electives

Choose 3

Course Code	Title	Credits
MBA 710	Business & Society	3
MBA 739	Negotiation & Conflict Resolution	3
MBA 743	Leadership	3
MOL 785	Contemporary Issues in Leadership: A Case Approach	3
MOL 786	The Leadership Lab	3
Sub-Total Credits		9

	Total Credits	27
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Healthcare Leadership

Degree Type

Certificate

The certificate in Healthcare Leadership will equip existing and future healthcare professionals with the essential skills and knowledge to become effective leaders in the dynamic and challenging healthcare environment. This certificate program focuses on developing strategic thinking, leadership capabilities, and a comprehensive understanding of healthcare systems.

The program consists of four courses structured to be completed over two academic semesters, including a final research course focused on developing and improving a healthcare organization. Required courses include:

Required Courses

Course Code	Title	Credits
MBA 775	Management and Supervision for Healthcare Professionals	3
MBA 776	A Systems Approach to Delivering Healthcare in America	3
MBA 777	Critical Issues in Healthcare Ethics	3
MBA 790	Leading Organizational Development in Healthcare	3

These courses can also be taken as a concentration in Healthcare Leadership in the MBA program.

	Total Credits	12
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Certificate of Advanced Graduate Study (CAGS)

Degree Type

Non-Degree

The Certificate of Advanced Graduate Study (CAGS) is a non-degree program designed to provide the opportunity for advanced graduate study beyond the MBA degree and serve the continuing education needs of MBA graduates and other professional managers with comparable advanced degrees.

The CAGS Program consists of five courses normally selected from the list of elective courses in the MBA Program, which must be completed within a period of seven years. To enroll in these courses, students must have completed any prerequisites, either through prior coursework or through enrollment in the appropriate MBA courses.

Ordinarily, no more than one Functional Core course (MBA600-605) from the MBA program may count toward the CAGS. Generally, credit for such a course will be approved only if a student has not taken that course or a comparable one at another school within the last three years, and if the student intends to concentrate his/her study in the area of the Functional Core course.

Courses

ABA

ABA 500: Principles of Learning and Behavior Analysis

This course provides a graduate-level introduction to the key concepts, theories and experimental paradigms for studying learning and behavior in both humans and animals. Students will be introduced to the scientific study of learning with an emphasis on how behavior changes as a function of experience. Historical and current perspectives on a range of topics, including (but not limited to) classical conditioning, operant conditioning, innate behavior, and philosophical assumptions about behavior will be examined. Finally, how the basic learning principles are relevant to everyday behavior will be discussed.

Credits	3
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ABA 501: Measurement and Research Methods in Behavior Analysis

This course is designed to teach students the logic of single-subject/small-N designs, which are often used to evaluate the efficacy of a behavioral treatment for individual clients. Students will learn reliable procedures for measuring behavior, various methods of graphing data, and how to visually analyze displayed data. In addition, students will learn how to critically evaluate applied, behavior-analytic research studies. Finally, students will learn to conduct a literature search, synthesize information across studies, and write a literature review. Issues related to evidenced-based practice and ethics in research will also be discussed.

Credits	3
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ABA 503: Behavior Analysis and Intellectual and Developmental Disabilities

This course will provide an overview of intellectual and developmental disabilities and the relation to behavior analysis. Students will gain a perspective on the history and changing perspectives of these disabilities. Both causal and contributing genetic and environmental factors for various conditions will be discussed. Students will examine a variety of disorders in terms of physical characteristics, brain changes, growth patterns, life expectancy, communication issues, health concerns, behavioral concerns, and treatment. Disabilities examined will include Down syndrome, fragile X syndrome, autism, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder, and learning disabilities. In addition, students will discuss a variety of current issues related to intellectual and developmental disabilities, including early intervention, educational placement, transitioning between life stages, response to intervention, medication use, and fad therapies. Finally, students will examine the behavior-analytic literature related to assessment and intervention for individuals with developmental disabilities.

Credits	3
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ABA 600: Behavioral and Functional Assessment

In this course, students will focus on best practices when assessing target behaviors to both increase and decrease. Students will learn indirect assessment and direct observation methods, experimental (functional) analysis, and methods to assess stimulus preference and adaptive, social, and communication skills. In addition, students will learn how to assimilate information derived from these methods to arrive at hypotheses of the function of a behavior and how to select an intervention method based on assessment results while using evidence-based practices in behavior analysis. Finally, ethical issues related to functional assessment and undesired side-effects of intervention strategies will be discussed.

Credits	3
Prerequisites	ABA 500 (may be taken concurrently) or permission of the Program Director

ABA 600: Behavioral and Functional Assessment

In this course, students will focus on best practices when assessing target behaviors to both increase and decrease. Students will learn indirect assessment and direct observation methods, experimental (functional) analysis, and methods to assess stimulus preference and adaptive, social, and communication skills. In addition, students will learn how to assimilate information derived from these methods to arrive at hypotheses of the function of a behavior and how to select an intervention method based on assessment results while using evidence-based practices in behavior analysis. Finally, ethical issues related to functional assessment and undesired side-effects of intervention strategies will be discussed.

Credits	3
Prerequisites	Permission of Program Director required

ABA 601: Behavior-Analytic Interventions I

This course is the first in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, education, exercise and health, organizational behavior, and other areas. Students will learn to identify, create, and implement evidence-based, behavioral interventions. There will be an emphasis on aligning interventions with assessment data and the behavior-analytic literature within the framework of the field's ethics code.

Credits	3
Prerequisites	ABA 500 and ABA 501 (may be taken concurrently) or permission of the Program Director.

ABA 601: Behavior-Analytic Interventions I (for non-endorsement students)

This course is the first in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism

spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on behavioral principles of reinforcement, punishment, extinction, stimulus control, and motivating operations. In addition, students will learn specific behavior-change procedures, including interventions based on antecedents, contingency contracts, group contingencies, and quantitative analyses.

Credits	3
Prerequisites	Permission from Program Director required

ABA 602: Behavior-Analytic Interventions II

This course is the second in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, education, exercise and health, organizational behavior, and other areas. Students will learn to identify, create, and implement evidence-based, behavioral interventions, including those based on stimulus control, errorless teaching procedures, communication, and self-management within the framework of the field's ethics code. There will be an emphasis on issues related to case management, intervention monitoring and efficacy, performance management, and development of supervision skills.

Credits	3
Prerequisites	ABA 601

ABA 602: Behavior-Analytic Interventions II (for non-endorsement students)

This course is the second in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on stimulus control, simple and complex discriminations, errorless teaching procedures, and stimulus equivalence. In addition, students will learn specific behavior-change procedures, including self-management strategies, token economies, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, and augmentative communication systems. Finally, students will learn to design, evaluate, and supervise the implementation of behavioral programs.

Credits	3
Prerequisites	ABA 601

ABA 603: Ethical, Legal and Professional Topics in Behavior Analysis

This course will provide students with an understanding of legal, professional, and ethical issues in the delivery of behavior-analytic services and the practice of behavior-analytic research, as well as a framework for cultural responsiveness and cultural humility with respect to clients and colleagues. Students will develop the ability to correctly apply ethical principles under various conditions that represent ethical and/or legal challenges related to

assessing behavior; selection of treatment protocols; evaluating behavior change; collaborating with other professionals; and relationships with clients, agencies, and colleagues. The Behavior Analyst Certification Board's® current ethics code will be used as the basis for ethical discussions. In addition, students will review the licensure rules and regulations guiding the practice of applied behavior analysis in Massachusetts.

Credits**3****ABA 604: Conceptual Foundations of Behavior Analysis**

This course will provide an introduction to the philosophy of behavioral science known as radical behaviorism. Students will learn how to distinguish between different forms of behaviorism and how to differentiate between behavioral and non-behavioral explanations of complex human behavior. In addition, the potential impact of radical behaviorism on society will be discussed. Topics will include private events (such as thinking and feeling emotions), verbal behavior, rule-governed behavior, culture, and society.

Credits**3****Prerequisites**[ABA 500](#)**ABA 605: The Experimental Analysis of Behavior**

This course will provide students with a survey of research areas in the experimental analysis of behavior. Students will be exposed to a variety of topics in the basic literature related to reinforcement, behavior in transition, aversive control, stimulus control, and derived relations. There will be an emphasis on methodological and conceptual issues, and students will discuss the translation of these topics to solve social problems.

Credits**3****Prerequisites**[ABA 500](#) and [ABA 501](#)**ABA 700: Practicum in Applied Behavior Analysis I**

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits**3****Prerequisites**[ABA 500](#); permission of the Program Director.

ABA 701: Practicum in Applied Behavior Analysis II

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 702: Practicum in Applied Behavior Analysis III

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 703: Practicum in Applied Behavior Analysis IV

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 800: Thesis and Capstone Proposal Seminar

This course provides graduate students with structured guidance to develop a behavior-analytic research-thesis or capstone-project proposal. Students will explore the distinction between the thesis and capstone pathways, select a project topic, secure a thesis advisor and project committee, and develop a formal project proposal. Emphasis is

placed on identifying research questions derived from the behavior-analytic literature through a comprehensive literature review, designing methods based on behavior analysis, and crafting a clear, actionable plan. By the end of the course, students will have a completed proposal, and they will have secured approval from their committee to implement the project.

Credits	1
Prerequisites	ABA 500 ; ABA 501 ; and permission of the Program Director.

ABA 801: MA Thesis in ABA I

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	1
Prerequisites	ABA 800 ; and permission of the Program Director.

ABA 802: MA Thesis in ABA II

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	2
Prerequisites	Permission of the Program Director.

ABA 803: MA Thesis in ABA III

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	2
Prerequisites	Permission of the Program Director.

ABA 804: Integrative Seminar in ABA

This course is designed to integrate conceptual, basic, and applied topics related to behavior analysis. Students will focus on case conceptualization, behavioral assessment in a variety of environments, and development and evaluation of treatment options. Students will be encouraged to develop sophisticated, fluent, and in-depth understanding of behavioral topics. In addition, students will explore professional issues related to the practice of applied behavior analysis.

Credits	3
Prerequisites	Permission of the Program Director.

ABA 805: Capstone Seminar

This course serves as a culminating experience for behavior analysis students completing a capstone project. Under the guidance of their research mentor, students will implement the project they proposed in [ABA 800](#). Emphasis will be placed on application of behavior-analytic research methods, experimental design, and data analysis. By the end of the course, students will have produced a comprehensive final report and presentation that reflects their ability to synthesize and apply the behavior-analytic literature to answer a research question. All final projects must be approved by the student's project committee.

Credits	3
Prerequisites	ABA 800; Permission of the Program Director

PSY

PSY 500: Abnormal Psychology

This course provides a comprehensive overview of the main forms of emotional disorder, with a special focus on description and analysis of the experiential world of the patient. The most important theoretical approaches to “mental illness” are compared and contrasted so that the student gains a critical appreciation of the differing insights provided by the various approaches.

Credits	3
Semester Offered	Summer, Fall

PSY 502: Psychology of Development

An examination of human growth and development during infancy through adolescence. Emphasis is placed on the relationship between theory, research, and application of knowledge in child development through a consideration of different theoretical perspectives (psychoanalytic, behavioral, and cognitive-developmental), current research on selected topics (e.g., prenatal influences, perceptual and cognitive development, cross-cultural differences in child rearing), and intervention programs designed to stimulate cognitive and social development in infants and young children.

Credits	3
Prerequisites	Six undergraduate courses in psychology.

PSY 502: Psychology of Development

This course examines normative development and optimal functioning from infancy through adulthood. Particular emphasis is placed on how current research and developmental theories impact assessments of and interventions with children, adolescents, and adults who deviate from the normal course of development. Developmental changes across the life span are traced and factors that foster development including biological, familial, and cultural influences are explored with special consideration of risk and protective factors in development.

Credits	3
Semester Offered	Fall/Spring

PSY 504: Psychological Measurement

An introduction to the instruments and the methods used in the measurement and evaluation of the psychological characteristics of human beings, including elementary principles of statistical analysis.

Credits	3
Semester Offered	Summer, Fall

PSY 600: Counseling: Principles and Practices

Examine basic approaches, principles, and procedures of counseling. Students engage in some directed role playing of counseling techniques as well as prepare a class demonstration based on their personal integration of readings and practice. Research related to counseling as well as issues regarding the nature of the counseling relationship are considered.

Credits	3
Prerequisites	PSY 500 and PSY 501 , may be taken concurrently.
Semester Offered	Summer, Fall

PSY 604: Ethical Principles for Counselors

The purpose of this course is to provide students with a working knowledge of ethical issues in mental health care practice. The course will consider the manner in which governing principles of health care ethics are articulated within the general values and specific prescriptions/proscriptions (legal and moral) which constitute current moral wisdom of the mental health professional. Ethical codes of the American Counseling Association, American Mental Health Counselors Association, and the American Psychological Association will be examined. Lectures, case analysis, class discussion of assigned readings, and written assignments will provide both the conceptual and practical tools for addressing the critical ethical issues, which arise in your practice.

Credits	3
Prerequisites	PSY 600 .
Semester Offered	Fall/Spring

PSY 620: Lifestyle, School, and Career Development

This course will provide the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for counseling clients. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take effective appropriate actions in their career/life.

Credits	3
Semester Offered	Spring

PSY 627: Issues in Professional Practice

This course is designed to introduce the clinical counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of the Massachusetts law on the Requirements for Licensure as a Mental Health Counselor covering topics from educational to pre- and post-masters supervised practice requirements. Other topics covered include the history and reasons behind professional regulation in the mental health professions, the licensing exam, job searching, specialization of practice, continued education and training, private practice considerations, and licensing laws in other states. A major emphasis is on helping the

student explore professional identity issues by asking such questions as “What does it mean to be a counseling psychologist?” “What skills do I have and what role do I play as a member of a multidisciplinary treatment team?” “What professional organizations should I belong to? Why?” “What is the difference between a profession and a job”?

Credits	3
Prerequisites	PSY 801.
Semester Offered	Spring, Summer

PSY 630: Cultural Competencies in Counseling

Competent mental health professionals must use culturally appropriate intervention strategies when working with a diverse clientele. The purpose of this course is to foster the development of multicultural competence in counseling practices. The course is designed to promote the awareness of cultural factors that can affect counseling practices, knowledge about various cultural backgrounds and experiences. Issues to be addressed in this course include prejudice, racism, oppression, and discrimination that affect individuals from various racial or ethnic groups, elders, individuals with disabilities, women, gay men, and lesbians.

Credits	3
Prerequisites	PSY 500 , PSY 501 , and PSY 600 .
Semester Offered	Spring, Summer

PSY 635: Clinical Health Psychology

Clinical health psychology addresses the interactions of psychological, social, cultural, and biological factors as they relate to health and well-being across diverse populations and settings. This course will cover a range of topics that are relevant to clinical services across diverse populations and settings to promote health and well-being and to prevent, treat, and manage illness and disability. Topics addressed in this course include health behaviors and risk factors for illness and poor health, psychological determinants of health, social/cultural determinants of health and health disparities, and chronic medical illnesses and physical conditions such as cardiovascular disease, cancer, and diabetes.

Semester Offered	Spring, Fall
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PSY 650: Research Seminar

This course provides students with the conceptual tools necessary to design and critically evaluate research in the areas of psychology and counseling. Problems in methodology are explored through readings, discussion, and involvement in research.

Credits	3
Prerequisites	PSY 504.

Semester Offered	Spring, Summer
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PSY 660: Special Topics Seminar in Clinical Counseling Psychology

This course is designed to provide students with contemporary topics and issues in psychotherapy. Topics will be chosen on timeliness, interest, and relevance to current psychological practice. The course will allow students the opportunity to examine current issues with greater detail than would be possible in other course offerings.

Credits	3
Prerequisites	PSY 500 , and PSY 600 .
Semester Offered	Spring, Summer

PSY 701: Couples Therapy

This course focuses on contemporary theoretical approaches to couples therapy. The major theoretical models include: family of origin/relational; cognitive/behavioral; and communication. Theory, case studies, and simulation are the basis for class interaction in seminar format. Each student has the responsibility to begin formulating an organized theoretical approach to treating couples.

Credits	3
Prerequisites	PSY 500 , PSY 600 , and PSY 708 .
Semester Offered	Fall

PSY 702: Advanced Family Therapy

This course will focus on understanding interactional patterns and influences from the perspective of major family therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined. In addition to the theoretical introduction, the course will cover practical topics such as when to choose family treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and the basic treatment skills.

Credits	3
Prerequisites	PSY 500 , PSY 600 , and PSY 708 .
Semester Offered	Summer

PSY 703: Dialectical Behavior Therapy

This course provides students with the theoretical understanding of Dialectical Behavior Therapy (DBT). In this seminar-style course that includes many hands-on learning activities, students develop the foundational DBT skills

which prepare them to teach Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness to clients presenting with a wide variety of mental health problems. Students also learn how to plan and structure DBT Skills groups by applying DBT intervention strategies based on the DBT Skills Training Manual.

Credits	3
Prerequisites	PSY 500 , PSY 600 , and PSY 708 .
Semester Offered	Fall

PSY 705: Group Approaches to Counseling and Psychotherapy

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Through reading and discussion, different approaches to the use of groups will be explored. Issues related to group counseling methods, skills, and leadership styles will be examined. This course will cover a range of groups that are used by mental health counselors (e.g., therapeutic, psychosocial, psychoeducational).

Credits	3
Prerequisites	PSY 500 , PSY 600 , and PSY 708 .
Semester Offered	Fall/Spring

PSY 708: Cognitive Assessment and Psychotherapy

The focus of this course is on a psychotherapeutic understanding of cognitive structure and content as it influences the client's perceptions, emotional states, and behavior. The theory and practice of Kelly, Beck, Meichenbaum, and Ellis receive systematic treatment. Personal construct assessment, cognitive modification, stress inoculation training, self-instructional methods, and cognitive restructuring techniques receive special emphasis.

Credits	3
Prerequisites	PSY 500 , PSY 504 , and PSY 600 .
Semester Offered	Fall/Spring

PSY 711: Cognitive-Behavioral Assessment of Children

This course reviews the basic principles underlying the assessment of children's behavior and psychological adjustment using a cognitive-behavioral and developmental theoretical framework. Special considerations when working with children will be reviewed along with specific attention directed toward: (1) ethics, (2) behavioral observation/coding systems, (3) rating scales, (4) use of self-report with children, and (5) interviews. Students will receive instruction in choosing an appropriate instrument, designing a multi-method assessment battery, interpreting test results, and writing reports. The important link between assessment and treatment planning and evaluating treatment outcome will be stressed as well.

Credits	3
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Prerequisites	PSY 502 , PSY 504 , PSY 600 , PSY 708 ; PSY 502 and PSY 504 may be taken concurrently.
Semester Offered	Spring

PSY 712: Cognitive-Behavioral Interventions with Children

The purpose of this course is to acquaint the student with a variety of therapeutic techniques designed to address childhood difficulties. A framework for evaluating and choosing a treatment approach and a brief overview of diagnostic classification systems and their relevance to treatment will be provided. Practical techniques will be reviewed including: interviewing, interventions for working with parents, for consulting to schools, intervening with common childhood developmental problems (e.g., enuresis/encopresis) as well as more extreme psychological difficulties such as anxiety disorders, conduct disorders, and abuse. Cognitive-behavioral treatment approaches that have been empirically supported will be emphasized, and the advantages and disadvantages of techniques discussed within a developmental framework.

Credits	3
Prerequisites	PSY 500 , PSY 502 , PSY 504 , PSY 600 , PSY 708 , PSY 711 .
Semester Offered	Summer

PSY 715: Cognitive-Behavioral Assessment of Adults

This course reviews the basic principles that guide assessment of clinical problems using a cognitive-behavioral framework. Students will learn about several assessment strategies including behavioral observation, self-report, self-monitoring, and structured interviews and rating scales. Special attention will be paid to the assessment of anxiety, depression, addictive behaviors, social skills, and marital dysfunction. The important link between assessment and treatment planning, and evaluating treatment outcome will be stressed as well.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 ; PSY 504 may be taken concurrently.
Semester Offered	Spring

PSY 716: Cognitive-Behavioral Interventions for Depression and Anxiety

The purpose of this course is to acquaint the student with cognitive-behavioral theories of the etiology and treatment of depression and anxiety. Topics to be covered include the diagnosis of depressive and anxiety disorders, principles of cognitive and behavioral assessment, evaluation of suicidal ideation and behavior, and therapeutic techniques to alleviate depression and anxiety. Cognitive-behavioral approaches that have been empirically validated will be emphasized.

Credits	3
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Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 .
Semester Offered	Summer

PSY 718: Psychological Interventions for Addictive Behaviors

The purpose of this course is to acquaint the student with psychological theories of the etiology and treatment of addictive behaviors. Topics covered include the diagnosis of addictive behaviors (alcohol and drug abuse, tobacco use), pharmacological effects of various substances, principles of psychological assessment, evaluation of clients' motivation to change, and therapeutic techniques for changing addictive behaviors. Interventions that are most strongly supported by outcome research will be emphasized in this course.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 .
Semester Offered	Spring

PSY 720: Systems Interventions with Children

This course will offer an opportunity to explore clinical interventions with children and adolescents within the major contexts influencing their development and mental health – their families, schools, communities, and legal system. Emphasizing the fact that children and youth are particularly susceptible and dependent upon their environments, this course will attempt to provide the student with an appreciation of how these influence a child's personal identity and actual behavior as well as an understanding of the need to take these into account in developing viable clinical interventions.

Credits	3
Prerequisites	PSY 500 , PSY 502 , PSY 504 , PSY 600 , PSY 708 , and PSY 711 .
Semester Offered	Fall

PSY 725: Cognitive-Behavior Interventions for Trauma and Related Disorders

This course will provide the theoretical foundation and detailed examination of evidence-based interventions for counseling individuals who experience traumatic events or crises. The course will examine the epidemiology and characteristics of traumatic events, emergencies, or disasters, along with common cognitive, affective, and behavioral responses to these events. Evidence-based assessment and intervention strategies will be emphasized as a means to counseling individuals who experience mental or emotional disorders during times of crisis, emergency, or disaster.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , and PSY 708 .
Semester Offered	Fall, Spring

PSY 790: Professional Integrative Seminar

This course is designed to facilitate the synthesis and integration of theory, practice, and research related to psychotherapy. Special attention will be paid to issues of case conceptualization, psychological assessment, and the efficacy of psychotherapy. In addition, students will be encouraged to develop a more sophisticated understanding of psychological interventions for specific psychosocial problems and difficulties.

Credits	3
Prerequisites	PSY 708 and PSY 801 .
Semester Offered	Fall

PSY 800: Directed Study

Individually supervised study and projects with program advisor where appropriate. Students may take no more than two directed studies.

Credits	3
Semester Offered	Summer, Fall, Spring

PSY 801: Counseling Practicum

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708.
Semester Offered	Summer

PSY 802: Counseling Internship I – Clinic Setting

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling

skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Internship Coordinator and completion of PSY 801, and two advanced (700-level) counseling courses.
Semester Offered	Fall

PSY 803: Counseling Internship II – Clinic Setting

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Internship Coordinator and completion of PSY 802.
Semester Offered	Spring

PSY 811: Advanced Counseling Practicum

Advanced Counseling Practicum involves placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. Advanced Counseling Practicum provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the supervised practicum, the course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic and career goals.

Credits	3
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Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708, or their equivalent.
Semester Offered	Summer

PSY 812: Advanced Counseling Internship I – Clinic Setting

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum/Internship Coordinator and completion of PSY 811 and two advanced (700-level) counseling courses.
Semester Offered	Fall

PSY 813: Advanced Counseling Internship II – Clinic Setting

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.

Prerequisites	Consent of the Practicum/Internship Coordinator and completion of PSY 811, PSY 812 and two advanced (700-level) counseling courses.
Semester Offered	Spring

SED/PSY 566: Assessment of Special Learning Needs of Children and Adolescents

In this course, students gain knowledge of both formal and informal assessment of students with special learning needs using a systematic and comprehensive approach. They examine frequently used diagnostic assessment tools in areas of physical, cognitive, language, social, and emotional development. Emphasis is placed on those assessment strategies that yield objective data regarding individual skill repertoires and learning characteristics, thereby providing a basis for educational decision making and the preparation and evaluation of IEPs. Topics such as portfolio assessment, alternative assessment, interpretation of results of assessment, report writing, IEP preparation, and communication with families and other professionals are also included.

Credits	3
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SED/PSY 568: Behavioral Assessment and Interventions

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment.

Credits	3
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RCP

RCP/L 501: Substance Use Disorders and Addiction

The purpose of this course is to familiarize students with the history, types, and problems associated with drug and alcohol abuse and various forms of addiction. Specific topics will include alcohol abuse and addiction, prescription and illegal drug use, and other forms of addictive behavior including compulsive gambling and eating disorders. Programs such as AA, NA, Al-Anon, Over Eaters Anonymous will be explored, along with other treatment and rehabilitation approaches. Special Emphasis will be on the impact of these disorders on the individual, family, community and society at large. Effective counseling strategies and evidence-based practices will also be covered in this course.

Credits**3**

RCP/L 502: Rehabilitation Research and Program Evaluation

The course provides an introduction to the scientific method with an emphasis on understanding empirical research in Human Services, Rehabilitation and Disability Studies. Students will examine the importance of research activities on improvement of rehabilitation services, and learn how to develop and implement meaningful program evaluation. Students will become familiar with many peer-reviewed journals and literature search strategies and many of the most commonly used research test designs and statistical analyses.

Credits**3**

RCP/L 503: Foundations of the Rehabilitation Counseling Profession

This course is an introduction to the field of rehabilitation, independent living and the role of the rehabilitation counselor. It provides an overview of the historical, legislative and philosophical forces that shaped the field of rehabilitation. Special emphasis will be on the civil rights movement for individuals with disabilities, the ADA, the Rehabilitation Act, and evolving disability policy in the U.S. Historical and present day societal attitudes and values toward individuals with disabilities will also be examined.

Credits**3**

RCP/L 505: Introduction to Assessment and Appraisal of Individuals with Disabilities

This course provides an introduction to a wide range of assessment instruments and tools used by rehabilitation counselors, psychologists, vocational evaluators and others in the assessment and evaluation in individuals, including those with disabilities. Students will gain an understanding of the purpose and administration of various types of tests and other instruments and how results can be used to facilitate the rehabilitation process. Concerns about cultural bias and reasonable accommodation in testing will be addressed, along with strategies for interpreting and reviewing testing results with clients. Students will have an opportunity to experience several assessment instruments commonly used in rehabilitation counseling.

Credits**3**

Prerequisites

a course in Test and Measurements, or its equivalent, and/or consent of instructor

RCP/L 510: Introduction to Medical Rehabilitation

This course includes a brief review of the human anatomy and physiology, and a review of the major medical/physical disabilities and chronic illnesses that result in significant disabling conditions and impairments. It provides students with an understanding of the various medical specialties, medical terminology and skills in effectively utilizing medical consultation in the rehabilitation workplace. Students will have an opportunity to learn about the social, educational and vocational implications of chronic illness and physical disability. The health care system, disability benefits and resources will also be addressed in this course.

Credits**3****Prerequisites**

Anatomy and Physiology is recommended but not required

RCP/L 512: Occupational Analysis, Career Development Theory and Job Placement Strategies

This course provides a comprehensive overview of the world of work for rehabilitation counselors. Students become familiar with various forms of occupational data, information, and resources and their utilization in rehabilitation. Topics covered will include job classification systems, such as O*NET and the DOT, job analysis, and labor market surveys. Students will also become familiar with the major career development theories and their relevance to the vocational rehabilitation process. A variety of job placement support services and strategies will also be addressed, along with major federal and state legislation related to the employment of individuals with disabilities.

Credits**3****RCP/L 513: Vocational Evaluation and Career Planning**

This course focuses on the vocational evaluation of individuals with disabilities, and the development of counselor skills to assist clients to develop a realistic and attainable vocational goal. Students become knowledgeable about a variety of vocational evaluation and assessment tools, and the essential elements of a vocational evaluation report. Special topics include job analysis, transferrable skills analysis, reasonable accommodation and assistive technology.

Credits**3****Prerequisites**

RCP 505

RCP/L 514: Private Sector and Forensic Rehabilitation

This course provides students with a basic knowledge and understanding of rehabilitation, and the role of the rehabilitation specialist in the private-for-profit sector. The focus is on injured- worker rehabilitation, and the vocational rehabilitation and case management services provided under worker's compensation, and long-term disability insurance coverage. The course covers disability management systems, including risk management strategies, forensic rehabilitation, and the relevant federal and state laws. Additional topics will include issues related to Managed Care and Life Care Planning.

Credits	3
Prerequisites	RCP 512

RCP/L 520: Principles of Psychiatric Rehabilitation

The course introduces students to the major categories of Psychiatric Disability, including their etiology, symptoms, prognosis, treatment and recovery. A major focus of the course is on the core principles and evidence-based practices of Psychiatric Rehabilitation. Content areas covered include implications of psychiatric disability throughout the life span, psychiatric disability within the family, and the rehabilitation counselor's role as facilitators in the recovery process.

Credits	3
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RCP/L 525: Human Growth, Development and Disability Across the Life Span

This course utilizes a life span framework to describe and explain the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with adjustment to disability during different developmental stages. The impact of disability on personality development, sexual functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives.

Credits	3
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RCP/L 530: Introduction to Counseling Theory, Practice, and the Profession

This course examines the fundamental principles and techniques of the major counseling theories, including Person-centered, Cognitive-Behavioral, Gestalt, Reality, Psychoanalytic, and Behavior and their applicability to the role of the rehabilitation counselor. Students will have an opportunity to develop and practice fundamental counseling skills. Students will also examine common ethical issues that arise in the counseling relationship and the nature and importance of supervision in counseling.

Credits	3
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RCP/L 540: Case Management and Rehabilitation Plan Development

This course will examine the concept of case management as a critical component of the role of the rehabilitation counselor. There will also be an emphasis on the importance of community outreach and the rehabilitation counselor's role in developing and maintaining effective working relationships with community agencies. This course will review the major stages of the rehabilitation process, and examine the case and caseload management issues and challenges associated with each stage. Topic areas will include: Referral and Intake; Client Evaluation and Assessment; Rehabilitation Plan Development, Job Placement Planning; and Termination/Case Closure and Follow-up Issues. Other topics covered will include scheduling and time management, caseload analysis and goal setting, case recording and documentation, and ethical case management decision-making.

Credits	3
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RCP/L 550: Principles of Family and Group Process

This course focuses on the nature of groups in human services and rehabilitation and provides students with an understanding of group process and group dynamics, and the fundamental skills in group facilitation and group leadership. Family systems and family processes will also be examined. The course includes an experiential component in which students experience what it is like to be a member of a group.

Credits	3
Prerequisites	Permission of instructor

RCP/L 599: Practicum Experience and Counseling/Ethics Seminar

The purpose of the clinical practicum is to provide a supervised practical experience in rehabilitation counseling in which students develop and practice counseling skills with actual consumers in an approved agency setting. The practicum requires a total of 100 hours over the course of one semester, 40 hours of which is in direct contact with individuals with disabilities. Students receive ongoing supervision by an approved on-site supervisor, and a faculty supervisor who conducts a weekly supervision seminar. Students will also examine common ethical and legal issues that present significant challenges in the field of rehabilitation counseling.

Credits	3
Prerequisites	Permission of Clinical Coordinator

RCP/L 619: The Effective Use of Technology in Rehabilitation Counseling Practice

This course promotes awareness and understanding of the numerous forms of technology that impact the provision of services to a range of individuals with disabilities. The course also addresses the efficient and effective incorporation of these technologies into the rehabilitation process. Special emphasis is placed on various forms of assistive technologies that enable individuals with disabilities to achieve independent living goals and successful employment outcomes.

Credits	3
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RCP/L 630: Advanced Counseling Practice

This course provides a deeper understanding of the counseling theories and evidence-based practices that have particular relevance in rehabilitation counseling and serving individuals with disabilities. Special emphasis will be on developing knowledge and skills in the areas of positive psychology and motivational interviewing.

Credits	3
Prerequisites	RCP 530, RCP 550

RCP/L 631: Cultural Responsiveness in Counseling

This course promotes knowledge and understanding of the role of culture in counseling. Cultural influences will be considered as representing a wide range of diversity issues including ethnicity, race, religion, age, gender, geography and sexuality. Students will examine their personal experiences, biases, attitudes, values and beliefs about groups representing diversity. Focus is placed on the development of cultural competencies to ensure effective counseling services to all clients with compassion and sensitivity while valuing cultural backgrounds.

Credits	3
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RCP/L 640: Directed Study

Individually supervised study and projects with advisor when appropriate.

Credits	3
Prerequisites	Permission of instructor

RCP/L 698/699: Internship and Internship Seminar I & II

The purpose of this course is to provide supervised practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling will require 600 clock hours over the course of two academic semesters. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities; and 2) faculty supervision via individual and group consultation. The internship requires students to observe and participate in all aspects of the delivery of rehabilitation counseling services. The internship is an opportunity to further develop and refine skills required for effective practice in rehabilitation counseling.

Credits	6
Credit Description	3 credits per course
Prerequisites	Permission of the Clinical Coordinator

RCP 525: The Psychology of Disability Across the Lifespan

This course utilizes a life span framework to describe and explain the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with adjustment to disability during different developmental stages. The impact of disability on personality development, sexual functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives.

Credits	3
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RCP 530: Introduction to Counseling Theory and Practice

This course examines the fundamental principles and techniques of the major counseling theories, including Person-centered, Cognitive-Behavioral, Gestalt, Reality, Psychoanalytic, and Behavior and their applicability to the role of the rehabilitation counselor. Students will have an opportunity to develop and practice fundamental counseling skills. Students will also examine common ethical issues that arise in the counseling relationship and the nature and importance of supervision in counseling.

Credits**3****RCP 601: Advances in Addiction Treatment****RCP 640: Directed Study**

Individually supervised study and projects with advisor when appropriate.

Credits**3****Prerequisites****Permission of instructor**

RES

RES 800: The Theoretical Foundations of Resiliency Building Interventions

Resiliency is an individual's positive adaptation to adversity, trauma and tragedy. Resilience is not a trait but a set of skills, behaviors, thoughts, and actions that can be learned and developed. Resiliency can be learned through cognitive behavioral therapy strategies and a strengths-based framework to develop a "resilient mindset". Resiliency training is used as a preventive intervention and as an intervention to treat the increased rates of depression and anxiety in individuals at all stages of the developmental lifespan. Resiliency building is appropriate and effective in a variety of educational, vocational, rehabilitative, health, and human service settings. This course introduces the resiliency factors (emotional regulation, impulse control, causal analysis, self-efficacy, realistic optimism, empathy, and reaching out) that serve as a foundation for implementing intervention strategies. Intervention strategies can be used effectively for developing the helper's own resiliency and as well as clients'.

Credits**3**

RES 810: Mindfulness-Based Interventions

This course introduces helping professionals to empirically based mindfulness interventions that bring about positive outcomes for practitioners and their clients. These positive outcomes are demonstrated in behavioral, cognitive and relational domains. The course focuses on mindful orientation, its history and place in helping and counseling models. A variety of formal and informal practices developed through neuroscience research is covered. A major focus of this course is to enhance and increase the skill base of helping professionals working with clients challenged by relationship struggles, trauma, substance use disorders, depression, alienation, anxiety, chronic illness, and other life challenges. Additionally, the acquisition of mindfulness-based intervention strategies increases emotional regulation, impulse control, empathy and social supports for helping professionals advancing prevention and wellness initiatives.

Credits**3**

RES 820: The Practice of Self Compassion in Resiliency

This course covers the psychoeducational self-compassion program that originated from the longstanding traditions of mindfulness and compassion. The three core components of mindfulness-based self-compassion (self-kindness, common humanity and mindfulness) are covered and practiced. The course will cover the research conducted in self-compassion and the empirical evidence supporting the efficacy of self-compassion in the prevention of depression and anxiety symptoms. Developing skills in the practice of self-compassion can assist clients and the helping professional in dealing with stress and promoting wellness. This course is designed for counselors, educators and professionals in health and human services. Prior meditation practice is not required.

Credits**3**

RES 830: Positive Psychology: A Strengths-Based Approach to Resiliency

This course covers the origin and tenets of the science of positive psychology. Strategies consistent with Positive Psychology are learned in relation to identifying, assessing, and building human strengths. This strengths-based focus is compared to and contrasted with traditional deficit-based, problem-focused models. Theoretical constructs of

positive psychology and their effective application in schools, counseling, and healthcare settings are explored in depth. Other topics covered include life satisfaction, optimism, self-efficacy, character, flow, gratitude, and creativity. Research findings and empirical studies of interventions and techniques are presented. The course provides a framework for identifying strengths and developing positive psychological strategies for clients and helping professionals.

Credits**3**

RES 840: Building Resilience After Traumatic Experiences

This course covers new developments in the field of traumatology that have prompted a critical and substantial paradigm shift for understanding trauma, mitigating its effects, and developing prevention strategies. Research related to resilience and post traumatic growth along with evidence-based treatment models are studied. This course focuses on interventions for working with children and families from a strengths-based and culturally sensitive perspective grounded in the current research on trauma and resilience. This course provides helping professionals across disciplines and service settings with critical skills to understand adverse experiences and how to respond effectively to address and prevent them.

Credits**3**

RES 850: Resonant Leadership and Supervision

This course focuses on the development of emotionally intelligent, effective leadership skills for professionals in the helping fields. The course highlights the theoretical underpinnings of emotional intelligence and integrates these principles into the leadership role. The course will cover the practical application of self-awareness assessments and exercises to enhance leadership capacities and to foster the development of leadership ability. Skilled helping professionals often find themselves in leadership and supervisory roles with limited experience and training. This course will build upon the professionals' core set of helping skills with strategies that produce a self-aware, composed, focused, energized, empathic, motivated and collaborative leadership style.

Credits**3**

RES 860: Teaching Adolescent Students Mindful Self-Compassion

This 'train-the-trainer' course prepares school personnel to bring an evidence based mindful self-compassion skills training program to students in the middle and secondary school setting. The featured curriculum, [SC 4 Teens](#) (self-compassion for teens) promotes wellbeing, decreases anxiety and depression, and supports stress management in teens and young adults. Further, this curriculum supports building the core social emotional learning competencies of self-awareness, self-management, relationship skills, social awareness, and responsible decision making. A broad review of the research literature on self-compassion, will be reviewed. Additionally, strategies for mitigating risk and reinforcing protective factors will be discussed along with adaptations for specific populations and settings.

Credits**3**

SCP

SCP 500: Pre-practicum in School Counseling

Credits	3
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SCP 505: Fundamentals of Counseling in the Schools

This course provides school-based counselors with a combination of theory and practice for implementing a comprehensive school counseling program that is consistent with national and state developmental models. A school-based counselor advances academic, personal/ social, and career opportunities for all children in a pluralistic society. The history and evolving role of school-based counseling is emphasized. The primary roles of the school-based counselor at all grade levels is covered. Curriculum development and instruction, educational planning, and consultation and collaboration skills are introduced. Practical strategies for planning, managing, and evaluating a comprehensive school program are covered utilizing national and state models. A review of Massachusetts Curriculum Frameworks and their relationship to educational planning and advising, professional issues including confidentiality, legal and ethical standards, and the future of the profession.

Credits	3
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SCP 510: Professional Orientation to Counseling

This foundation course provides an introduction to all aspects of the counseling profession. History, roles, organizational structures, ethical standards, legal issues and credentialing are included. Public policy processes that focus on the role of the professional counselor with an introduction to advocacy for the profession and clients are included. The importance of professional development and participation in counseling professional organizations and exploration of the role of the counselor as a member of a multidisciplinary team is emphasized. A class project that focuses on a professional aspect of the counseling profession is a culminating activity in this course.

Credits	3
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SCP 515: Advanced Counseling Theory and Practice

The purpose of this course is to provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and systems perspectives consistent with relevant research. Skills essential to counselors such as interviewing, active listening, communication, problem analysis, and motivation are introduced in this course. Topics include: issues of confidentiality, relationship building, evaluation of outcomes, and referral strategies. Skills are practiced in laboratory exercises.

Credits	3
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SCP 520: Psychology of Learning and Motivation

This course focuses on major theories of learning and motivation and relevant research with an emphasis on behavioral and cognitive learning theories. Consideration is given to neurophysiological foundations as well. How

learning theory informs teaching practices to promote effective lesson planning and curriculum development is emphasized. Motivational strategies with a focus on student outcomes of intentional teaching are explored using case study and lab formats. Application of learning and motivational theory to the Massachusetts Curriculum Frameworks is stressed.

Credits	3
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SCP 535: Group Counseling and Leadership

The aim of this course is to provide students with an introduction to group processes and group leadership skills. This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. Ethical issues and professional standards for groups are examined. The use of technology to manage and enhance group counseling effectiveness and resources for school counseling groups are explored.

Credits	3
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Prerequisites	SCP 510 , SCP 565
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SCP 540: Introduction to Research and Program Evaluation

This course is designed to enable students to become critical readers of research in counseling. It introduces them to design and conducts research in an applied setting. Both quantitative and qualitative methodologies are addressed. Students are expected to analyze research reports and to design potential research projects. Principles, practices, and applications of needs assessment and program evaluation, as well as use of computers for data management and analysis and ethical considerations in conducting research are a focus of this course.

Credits	3
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SCP 545: Human Growth and Development through the Life Span

This course provides in-depth study of human growth and development in the physical, cognitive, language, and social and emotional domains with an emphasis on both typical and atypical development. The positive contributions and limitations of various developmental theories and conceptual frameworks are examined. Throughout the course, students consider the relationship between development and the selection of appropriate educational services and interventions for children and adolescents with special needs.

Credits	3
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SCP 560: Psychological and Educational Assessment

This course emphasizes the use of specific diagnostic psychological tests in a variety of domains. Specific psychological and educational tests used by counselors in educational settings are examined and students have the opportunity to use assessments. Individual and group achievement, curriculum based assessment, and vocational

assessments, including the Massachusetts Comprehensive Assessment System (MCAS) are a focus. Other tests administered by psychologists are reviewed so that school counselors may understand and interpret results to parents, teachers, and students to inform educational interventions, advising, and placement decisions.

Credits	3
Prerequisites	SCP 540

SCP 600: Family Counseling, Collaboration and Engagement

Credits	3
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SCP 610: Cultural Responsiveness in Counseling

Theoretical concepts and practical strategies are used to implement effective multicultural counseling in the school setting as well as in the home and community. Specific strategies include: teaming, collaborative, preventive, and proactive practices for school counselors. Building partnerships with families, family involvement, and intervention with families to assist in academic and personal/social development of students in the role of school counselor is the aim of this course. A theoretical understanding of family systems, social systems, contemporary families, and multicultural issues is integrated with effective strategies of parent involvement and parent training. Effective interventions for facilitating positive transitions into school, from one school to another, school to work, and school to college are explored. The impact of children with disabilities upon the family system is also explored. Parenting programs are stressed in order to provide the school counselor with practical evidence-based strategies for positive parenting. The areas of child management and effective partnering with schools to support academic, career, learning, and personal/social goals of all students is emphasized.

Credits	3
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SCP 620: Vocational, Career, and College Counseling

This course presents an analysis of basic theories of career progression from a developmental perspective. Attention is given to understanding the educational, psychological, and social factors which influence educational and vocational decision making. The use of vocational and educational assessment to advise students and to facilitate school to work and college planning is included. Focus is placed on understanding the resources necessary to assist adolescents in making mature post high school plans. The use of technology and resources to facilitate vocational, career, and college counseling and advising are integrated within the course through demonstrations and opportunities for practice.

Credits	3
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SCP 625: Neuropsychology of Learning and Behavior

Building upon foundation courses in learning theory and typical and atypical child and adolescent development, this advanced course introduces students to neuropsychological principles underlying learning and behavior disorders in children and adolescents. Students become acquainted with the neuropsychological basis of learning and behavior disorders including reading, math, and language disorders as well as nonverbal learning disorders, disorders on the

autistic spectrum, disorders of attention, and executive functions. With this foundation, students are more informed about various neurodevelopmental disorders, evidence-based treatments, and accommodations for preschool through high school age children. A review of psychopharmacological interventions for the lay person is included. The interpretation of psychological and neuropsychological assessments and the presentation of these results to educators and parents is a focus in order to inform school interventions, and promote better learning and personal/ social and career outcomes for all students.

Credits	3
Prerequisites	SCP 520 , SCP 560

SCP 630: Intervention Strategies: Social and Emotional

This course builds upon the introductory counseling and development courses and provides school counselors with empirically-based prevention and intervention strategies for problems which impact the learning and development of children and adolescents in PreK-12 school settings. Topics to be covered include physical, emotional and sexual abuse, violence, divorce, substance abuse, grief, war, and terror. Prevention and treatment of childhood and adolescent disorders such as depression, anxiety, Attention Deficit Hyperactivity Disorder (ADHD), behavioral disorders and suicide will be included. Practicum experiences and course work are integrated.

Credits	3
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Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 635: Intervention Strategies: Academic and Learning

Building on a foundation of counseling, development, learning, and teaching theories this course focuses on strategies for prevention of and intervention with academic problems that interfere with learning outcomes. Research based strategies that focus on school wide, large and small groups, and individual interventions are emphasized. Competency in providing effective interventions for group and independent work skills, organization and study strategies, learning strategies, mnemonic, reading, math and content area strategies, as well as test taking and homework is taught using case study and demonstration approaches. Databased outcomes assessment and reporting is emphasized to evaluate the effectiveness of prevention and intervention strategies in improving learning and academic outcomes for all students. Practicum experiences are integrated with course work.

Credits	3
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Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 640: Developmental Psychopathology

A rapid growth in research in child development and clinical child psychology has led to the expanding field of developmental psychopathology. Developmental psychopathology combines research in child development and clinical child and adolescent psychology to better understand the conceptual frameworks, characteristics, developmental course, context and outcomes of psychopathology in children and adolescence. An ecological

approach is emphasized in the development of child and adolescent psychopathology and the influence of contexts in the developmental of psychopathology and the effect on schools and families. Risk and protective factors as well as assessment and treatment of child and adolescent disorders is presented using current research to emphasize the role of developmental processes, contexts and the interactive nature of development that influences adaptive and maladaptive functioning.

Credits	3
Prerequisites	SCP 545

SCP 645: Consultation and Collaboration: School/Home/Family

This course emphasizes the knowledge and skills needed to improve academic and behavioral outcomes through comprehensive consultation, collaboration, and problem-solving services in the school setting at the individual, group, family, and systems levels. It is designed to provide effective skills in problem solving that facilitate team building and collaborative relationships within the school, home, and community. Data-based decision making, evaluation, and accountability of interventions are addressed. Eligibility criteria for special education, development and implementation of 504 Plans, provisions for English Language Learners, crisis intervention, and referral to outside agencies, mandated reporting (51A), and transition planning are integrated within a case study and problem-solving format.

Credits	3
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Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 660: Behavioral Assessment and Intervention

This course is designed to provide students with principles for the effective use of behavioral assessment and interventions in inclusive and special education classrooms. Students will learn to use a cognitive-behavioral approach within a developmental context to identify, analyze, implement, and evaluate interventions that both prepare children and adolescents with special needs for and maintain them in general education classrooms. A team approach with a focus on consultation and collaboration skills necessary for special educators will be emphasized. Research based strategies to enhance classroom management, organization, and the learning environment will be considered.

Credits	3
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Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 670: Principles and Practices of School Social Work/Adjustment Counseling in Schools

This course focuses on an overview of the principles and practices of school social work/adjustment counseling services in the complex and challenging school setting within a multi-cultural and strengths based framework. Legal and ethical issues that affect the role of school social work/ adjustment counselors are stressed. School-based intervention strategies are discussed, including group work, behavior management, and social skills training. A variety

of topics/stressors experienced by youths, such as violence, trauma, death, divorce, poverty, neglect and abuse, alcohol and substance abuse are explored. The critical role of the school social worker/ adjustment counselor with respect to general educators, special educators, specialists, administrators, and parents will be examined. An introduction to the juvenile justice system will be provided. A systematic approach aimed at identifying effective strategies for partnering with families and community services will be emphasized.

Credits	3
Prerequisites	Permission of the Director of the School Counseling Program

SCP 675: Advanced Principles and Practices of School Adjustment Counselors/School Social Workers

Credits	3
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SCP 710: Clinical Practicum and Seminar: School Counselor, All Levels

This clinical practicum is conducted in accordance with Massachusetts school guidance counselor 5- 12 licensure regulations for Initial License. The student completes a three day a week practicum (300 hours) under the direction of the university supervisor and the immediate supervision of a school counselor who is licensed in the field at the level of certification. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for the practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling. Enrollment is limited to qualified matriculated graduate students.

Credits	3
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SCP 750: Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum based project, a research study, a field experience, a practicum or internship.

Credits	3
Prerequisites	Permission of Director of School Counseling Program

SCP 775: Clinical Practicum in School Social Work/Adjustment Counseling

Credits	3
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SCP 810: Advanced Clinical Practicum and Seminar: School Counselor, Levels 5-12

This advanced clinical practicum is conducted in accordance with Massachusetts school guidance counselor Initial licensure regulations and is designed to further enhance and refine school counseling skills. The student completes a second semester three days a week practicum (300 hours) under the direction of a university supervisor and under the immediate supervision of a school counselor who is licensed in the field at the level of certification sought.

Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling. Enrollment is limited to qualified matriculated graduate students.

Credits	3
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SCP 875: Advanced Clinical Practicum and Seminar: School Social Worker/ Adjustment

Counselor This advanced clinical counseling practicum and seminar is conducted in accordance with the Massachusetts School Social Worker/ School Adjustment Counselor (All Levels) Initial Licensure and is designed to enhance and further refine advanced counseling skills with children, adolescents and families in an education setting. The student completes a semester of practicum (450 hours) under the direction of a university supervisor and under the immediate supervision of a school social worker/adjustment counselor who is licensed. Students are evaluated using professional and ethical standards for school social worker/adjustment counselors. Students must meet specified criteria for the advanced clinical counseling practicum and seminar. The practicum and seminar focus is on student, family, and school issues and clinical strategies for implementing social worker/adjustment counselor services in the schools. Class enrollment is consistent with DESE standards for advanced clinical practicum and seminar.

Credits	3
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ASD

ASD 600: Foundations and Characteristics of Autism Spectrum Disorder

This course focuses on the unique characteristics of autism spectrum disorders as related to communication, social/emotional development, behavior, sensory processing, cognition and learning, as well as the comorbid conditions associated with autism spectrum disorders (ASD). It also provides an understanding of the differences between an educational and medical diagnosis of ASD and the definition under state and federal special education laws.

Credits	3
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ASD 640: Collaboration and Coordination: Autism Spectrum Disorders

This course focuses on building collaborative services for students with autism spectrum disorders (ASD) during school years. The collaborative services include developing an understanding and supporting the roles of other disciplines and professionals involved in the education of students with ASD and facilitating coordination and collaboration of these professionals. The course also highlights the importance of successful partnership with parents or caregiver, related service providers, and medical professionals to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner. This course also discusses community partnerships and collaborative transition planning for students with ASD.

Credits	3
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SED/ASD 600: Foundations and Characteristics of Autism Spectrum Disorders

This course focuses on the core characteristics of autism spectrum disorders (ASD) as related to communication, social/emotional skills, challenging and functional behavior, sensory processing, and cognition/learning, across the lifespan. Using an interdisciplinary lens, it provides a foundational understanding of the origins, historical trends, and current diagnostic and special educational criteria for ASD. It also covers federal and state legislation relating to ASD supports and services, with a focus on the school-age years.

Credits	3
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SED/ASD 620: Educational Assessment and Programs: Autism Spectrum Disorders

This course focuses on the design and use of research-based educational programs and individualized supports for students with autism spectrum disorders (ASD) in the least restrictive environment. This includes assessment of the unique strengths, skills (including academic, social, behavioral, and adaptive), and learning styles of students with ASD, ages 3-22. This includes the ability to identify, administer, and interpret a range of formal and informal tools in a culturally appropriate manner. Additionally, students will gain knowledge of the range of specialized and individualized instructional strategies and supports to address the development of: verbal and nonverbal communication skills (including assistive technology); social interactions skills, including those needed to avoid and respond to bullying, harassment, or teasing; skills to address needs associated with unusual responses to sensory experiences; skills to address behavioral challenges resulting from resistance to environmental change or change in routines; skills to address needs resulting from engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and any other needs

resulting from the student's disability that impact progress in the general curriculum and the development of social and emotional skills. Additionally, this course covers the use of ongoing assessment and data collection to monitor progress and skill acquisition, inform instruction, and ensure maintenance and generalization of skills across settings.

Credits	3
Prerequisites	SED/ASD 600 or equivalent.

SED/ASD 640: Collaboration and Coordination: Autism Spectrum Disorders

This course focuses on building collaborative services for students with autism spectrum disorders (ASD). This includes developing an understanding of the roles of other disciplines and professionals involved in the education of students with ASD. Students will develop skills to facilitate coordination and collaboration of these professionals working with students within and outside of the school setting, such as related service providers (e.g., speech language pathologists, occupational therapist, etc.) and medical professionals. The course will also highlight the importance of successful partnership with parents and caregivers to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner.

Credits	3
Prerequisites	SED/ASD 600 or equivalent.

SED/ASD 680: Field Experience and Seminar I: Working with Students with Autism Spectrum

Disorders This minimum of 100 hour supervised field experience I is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in [SED/ASD 600](#) and [PSY/SED 568](#) or [ABA 600](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits	3
Prerequisites	SED/ASD 600 and PSY/SED 568 or ABA 600 OR taken concurrently.

SED/ASD 690: Field Experience and Seminar II: Working with Students with Autism Spectrum

Disorders This supervised field experience II is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to

field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in [SED/ASD 620](#) and [SED/ASD 640](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits	3
Prerequisites	SED/ASD 620 and 640 OR taken concurrently.

EDU

EDU (1899): Advanced Research Seminar

The course content focuses on developing and understanding the issues necessary to read critically and evaluate research literature. Students are expected to prepare an extensive review of the research literature, develop research questions, and employ methodology relevant to special education. The paper must demonstrate an evident understanding of the clinical area of focus and the research methodology.

Credits	3
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EDU 512: Introduction to Research in Education

This course is designed to enable students to become critical readers of research in education. It will also help them to design and conduct research in an educational setting. Both quantitative and qualitative methodologies will be addressed. Students will be expected to analyze research reports and to design potential research projects.

Credits	3
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EDU 515: Diversity in Schooling

This course examines the concept of diversity and its implications for teachers, students, and schools. The course draws from leading scholars and writers in the fields of education and related disciplines to highlight the various perspectives on diversity. It also will emphasize the impact of culture on the curriculum, teacher - student relationships and pedagogy in schools. Through course readings, discussion and collaborative learning, and independent research, students will gain a greater understanding of the concept of diversity in its various permutations and will learn how to identify, select, and design teaching strategies that support expressed goals for diversity in schools.

Credits	3
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EDU 552: Foundations of Teaching Reading

This course introduces students to the theoretical and philosophical bases underlying reading development. Using the stages of reading development as a frame, students explore the role of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension at stages from emergent literacy to mature reading. Students also investigate the relationship of reading to writing, language and cultural influences on reading development, instructional models of reading, methods and materials for reading instruction, and the assessment and evaluation of reading development. There is a focus throughout the course on connecting theory and research to current practice and policy, with specific focus on the Massachusetts English Language Arts Curriculum Framework.

Credits	3
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EDU 572: Teaching Reading to Diverse Learners

Drawing from seminal research and reading disabilities, students explore the theoretical and philosophical bases underlying reading development, including the relationship between reading and writing. They will investigate etiology

of reading difficulties, principles and tools of assessment, models of reading and instructional strategies that have proved successful with learners who have reading problems. Issues such as cultural and linguistic diversity, the influence of legislation regarding children with reading/learning disabilities, prevention vs. intervention vs. remediation of reading difficulties, implementation of the Massachusetts English Language Arts Curriculum Framework, and the critical role of the teacher are also considered.

Credits	3
Prerequisites	EDU 552 or equivalent OR evidence of passing score on the Foundations of Reading Test of the Massachusetts Tests for Educator Licensure (MTEL)

EDU 574: Teaching Mathematics to Diverse Learners

This course serves to familiarize students with the theoretical and philosophical bases underlying acquisition of numeracy, with particular emphasis on the identification and prevention of children's difficulty in mathematics. Drawing from seminal research in mathematics instruction and mathematics disabilities, students will explore the acquisition of mathematics concepts and skills, etiology of difficulties in mathematics, principles of assessment, and instructional strategies that have proved successful with learners who have problems in mathematics. Issues such as cultural and linguistic diversity, the influence of legislation concerning children with learning disabilities, prevention vs. intervention vs. remediation of problems in mathematics, implementation of the Massachusetts Mathematics Curriculum Framework, and the critical role of the teacher are also considered.

Credits	3
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EDU 575: Seminar: Strategies in Teaching Mathematics to Students with Moderate Disabilities

This advanced studies graduate seminar focuses on best practice in designing and teaching mathematics instruction to meet the unique needs of elementary and middle/secondary students with moderate disabilities based on Massachusetts Curriculum Frameworks. The continuum from PreK through Secondary is presented so that teachers at all levels identify what knowledge to expect students to possess from previous courses, as well as what students need to retain for later courses. In this course, graduate participants explore, learn, and research how to teach children and adolescents critical mathematical concepts and functional math that apply to their everyday lives and future careers. Current theory and frequently used accommodations for these students for statewide, districtwide, and/or alternative math assessment are also examined. In addition, participants learn to use diagnostic tools to assess dyscalculia. Case studies from current research and participants' own teaching experiences are integrated to illustrate effective teaching of children with various mathematical difficulties. Furthermore, this course advances the mastery and progress of graduate level participants in the field of teaching mathematics with diverse learning needs. Seminar participants are expected to engage in independent research, including, but not limited to, current best practices.

Credits	3
Prerequisites	EDU 574 or equivalent and permission of Program Director

SED

SED/ASD 600: Foundations and Characteristics of Autism Spectrum Disorders

This course focuses on the core characteristics of autism spectrum disorders (ASD) as related to communication, social/emotional skills, challenging and functional behavior, sensory processing, and cognition/learning, across the lifespan. Using an interdisciplinary lens, it provides a foundational understanding of the origins, historical trends, and current diagnostic and special educational criteria for ASD. It also covers federal and state legislation relating to ASD supports and services, with a focus on the school-age years.

Credits	3
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SED/ASD 620: Educational Assessment and Programs: Autism Spectrum Disorders

This course focuses on the design and use of research-based educational programs and individualized supports for students with autism spectrum disorders (ASD) in the least restrictive environment. This includes assessment of the unique strengths, skills (including academic, social, behavioral, and adaptive), and learning styles of students with ASD, ages 3-22. This includes the ability to identify, administer, and interpret a range of formal and informal tools in a culturally appropriate manner. Additionally, students will gain knowledge of the range of specialized and individualized instructional strategies and supports to address the development of: verbal and nonverbal communication skills (including assistive technology); social interactions skills, including those needed to avoid and respond to bullying, harassment, or teasing; skills to address needs associated with unusual responses to sensory experiences; skills to address behavioral challenges resulting from resistance to environmental change or change in routines; skills to address needs resulting from engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and any other needs resulting from the student's disability that impact progress in the general curriculum and the development of social and emotional skills. Additionally, this course covers the use of ongoing assessment and data collection to monitor progress and skill acquisition, inform instruction, and ensure maintenance and generalization of skills across settings.

Credits	3
Prerequisites	SED/ASD 600 or equivalent.

SED/ASD 640: Collaboration and Coordination: Autism Spectrum Disorders

This course focuses on building collaborative services for students with autism spectrum disorders (ASD). This includes developing an understanding of the roles of other disciplines and professionals involved in the education of students with ASD. Students will develop skills to facilitate coordination and collaboration of these professionals working with students within and outside of the school setting, such as related service providers (e.g., speech language pathologists, occupational therapist, etc.) and medical professionals. The course will also highlight the importance of successful partnership with parents and caregivers to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner.

Credits	3
Prerequisites	SED/ASD 600 or equivalent.

SED/ASD 680: Field Experience and Seminar I: Working with Students with Autism Spectrum

Disorders This minimum of 100 hour supervised field experience I is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in SED/[ASD 600](#) and PSY/[SED 568](#) or [ABA 600](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits	3
Prerequisites	SED/ASD 600 and PSY/SED 568 or ABA 600 OR taken concurrently.

SED/ASD 690: Field Experience and Seminar II: Working with Students with Autism Spectrum

Disorders This supervised field experience II is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in SED/[ASD 620](#) and SED/[ASD 640](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits	3
Prerequisites	SED/ASD 620 and 640 OR taken concurrently.

SED/PSY 566: Assessment of Special Learning Needs of Children and Adolescents

In this course, students gain knowledge of both formal and informal assessment of students with special learning needs using a systematic and comprehensive approach. They examine frequently used diagnostic assessment tools in areas of physical, cognitive, language, social, and emotional development. Emphasis is placed on those assessment strategies that yield objective data regarding individual skill repertoires and learning characteristics, thereby providing a basis for educational decision making and the preparation and evaluation of IEPs. Topics such as portfolio assessment, alternative assessment, interpretation of results of assessment, report writing, IEP preparation, and communication with families and other professionals are also included.

Credits	3
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SED/PSY 568: Behavioral Assessment and Interventions

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and

interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment.

Credits**3**

SED 502: Teaching English Language Learners with and without Special Needs

This course introduces the structural levels of language, theories, principles, and processes of language acquisition. The course also focuses on reading of complex informational and literary texts, responding to text-based questions, writing from sources, and building academic vocabulary and background knowledge through discussion, reading, and writing. Graduate students will explore and examine various effective instructional approaches and pedagogical implications with critical appreciation for a full range of English language learners (PreK-8 and 5-12), including those with special needs.

Credits**3**

SED 555: Pre-practicum I: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

This supervised pre-practicum experience I is conducted in accordance with Massachusetts Department of Elementary and Secondary Education Guidelines for Pre-Practicum for Teachers. “The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum.” It provides teacher candidates with opportunities to practice and gain first-hand experiences through guided observations, teaching demos, and direct engagement with students with moderate disabilities (PreK-8 or 5-12). Seminars are held as assigned by program supervisor. Seminar topics include professional standards for teachers, evidence-based practices in special education, and individual issues related to pre-practicum placements. Teacher candidates will be observed by program supervise at least once in PreK-8 or 5-12 setting. Pre- and post-observation conferences are required.

Credits**3**

SED 560: Foundations of Special Education

This introductory course focuses on the overview of special education, various categories of disabilities, and educational issues and strategies for teaching and accommodating pupils with special needs. This course serves to familiarize graduate students with the historical, theoretical, and philosophical bases underlying special education including educational terminology for pupils with mild/moderate to severe/profound disabilities, Individualized Education Programs (IEPs), the current laws, landmark decisions, and educational mandates (e.g., IDEA) that govern the education for all children and adolescents with disabilities. It also encourages proper understanding of critical issues with regard to individuals with disabilities. Services provided by other agencies are also discussed. This course provides an essential foundation for further study in special education.

Credits**3****SED 561: Individualized Education Planning: A Collaborative Approach**

Responding to IDEA 2004, professional standards, theory, and contemporary research, this course frames the special education process as a collaborative, tiered problem solving approach to individualized educational planning. Through evidence-based tools, best practices, application, and interactive discussions, students investigate learning and behavior struggles to construct quality IEPs and documents. The course concludes with formulating a proactive action plan to promote a culture of professional support and cooperation in school settings.

Credits**3****Prerequisites**[SED 560](#)**SED 563: Developmental Pathways and Challenges**

This course provides a comprehensive examination of human growth and development of children and adolescents in the physical, cognitive, language, social, and emotional domains with an emphasis on both typical and atypical development. This course assists graduate students to better understand the relationships between developmental challenges and their effects on learning, thereby enabling them to examine and implement effective instructional approaches and interventions with critical appreciation for children and adolescents with special needs.

Credits**3****SED 565: Pre-practicum II: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)**

This supervised pre-practicum experience II is conducted in accordance with Massachusetts Department of Elementary and Secondary Education Guidelines for Pre-Practicum for Teachers. “The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum.” It provides teacher candidates with opportunities to practice and gain first-hand experiences through guided observations, teaching demos, and direct engagement with students with moderate disabilities (PreK-8 or 5-12). Seminars are held as assigned by program supervisor. Seminar topics include subject matter knowledge (SMK), professional standards for teachers (PST), evidence-based practices in special education, and individual issues related to pre-practicum placements. Teacher candidates will submit a video/technology streamed lesson (which was delivered in PreK-8 or 5-12 setting) with lesson plan and reflection to program supervise at least once. The pre-and post-observation conferences are required.

Credits**0****SED 567: Seminar: Advanced Assessment of Special Learning Needs**

This advanced studies graduate seminar focuses on promoting the advanced graduate students’ knowledge of and mastery in administrating educational diagnostic assessments for students with diverse moderate learning needs. Seminar participants learn advanced principles of accurate assessment of children and adolescents’ learning needs, to aid decision making and instructional planning for these students. Select representative diagnostic tools, which are

frequently used in PreK12 schools, are discussed, demonstrated, practiced and administered to develop skill proficiency. Seminar participants are expected to engage in independent research, including, but not limited to, current best practices.

Credits	3
Prerequisites	SED/ PSY 566 or equivalent

SED 568: Behavioral Assessment and Interventions

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment.

Credits	3
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SED 570: Inclusion: Theory and Classroom Practice

This course is designed to enable students to practice inclusive education for children and adolescents with special learning needs. Students will learn ways to design and modify curriculum, instructional materials, and teaching strategies for children and adolescents with moderate disabilities in general education settings. Emphasis is placed on the teacher's role in the preparation, implementation, and ongoing evaluation of the Individualized Education Program (IEP), consultation and collaboration skills, and on the Massachusetts Curriculum Frameworks that govern content and instruction in the state's public schools.

Credits	3
Prerequisites	SED 560 or equivalent; may be taken concurrently

SED 571: Curriculum and Methods for Students with Moderate Disabilities (PreK-8; 5-12)

This course is designed to enable teachers to provide high-quality education for their elementary, middle and high school (PreK-8; 5-12) students with disabilities. This course focuses on appropriate teaching strategies, tactics, and suggestions for students with various disabilities. It also emphasize the implementation of research-based instruction that ensures effective teaching and learning of students with diverse learning needs. In addition, comprehensive transition planning and implementation from school to young adulthood life for secondary school students with special needs are addressed. It therefore helps beginning teachers to achieve initial classroom success and to provide experienced teachers with an opportunity to extend and refine their knowledge and skills.

Credits	3
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SED 580: Learning Disabilities

This advanced course serves to deepen students' understanding of developmental variation and learning disabilities. Students examine basic neurodevelopmental functions that affect how children and adolescents learn and the disorders that cause or contribute to academic difficulties. Focus is placed upon receptive and expressive oral language, reading, written language, mathematics, and social and emotional behavior. Students review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of the teacher of students with mild to moderate learning disorders. Current issues such as cultural and linguistic diversity of students, inclusion, and the standards-based education reform movement are broadly addressed. Case studies serve to assist the student to bridge theory to practice, as well as to develop problem solving skills within the context of assessment and instructional planning for students with particular profiles.

Credits	3
Prerequisites	SED 560 or equivalent

SED 585: Teaching Students with Behavior Disorders

This course provides students with an in-depth understanding of available evidence-based interventions for students with emotional and behavioral disorders. Students will be able to design effective classroom management systems that maximize social success for all students, including those with challenging behavior. In addition, the course will address the behavioral assessment and evaluation options available to special education practitioners.

Credits	3
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SED 586: Students with Severe Disabilities

This course focuses on principles and foundations of teaching students with severe disabilities. Concepts related to history, definitions, identification, etiology, and assessment of students with severe intellectual and developmental disabilities are addressed. Other focus areas include education issues and evidence-based instructional strategies, adaptations, and multidisciplinary teaming for students with severe disabilities. Graduate students learn ways to provide individualized interventions and to include students with severe disabilities in least restrictive environments and/or general education settings.

Credits	3
Prerequisites	SED 560 or equivalent (may be taken concurrently)

SED 587: Advanced Application of Positive Behavior Supports

This course focuses on school application of positive behavior supports (PBS), beginning with the logic and research supporting the three-tiered school-wide positive behavior supports (SWPBS) model. Students will learn about the training process for schools implementing SWPBS, including the development, teaching, and reinforcing of school-wide expectations (i.e., primary level supports). Students will also learn about implementing secondary-level, targeted

behavior supports at the school-wide level. In addition, students will know how planning individualized (i.e., tertiary level) interventions fit into the SWPBS model. This course also focuses on working in teams to promote behavior support, on training staff to implement behavior supports with fidelity, and in school-wide data collection systems.

Credits	3
Prerequisites	SED/ PSY 568 or equivalent; may be taken concurrently

SED 589: Seminar: Research and Practice in Positive Behavior Supports

As part of this course, students will work in a school setting that utilizes the multi-tiered school-wide positive behavior supports (SWPBS) model. Depending on the schools' needs and the students' interest, students may be (a) working with individual students, conducting functional behavioral assessments and designing behavior intervention plans, or (b) working with a school's behavior support team to plan and assist with SWPBS implementation at the primary and/or secondary-level(s). In addition, the student may complete on-site evaluations of SWPBS and conduct training sessions with staff. Weekly seminars will focus on the successful implementation of evidence-based practices in behavior support, problem-solving techniques, and evaluation and modification of existing behavior supports.

Credits	3
Prerequisites	SED 587 and EDU 512 or equivalent; may be taken concurrently

SED 590: Practicum and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

This practicum is conducted in accordance with Massachusetts educator licensure regulations. It will provide opportunities for teacher candidates to practice knowledge in the classroom setting under the direction of a supervising practitioner and a program supervisor. In coordination with field placement, weekly seminars are held during which teacher candidates will learn about and discuss the role of the special education teacher, service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. Practicum experience and weekly seminars will give teacher candidates an opportunity to systematically integrate theory and practice in all facets of the role of the teacher of students with moderate disabilities (PreK-8; 5-12). At least 75 hours for the PreK-8 license or 150 hours for the 5-12 license, if not all, of the practicum is completed in an inclusive classroom setting.

Credits	6
Prerequisites	Permission required; enrollment limited to qualified, matriculated graduate students.

SED 591: Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

The performance assessment provides the opportunity for the student seeking Professional License to integrate content area knowledge, pedagogical theory, and practical experience. The duration of the clinical experience will be no less than 400 clock hours. The college program supervisor will evaluate the candidate in Massachusetts educator license regulations.

Credits**3****SED 660: Critical Issues in Special Education**

This course introduces the context for special education and examines current and controversial issues such as inclusion, special education law, educational reform, and accountability. Graduate students are provided with opportunities to explore, to research and to debate these issues from multiple perspectives. In addition, this course emphasizes current and critical issues that affect educators and their students.

Credits**3****Prerequisites**[SED 560](#) or equivalent (can be taken concurrently)**SED 699: Thesis: Guided Evidence-Based Instruction**

This thesis is an independent study in using a recognized research method. The thesis should examine the effectiveness of evidence-based practice. The student may develop an instructional strategy or choose a research based instructional strategy for (a) student(s) with special needs, conduct a relevant literature review, implement strategy, and investigate its effectiveness. The subject of the study should be from PreK-12. The thesis may be used for the final exit examination of master's degree program.

Credits**3****Prerequisites**[EDU 512](#) or equivalent**SED 700: Directed Study**

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum-based project, a research study, a field experience, a practicum, or an internship.

Credits**3**

SOP

SOP 700: Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)

This course covers the foundational information required of culturally responsive professionals to work effectively with Service Members, Veterans and their Families (SMVF). The course provides students with an understanding of military culture that includes the important military lexicon, branches, structure, rank system and rituals. The course employs a developmental framework when considering military family life that may include multiple deployments. The effects of war on service members and their families is examined and the important transition back to civilian life is covered. An overview of service-related injuries is included in this course including deployment-related trauma. The course introduces a number of SMVF content areas such as LGBT military members, sexual assault, suicide and suicide prevention, substance abuse and prevention, homelessness and family secondary trauma. A military immersion experience is a requirement of this course.

SOP 710: Disability & Treatment: Polytrauma

This course covers injuries associated with “Polytrauma” including extensive information related to the three hallmarks of polytrauma: brain injury, post-traumatic stress disorder (PTSD), and chronic pain. The course covers information regarding the prevalence, symptoms, and characteristics associated with polytrauma injuries with an emphasis on treatment modalities and skill development to guide treatment planning to mitigate disabilities related to polytrauma.

SOP 715: Disability and Treatment: Physical, Sensory and Psychiatric

This course covers service-related injuries, disabilities and chronic illnesses. Specifically, the course is focused on physical, sensory and psychiatric disorders acquired via military service. The course covers both historic and present-day disorders dating back to the Vietnam War era. Characteristics, including functional limitations and vocational implications, of disorders such as traumatic amputations, musculoskeletal injuries, burn injuries, hearing impairments, visual impairments, chemical, biological and radiological exposure, infectious diseases, depression, substance use disorders, blast-related injuries and the psychological impact of physical and mental torture. Treatment modalities employed for these disorders are covered along with prevention strategies to prevent secondary disabilities.

SOP 720: Systems Navigation for Service Members, Veterans and Families (SMVF)

This course provides a comprehensive overview of the VA integrated health care system. The distinct and specialized medical facilities, clinics, benefit offices and systems that are specifically developed to serve service members, veterans, and their families will also be covered. This course will provide the necessary knowledge, skill and expertise to determine priority groups and eligibility for services as well as determining benefits and assisting SMVF with enrolling, navigating and accessing care and benefits. A case management approach will be emphasized to prepare professionals for the coordination of appropriate benefits, treatment and care for SMVF.

SOP 730: Counseling Interventions & Strategies with Service Members, Veterans and Families

This course covers the competencies needed to develop and practice the appropriate, relevant and sensitive strategies to work with SMVF. This course employs a culturally sensitive and strengths-based framework to build relationships and effectively engage and empower SMVF to find effective solutions to the specific issues faced.

Solution-focused techniques, interventions and strategies will be covered and practiced with the goal of short-term counseling and therapy. Long-term strategies will also be covered for diagnoses requiring more intense counseling interventions. An integrated healthcare approach with a focus on lifestyle-oriented interventions to promote whole person health and wellness will be emphasized when working with SMVF.

SOP 740: Strengthening Resilience for Service Members, Veterans and Families (SMVF)

This course provides strong grounding in theories about stress and resilience that have a connection to practice with SMVF. The stress and resilience research and theoretical underpinnings will be covered and best practices that build resiliency skills in the helping professional as well as SMVF will be examined. This course employs a trauma-informed, strengths-based, lifespan and ecological framework to develop the skills necessary to assist SMVF to cultivate post traumatic growth as a result of the profound demands, stressors and traumatic events associated with the military experience. The course emphasizes evidence-based strategies for the prevention of adverse outcomes after traumatic experiences.

TRS

TRS 700: Foundations of Transition Education and Services

This course provides an understanding of the historical and legislative foundations of the transition movement. State and federal transition-related legislation is covered including Social Security benefits, workforce laws and regulations and accommodations for individuals with disabilities. Inclusive models are covered along with evidence-based, community-based education and other post-school options. Transition planning and service delivery is addressed for students with Individualized Education Programs. Self-determination for individuals with disabilities is emphasized along with a strengths-based approach to transition planning and services. This course emphasizes culturally competent service provision for ethnically, culturally, and linguistically diverse youth with disabilities.

Credits	3
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TRS 710: Transition Assessment

This course covers the process and methods of collecting data to provide appropriate, individualized and meaningful transition services to youth with disabilities. Current, student - centered assessment methods and tools are studied with an emphasis on administering, analyzing and interpreting the results of assessment instruments. Selection of individualized transition assessments leading to the inclusion of appropriate, measurable and annually updated postsecondary goals is an important focus of the course. Behavioral assessments, aptitude tests, personality or preference inventories, career maturity or readiness tests, interest inventories, intelligence tests, self - determination assessments, work temperament and transition planning inventories are covered. Assessment data that address the skills, abilities and supports necessary to address educational, employment, independent living needs, and the social, communication and functional skills that impact success for students with disabilities are emphasized.

Credits	3
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Prerequisites	TRS 700 or equivalent or taken concurrently
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TRS 720: Transition Systems and Supports

This course focuses on developing comprehensive transition systems and supports for secondary students with disabilities. A variety of related topics such as best practices in postsecondary education, competitive integrated employment including supposed employment, independent living, and community participation are discussed. In order to implement successful transition for those students, social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self - determination skills across all settings are addressed throughout the course.

Credits	3
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Prerequisites	TRS 700 & 770 or equivalent
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TRS 730: Collaboration in Transition Planning

This course focuses on accessing collaborative transition services for youth with disabilities during high school years to post - secondary school years. The collaborative services include active participation of students and families in IEP development, transition education and services, and support networks. Community services consist of development of partnerships with potential employers, institutes of higher education, public agencies, and community service agencies. Provision of technical assistance and professional development to school personnel are discussed.

Credits	3
Prerequisites	TRS 700 & 710 or equivalent

TRS 740: Transition: Community - Based Practicum

The purpose of this course is to provide a supervised field - based experience in the provision of Transition Services to transition - aged students with disabilities. The community - based practicum in Transition Services will require 100 clock hours in a community - based setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework.

Credits	3
Prerequisites	TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently

TRS 750: Transition: School - Based Practicum

The purpose of this course is to provide a supervised field - based experience in the provision of Transition Services to transition - aged students with disabilities. The school based practicum in Transition Services will require 100 clock hours in an approved school setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for the effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework.

Credits	3
Prerequisites	TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently

MBA

MBA 599: Business Foundations

“Business Foundations” equips new graduate management education students with the foundational knowledge needed to succeed in an online graduate-level business program. Through an engaging simulation, students navigate complex ethical dilemmas and competitive pressures in a business context, and they gain an understanding of the interconnectedness of business decisions. Beyond being introduced to the various functions within an organization, students also encounter orientation components that build essential online learning skills.

Credits	3
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Notes

This class can be taken as an elective class even if not one of your required courses.

MBA 600: Business Ethics

This course combines a theoretical analysis of moral principles and models for ethical decision making with a discussion of their practical application to business life in the 21st century. Guest lecturers, case studies, class discussion, and group projects and presentations all contribute to an examination of the relevant issues. This course recognizes Assumption College’s commitment to teaching ethics across the MBA curriculum and is designed to provide a framework for the further discussion of ethical issues that will arise in subsequent courses.

Credits	3
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MBA 601: Organizational Behavior Leading Teams and Organizations

This course presents organizational behavior theories essential to effective management and leadership. It is designed to familiarize students with foundational knowledge of human behavior, group dynamics, and organizational systems. It examines how the application of these theories can improve performance at the individual, group, and organizational levels. There is special emphasis placed on how to select and retain talent, build strong teams, and create outstanding work environments.

Credits	3
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Prerequisites	None
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MBA 602: Marketing Decision Analysis

This course is designed to help students integrate their knowledge of marketing into applied strategy for the firm as a whole. It requires creative thinking and problem-solving applied to analysis of situations as presented in cases and contemporary articles. The course covers areas such as marketing concept, target market identification, market research, consumer behavior and psychographics, product development, pricing, sales, promotion, distribution, international marketing, and comprehensive strategy development.

Credits	3
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Prerequisites	None
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MBA 603: Financial Decision Analysis

This course examines the financial strategy of the organization in terms of both external environmental factors such as inflation and taxation and internal constraints and events. It explores issues and practices in working-capital management, current-asset management, capital budgeting, long-term financing, and dividend policy, using the case method to emphasize key concepts.

Credits	3
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Prerequisites	None
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MBA 604: Operations Decision Analysis

This course examines the tools used and problems encountered in the development of strategy for the operations system in a profit-seeking or not-for-profit enterprise. Emphasis is placed on the operations of both service and manufacturing organizations. Topics include design/planning of the conversion system as well as the management and control of operations. It discusses the full range of quantitative methods used in the decision-making process, utilizing the case method of instruction to enhance the learning objectives. Computer approaches increase the effectiveness of decision making.

Credits	3
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Prerequisites	None
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MBA 605: Accounting Decisions for Managers

This course will focus on corporate decision-making skills for managers. It will involve the concepts and practices of managerial accounting, such as cost behavior, cost-volume-profit analysis, contribution margin reporting, profit planning, budgeting, performance analysis, and relevant costs for decision making.

Credits	3
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Prerequisites	None
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MBA 700: Advanced Managerial Accounting

This course focuses on information provided by management accounting systems to assist managers in their planning and control activities. It concentrates on using quantitative techniques and discussing management and cost accounting theory. Casework is assigned and extensive use of computer software is required.

Credits	3
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Prerequisites	MBA 601
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Concentration	Accounting
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MBA 701: Internal & Operational Auditing

This course covers the concepts of internal and operational auditing, focusing on the internal auditor's role as internal management consultant. In addition to teaching the techniques of internal, operational and IS systems auditing, the course encourages students to think like entrepreneurs as they perform audits. Specifically, the course covers the Institute of Internal Auditor's Standards of Professional Practice, techniques for analyzing operational deficiencies, identifying sources of problems, measuring and evaluating the cost/benefits of changes and developing solutions. The course stresses effective communication for presenting audit results and recommendations. This course is intended for those interested in auditing and individuals expecting to assume managerial or control responsibilities.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting Management

MBA 702: Ethics & Professional Responsibilities for Accountants

This course examines ethical decision-making and other professional responsibilities in the context of situations confronted by professional accountants. The AICPA Code of Professional Conduct is examined in depth, along with legal responsibilities. Cases are used to acquaint students with various types of ethically challenging situations, and the components of an ethical decision-making model are examined and emphasized.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 703: Financial Aspects of Mergers

This course covers the subject of mergers and acquisitions from several standpoints. Consideration is given to the characteristics of a merger candidate, valuation and pricing of the company, and methods of financing. The two major financial reporting approaches are covered as are opportunities for tax-free reorganization status. The course concludes with an examination of a major recent merger.

Credits	3
Prerequisites	MBA 603 helpful
Concentration	Accounting Finance/Economics

MBA 704: Tax Concepts for Managers

This course is designed to enable the non-accounting specialist to recognize the important tax consequences of decisions made by managers, administrators, and others involved in business. The tax law and planning fundamentals applicable to many everyday business transactions are discussed and explored.

Credits	3
Prerequisites	All Foundations Courses or permission of MBA Director
Concentration	Accounting Finance/Economics Management

MBA 705: Corporate Financial Reporting

This course provides students with an understanding of the current state of financial reporting practices and the manner in which corporate financial statements published in annual reports, prospectuses, and proxy statements influence our economic system. It is designed for students who wish to enhance their ability to understand and use corporate financial statements.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting Finance/Economics

MBA 706: International Accounting & Taxation

This course introduces the concepts of internal and external reporting associated with entities engaged in international business. The subject matter covers international accounting problems, analytical capabilities associated with international accounting policy issues and international taxation from two perspectives: (1) domestic operations owning foreign subsidiaries, and (2) foreign subsidiaries owning domestic subsidiaries. Familiarity with intermediate accounting or consolidation is helpful.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting

MBA 707: Human Resource Management

This course explores the elements of supervision and leadership that are crucial factors in effective management. Using a case study format, it examines various approaches to job development/enrichment, evaluation, and supervision.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 708: Labor Relations

This course is designed to expose the student to labor-management relationship dynamics. The traditional topics of labor history, law, organizing, collective bargaining, contract administration, impasse, grievance, and arbitration are dealt with in depth. The course also explores contemporary issues, such as white collar unionism, changing trends in bargaining, union/management cooperation, union survival and others. The course is designed to appeal to practitioners from labor and management, and anyone else with an interest in the field.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 709: International Management

This course examines the issues confronting managers as they plan, organize, lead, and control global/transnational operations. The basic premise is that management of a multinational corporation differs in many ways from that of a firm doing business within the boundaries of one country. Case studies of multinational corporations provide an opportunity to learn problem analysis and decision making in this complex, rapidly changing international environment.

Credits	3
Prerequisites	MBA 601
Concentration	Management

MBA 710: Business & Society

This course explores the increasing impact of environmental events on the managerial decision-making process. Selected phenomena such as technology, inflation, energy, the changing international order, and governmental regulation are examined for impact on total organizational strategy formulation, implementation and control. It also investigates the changing relationships among management and other organizational stakeholders using the case method to develop analytic and action-oriented skills.

Credits	3
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Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 711: Small Business Management

This course is designed for students who are interested in starting and successfully managing a small business. It explores in detail the sequence of events required to establish a business and develop plans/strategies for successful small business management. The course is interdisciplinary, dealing with issues from business law, management, marketing, finance, personnel, operations management, and other related areas. The method of instruction relies heavily on experiential exercise and simulation.

Credits	3
Prerequisites	All Foundations Courses
Concentration	Accounting Management Marketing

MBA 712: Special Topics Seminar

This course is designed to provide a three-credit graduate elective course in contemporary topics and issues. Topics are chosen based on timelines, interest, and relevance to current business practice. Recent topics have included:

- Social Media Marketing
- Issues in Biotechnology
- Understanding & Responding to Current Workforce Trends

Credits	3
Prerequisites	Permission of Instructor or as designated on the course schedule when offered

MBA 713: Business Research Seminar

This course explores the realities of the market research process through application of theories and processes to actual or case situations. It concentrates on the relationship between research and the development of total marketing strategy. Students will demonstrate mastery of their knowledge of research concepts, and then complete cases of several types. At least one major project is conceived, executed, and analyzed.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 715: International Marketing

This course explores marketing across national boundaries and within foreign countries as well as the coordination of marketing in multiple international markets. Specific topics will include cultural diversity, marketing intelligence, entering foreign markets, product and product line policy, distribution, advertising/promotion, pricing, planning and controlling an international marketing organization. An appreciation will be developed for the ever-changing environment and the risks/opportunities that impact the field.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 716: Promotional Strategy

This course deals with the areas of advertising, sales promotion, media strategy, personal selling, direct marketing and public relations from the perspective of a strategic decision maker. Contemporary techniques and approaches to resolving informational gaps in marketing communications will be presented and discussed. Students will perform critical analyses of marketing communications' situations as presented in business case scenarios and develop strategies which successfully differentiate products, services or ideas to potential consumers. Students are expected to design, produce, and present a complete marketing communications strategy for a specific consumer product, service or idea.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 717: Strategies for Services Marketing

This course examines the service provisioning paradigm from the perspective of managers responsible for tactical/strategic goals and planning horizons. It provides them with the requisite skill sets for business planning, decision making, and strategy formulation unique to the service sector. Topics addressed include: the behavior of the service consumer; marketing issues for service producers; the role of the service worker; service development; service pricing issues; marketing communications for services, and service delivery.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 718: Management Information Systems

This course focuses on the role of managing information in achieving strategic objectives, with special emphasis on evolving technological, application and organizational issues. This is accomplished by examining the organizational and technical foundations of the information systems and exploring the tools, techniques and approaches for building and managing effective information systems.

Credits	3
Prerequisites	MBA 601 , Computer Literacy
Concentration	Human Resources Management Marketing

MBA 719: Advanced Information Systems Management

This course deals with the management of information technology in today's businesses. The strategic role of information systems (IS) requires effective management of those resources, closely integrated with other functional strategies. Emphasis will be on the strategic role of IS, managing the essential technologies, directing the development of systems, providing effective end-user computing and support systems and dealing with the people-related issues.

Credits	3
Prerequisites	All Foundations Courses and MBA 718
Concentration	Human Resources Management Marketing

MBA 720: Purchasing & Supply Management:

This course covers the principles of purchasing and supply management and is concerned with development and administration of policies, systems, and procedures related to acquiring, holding, and distributing materials.

Credits	3
Prerequisites	MBA 604
Concentration	Management

MBA 721: Healthcare Project Management

This course provides a comprehensive foundation for project management as it applies to healthcare operations and programs. Students examine how to plan and manage projects effectively within healthcare organizations. Topics covered will include planning, organizing, staffing, and leading teams to accomplish initiatives in a resource efficient

manner. From the stage of project ideation through to completion, an overview of handling change, dealing with conflict and problem solving, is provided. Students will gain experience in setting and communicating project goals, planning and tracking progress, as well as facilitating commitment to broader organizational objectives.

Credits	3
Prerequisites	permission of MBA Director

MBA 722: Project Management

This course examines how to plan and manage projects effectively. Project Management is concerned with the planning, organizing, staffing, directing and controlling of the organization's resources for a specific time period to meet a particular set of one-time objectives. Students will learn: a) how to start with realistic project goals, to plan and track progress, and to use strategies for keeping projects on schedule; b) how to use scheduling tools such as GANTT, CPM/PERT and to utilize computer software in managing projects; c) the art of communicating on projects, handling agreements, creating teamwork, facilitating creativity, and leading people on project teams.

Credits	3
Prerequisites	MBA 604
Concentration	Management

MBA 723: Investment Analysis & Portfolio Management

This course examines the fundamentals of investment theory, markets and market forces. It will provide the student with an understanding of investment markets, the valuation of securities, and portfolio management strategies. The student will also be exposed to the techniques of aggregate market and company analysis. In addition, the course will provide a basic understanding of investment companies, stock options, warrants, and convertible securities, commodity futures, financial futures and international diversification.

Credits	3
Prerequisites	MBA 553 or MBA 563
Concentration	Finance/Economics

MBA 724: International Corporate Finance

This course is concerned with understanding the issues and the principles and techniques employed in financial decision making in an international business organization. Topics include foreign exchange markets and the international monetary system, foreign exchange risk management, financing internationally, direct foreign investment, and financial management of ongoing operations. In addition, an overview of international taxation and accounting issues is provided.

Credits	3
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Prerequisites	MBA 603
Concentration	Finance/Economics

MBA 725: Managerial Economics

This course covers micro- and macro-economic theory and their application to forecasting, production, budgeting, and government regulations in managerial decision-making.

Credits	3
Prerequisites	Calculus
Concentration	Finance/Economics

MBA 726: Organizational Development & Change

This course examines the process of change from individual, team and organizational perspectives. Because business environments are rapidly changing, managers need to improve their abilities to diagnose, implement and evaluate planned change. This course uses an experiential approach to develop the skills managers need to improve performance in changing organizations.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 727: International Business (Doing Business in a Foreign Country)

This course gives the graduate student exposure to specific issues associated with doing business outside the United States. The course takes up relevant economic, legal, cultural, business, trade, and related issues that are important to business interested in export from, import to, locations or expansion into the designated regions. The regional offerings are regularly rotated and students can take this course a maximum of twice.

Credits	3
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MBA 728: Legal Frameworks of Business

This course includes an examination of the sources of law that provide the legal framework for society in general and business relationships in particular, including national and state constitutions, legislative bodies, court systems, and administrative agencies. Contracts, agency, corporations, partnerships, the Universal Commercial Code (UCC) and consumer protection are covered as well.

Credits	3
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Concentration	Management
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MBA 729: Technical & Professional Communications

This course in oral and written management communication emphasizes analysis of contexts; critical thinking processes; frameworks from planning, organizing and editing listening skills; and social/ethical perspectives. The course promotes teamwork and group interaction.

Credits	3
Concentration	Human Resources Management Marketing

MBA 730: International Human Resources Management

This course explores the impact and complexities that the process of internationalization has on the activities and policies of human resource management in terms of cultural, legal and functional differences.

Credits	3
Prerequisites	MBA 707
Concentration	Human Resources

MBA 731: Training & Development

Using a systems approach and based on adult learning theory, this course teaches how to design, implement and evaluate formal organizational learning experiences that improve employees' performance, skills, competencies, and knowledge and lead to the attainment of organizational human resource objectives.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources

MBA 732: Compensation & Benefits

This course is designed to provide a comprehensive view of the design, development, and implementation of a "total compensation" program of both direct and indirect forms of compensation. It identifies issues in designing traditional and alternative reward strategies, administering retirement, health and deferred compensation plans as well as communication strategies for such an integrated compensation system.

Credits	3
Prerequisites	MBA 707

Concentration**Human Resources****MBA 734: Managing Diversity**

The changing composition of the workforce requires organizations to think of diversity as a business issue. This course examines and evaluates the role of diversity in the policies, practices, and strategies of organizational systems.

Credits**3****Prerequisites****[MBA 601](#)****Concentration****Human Resources
Management****MBA 738: Organizational Communication**

Contemporary organizations are facing significant communication challenges. Increased worker diversity, globalization of business, technological developments, and increased business pressure to do more with less, are all major factors contributing to complex communication dynamics. This course will explore how these major factors affect communication theory and practice within organizations at the group and individual level.

Credits**3****Concentration****Management
Marketing****MBA 739: Negotiation & Conflict Resolution**

This course is designed to assist the developing business professionals to learn negotiation theory and practice; to develop negotiation capabilities that include conflict resolution and peacemaking in both business and social settings; and to examine the skill sets required for business professionals to manage people and process programs in today's complex multinational business settings.

Credits**3****Concentration****Human Resources
Management****MBA 741: Social Media Marketing**

This course will cover social media marketing, and how it works in conjunction with digital marketing and traditional marketing. The course highlights the importance of treating each social media channel as a unique marketing effort that will not be successful if implemented as a generic strategy across all social media channels. Students will learn the cornerstones of Social Media engagement; which includes but is not limited, to the rules of engagement, rules of ideal content, and rules of outstanding content. Project based work is assigned that require students to develop social media marketing strategies.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 743: Leadership

This course is structured to provide any MBA student a comprehensive view of leadership in business and society. It covers a variety of leadership paradigms, theories, and approaches. The overriding aim for the course is to create a “learning laboratory” for students that contain opportunities to understand their own approaches and styles to leadership as they relate to the theory and various applications. The course allows for exploration of related issues to leadership and utilizes group exercises and simulations, self-evaluations and teamwork.

Credits	3
Prerequisites	MBA 601
Concentration	Management

MBA 745: Nonprofit Management

This course will offer MBA level students the opportunity to examine various management functions in the context of the mission-based organization. The course will examine current theory as it applies to leadership, governance and the roles of staff, volunteers, and donors. Additional topics will include establishing partnerships and forming alliances, allocating resources, and involving staff and volunteers in organizational growth and transition.

Credits	3
Prerequisites	MBA 601
Concentration	Management Nonprofit Leadership

MBA 750: Professional Practice & Mentoring

This is an inter-disciplinary seminar course that introduces accelerated MBA students to professional practice in the fields of business. With a focus on individual goals and personal development, students will deepen their understanding about ways to strategically manage their careers. The course is designed to strengthen professional skills, enhance communication, and deepen reflective capacity. Students will complete a comprehensive self-assessment, become familiar with career planning tools and resources, and develop a mentoring plan. Through a series of interactive workshops, case discussions, feedback sessions, and written reflective assignments, this course prepares students to put professional skills to practice in their subsequent Professional Practicum and Internship courses.

Credits	3
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Prerequisites**student in the Accelerated MBA or permission of MBA Director****MBA 751: Professional Practicum I**

This practicum course is designed to provide Accelerated MBA students with a valuable professional experience at a Greater Worcester business or nonprofit organization requiring a minimum of 20 hours per week. Students attend bi-monthly seminar/classroom sessions to share and analyze the learning and challenges in their internship experiences. Students are asked to develop proactive professional habits of mind, strengthen analytical skills, maintain positive mentoring relationships, and reflect on their overall internship performance in order to connect organizations, theory, and practice. Through a variety of guest lectures, panel discussions, and on-site visits, students are exposed to the power of networking and the importance of career management, while increasing their knowledge of managerial communications and human resources and the role that they play in understanding strategic business processes.

Credits**3****Prerequisites****student in the Accelerated MBA program or permission of MBA Director****MBA 753: Professional Practicum II**

Like [MBA 751](#) Professional Practicum I, this practicum course is designed to provide Accelerated MBA students with a valuable professional experience at a Greater Worcester business or nonprofit organizations requiring a minimum of 20 hours per week. It continues the student's practicum experience from [MBA 751](#), or gives the student a chance to explore a different work experience. Students attend bi-monthly seminar/classroom sessions to share and analyze the learning and challenges in their internship experiences. While students will continue to strengthen strategic communication skills, maintain positive mentoring relationships, and reflect on their overall internship performance and career goals, they will explore more advanced managerial topics such as culture, decision making, and negotiations. They will synthesize their learning and experiences in a final integrative project.

Credits**3****Prerequisites****student in the Accelerated MBA program or permission of MBA Director****MBA 761: CPA Exam Review**

This course is designed to prepare students for the CPA Exam, leading to licensure as a Certified Public Accountant (CPA). Students will use CPAexcel, a leader in computer-based review. Students will study Financial Accounting & Reporting, Regulation, Auditing & Attestation, and Business Environments & Concepts through online delivery of lectures, discussions, videos, and simulated exams. Students will have free continuing access to CPAexcel until they have successfully completed the entire CPA Exam.

Credits**3**

Prerequisites

student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 762: Advanced Business Law

This course is intended for students preparing to sit for the CPA Exam. It assumes that the student has a working knowledge of contract law. The course will develop that contract background as it relates to Article 2 of the Uniform Commercial Code, particularly as it relates to contract performance obligations and will follow with other Articles of the Code.

Credits

3

Prerequisites

student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 763: Internship

This course is designed to provide student interns with a valuable experiential learning opportunity, and includes field-based training through a three month, full-time (40+ hours per week) internship with an accounting organization. Through online classes, students will analyze and apply organizational behavior and management concepts to their internship experiences and share these observations. Students assess their career competencies, organizational culture preferences, risk tolerances and supervisor/feedback requirements to determine their optimal career paths. They also conduct informational interviews with professionals in their career field. All students complete observation/reflection papers which document, analyze and apply organizational theory and tacit knowledge principles to their individual internship experiences.

Credits

3

Prerequisites

student in the Accelerated MBA with Accounting Emphasis or permission of MBA Director

MBA 764: Volunteer Inc. Tax Assistance

This course will combine the study of low-income taxpayers with community service learning. Students will research individual tax credits targeted at low-income taxpayers as well as the return filing process. They will also become proficient with tax software. Students will apply their learning through the electronic preparation of tax returns for low-income Worcester residents.

Credits

3

Prerequisites

student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 770: Ethical Leadership

The purpose of this course is to critically examine and reflect on the ethical dimensions of decision making and performing the leadership role in organizations. Within this course, students use readings, their own experiences, and

current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Real-life ethical dilemmas will be used to enhance in-depth reasoning of the problem situation, and develop an action plan for solving and preventing similar problems at the organizational and societal levels. Key concepts include: cycle/process/criteria for analyzing and solving ethical dilemmas; approaches to ethical thinking and decision making; organizational ethics (people, culture, policies); social responsibility and the stakeholder approach; and common ethical dilemmas in specific settings/circumstances.

Credits	3
Prerequisites	student in the Accelerated MBA program or permission of MBA Director

MBA 771: Corporate Social Responsibility

Corporate social responsibility (CSR) deals with the impact of organizational activities on society and the environment. Presently, CSR has become an extremely important factor influencing the development of companies, their profits and brand image. Socially responsible organizations offer services and donations that support charitable activities, social actions, sustainability, wellness and disaster relief. This course takes a multi-disciplinary approach to the global social, ethical and environmental issues that historically and currently move organizations to adopt CSR practices. Topics include: the history of CSR thought, the CSR debate, management for sustainability, green management, social responsibility, social media, and social entrepreneurship.

Credits	3
Prerequisites	student in the Accelerated MBA program or permission of MBA Director

MBA 775: Management and Supervision for Healthcare Professionals

This course will provide an overview of basic management functions and the leadership skills necessary for effective healthcare supervision. Topics covered will span the vast knowledge and skill areas associated with effective healthcare business management and leadership.

Credits	3
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MBA 776: A Systems Approach to Delivering Healthcare in America

This course will take a systemic approach to healthcare delivery in the United States. An overview of healthcare delivery along with chronicling the evolution of healthcare delivery in the United States will be covered. The course will provide students with an understanding of the law, the legal system, and the policy-making process as it relates to healthcare. Individual and patient rights in healthcare and public health initiatives will be addressed in addition to public health institutions and systems. Critical policy issues and issues related to specific patient populations such as long-term care, medical technology, government health insurance programs, and health service financing will be addressed in this course. The course will culminate with a critical look at the future of healthcare and health-care delivery systems.

Credits**3****MBA 777: Critical Issues in Healthcare Ethics**

This course will address the significant and critical ethical issues evident in current healthcare practice and systems. The course will provide a strong foundation in the principles and theory in healthcare. Healthcare disparities will be addressed with a focus on populations with inadequate access to healthcare. Critical ethical issues related to healthcare will be identified and studied including areas such as physician-assisted death, domestic violence, human cloning and spirituality. Ethical considerations related to older adults such as long-term care and assisted living will be covered. The ethics of healthcare reform will be studied to look toward the future of healthcare and potential ethical issues.

Credits**3****MBA 790: Leading Organizational Development in Healthcare**

This course allows students to integrate and apply theories and frameworks from leadership and organizational development to improve healthcare organizations and operations. Students will identify a particular organizational issue in healthcare, conduct research, and develop a strategy and implementation plan using organizational development theories to improve the organization. In doing this, students will address real-world challenges in healthcare settings and focus on organizational development and effectiveness. This applied approach will prepare students to tackle real-world issues in healthcare organizations.

Credits**3****MBA 795: Management Practicum**

This course requires the student to selectively apply knowledge and analytic and decision-making skills acquired in prior courses to a field research project and the writing of a comprehensive case study. The project and case are based on a local organization in which the student is an employee or with which he or she is very familiar.

Credits**3****Prerequisites****All Functional Core Courses & Permission of Instructor****Concentration****Management****MBA 799: Independent Study**

This course has flexible structure that permits library/field investigation of topics, issues and problems of particular interest to the graduate business student. Students are allowed a maximum of two Independent Studies.

Credits**3**

MBA 800: Business Strategy

This course covers the practical tools and theoretical concepts that companies use to arrive at effective business strategies. The course is integrative and builds on students' understanding of the functional areas of the firm including operations, finance, marketing, human resource management and organizational design. Through readings, case analysis, real world company strategy analysis, simulation, and discussion course participant will learn the processes, tactics and schemes for specific action that firms use to achieve their intended business objectives.

Credits	3
Prerequisites	All Functional Core Courses (MBA 600-605), and 3 Electives (MBA 700 & 900 level courses)

MOL

MOL 610: Becoming a Leader

Today's organizational leaders are called upon to lead through example, champion a compelling vision, search for new opportunities, and empower others to succeed, all while navigating a complex and uncertain environment. This course will introduce students to these leadership challenges through the context of four core leadership competencies—professional mastery, adaptive leadership, systemic practice, and reflective thinking. Against this backdrop, students will explore various roles of leadership while developing a deeper understanding of their skills, styles, and development needs.

Credits	3
Prerequisites	No prerequisites.

MOL 613: Leading and Navigating Change and Innovation

Leaders increasingly need to understand not only how to implement and manage change inside an organization, but also how to navigate and respond to significant innovation and change occurring outside the organization. Through well-researched models and theories, this course will take a leadership perspective on how to drive and navigate change and innovation. This course gives special attention to the human dimension of change and innovation.

Credits	3
Prerequisites	MOL 610 .

MOL 615: Leader as Communicator

Leaders, whether formal or informal, use communication to carry out the work of an organization - often without realizing the nuances of their choices. This course addresses such complexities and presents how leaders can use effective communication to positively influence an organization. Students will examine foundational and modern theories of organizational communication and address relevant challenges facing leaders, such as workplace diversity, globalization, and technological developments.

Credits	3
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MOL 615: Leader as Communicator

The work of the organization is carried out through conversation and communication, but simple models of communication are not adequate in explaining the dynamics and complexity of this human interaction. This course addresses this complexity and how communication can be used to move an organization towards a preferred future. This course will address contemporary communication challenges facing the organization such as workplace diversity, globalization, and technological developments. This course will examine how a leader's awareness and appreciation of communication helps create, sustain, and change the direction of the organization.

Credits	3
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Prerequisites

None.

MOL 617: Developing the Organization

Highly performing organizations require leaders to constantly improve both organizational processes and people. This course will provide students with an organizational development approach to this challenge. Students will learn a full range of organizational development tools and methods which can be utilized to solve organizational problems, improve organizational processes, and develop individual workers and managers. In addition, students will learn an organizational consulting process to diagnose, develop, and implement organizational interventions.

Credits

3

Prerequisites[MOL 610](#) & [MBA 601](#).**MOL 785: Contemporary Issues in Leadership: A Case Approach**

This course will use a case analysis approach to present current and relevant topics in today's business environment. For each topic, students will engage in discussion and debate with peers, as well as analyze business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations.

Credits

3

Prerequisites[MOL 610](#) & [MBA 601](#).**MOL 786: The Leadership Lab**

This course provides an experiential approach to exploring leadership issues and challenges. Through case studies, guest speakers, and simulations, students will engage with leaders and leadership situations. Through this experience, students will be able to reflect and assess their development as a leader. Readings, discussion, and case studies will help prepare students for their experiential learning.

Credits

3

Prerequisites[MOL 610](#) & [MBA 601](#).**MOL 801: Leadership Capstone**

This capstone course is a culminating experience that has students engaging with an organization to analyze issues and apply the competencies developed in this program to create a plan of leadership action. The project deliverables will be a report and presentation that clarify critical strategic and leadership considerations. The project demonstrates students' professional competencies and provides evidence of theoretical knowledge applied to "real-world" issues.

Credits

3

Prerequisites

all core courses ([MOL 610](#), [MBA 601](#), [MOL 613](#), [MOL 615](#), [MOL 617](#), and [MBA 770](#)) plus one elective.

ABA 600: Behavioral and Functional Assessment

In this course, students will focus on best practices when assessing target behaviors to both increase and decrease. Students will learn indirect assessment and direct observation methods, experimental (functional) analysis, and methods to assess stimulus preference and adaptive, social, and communication skills. In addition, students will learn how to assimilate information derived from these methods to arrive at hypotheses of the function of a behavior and how to select an intervention method based on assessment results while using evidence-based practices in behavior analysis. Finally, ethical issues related to functional assessment and undesired side-effects of intervention strategies will be discussed.

Credits	3
Prerequisites	ABA 500 (may be taken concurrently) or permission of the Program Director

ABA 601: Behavior-Analytic Interventions I

This course is the first in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, education, exercise and health, organizational behavior, and other areas. Students will learn to identify, create, and implement evidence-based, behavioral interventions. There will be an emphasis on aligning interventions with assessment data and the behavior-analytic literature within the framework of the field's ethics code.

Credits	3
Prerequisites	ABA 500 and ABA 501 (may be taken concurrently) or permission of the Program Director.

ABA 602: Behavior-Analytic Interventions II

This course is the second in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, education, exercise and health, organizational behavior, and other areas. Students will learn to identify, create, and implement evidence-based, behavioral interventions, including those based on stimulus control, errorless teaching procedures, communication, and self-management within the framework of the field's ethics code. There will be an emphasis on issues related to case management, intervention monitoring and efficacy, performance management, and development of supervision skills.

Credits	3
Prerequisites	ABA 601

ABA 603: Ethical, Legal and Professional Topics in Behavior Analysis

This course will provide students with an understanding of legal, professional, and ethical issues in the delivery of behavior-analytic services and the practice of behavior-analytic research, as well as a framework for cultural responsiveness and cultural humility with respect to clients and colleagues. Students will develop the ability to correctly apply ethical principles under various conditions that represent ethical and/or legal challenges related to assessing behavior; selection of treatment protocols; evaluating behavior change; collaborating with other professionals; and relationships with clients, agencies, and colleagues. The Behavior Analyst Certification Board's® current ethics code will be used as the basis for ethical discussions. In addition, students will review the licensure rules and regulations guiding the practice of applied behavior analysis in Massachusetts.

Credits**3****ABA 604: Conceptual Foundations of Behavior Analysis**

This course will provide an introduction to the philosophy of behavioral science known as radical behaviorism. Students will learn how to distinguish between different forms of behaviorism and how to differentiate between behavioral and non-behavioral explanations of complex human behavior. In addition, the potential impact of radical behaviorism on society will be discussed. Topics will include private events (such as thinking and feeling emotions), verbal behavior, rule-governed behavior, culture, and society.

Credits**3****Prerequisites**[ABA 500](#)**ABA 600: Behavioral and Functional Assessment**

In this course, students will focus on best practices when assessing target behaviors to both increase and decrease. Students will learn indirect assessment and direct observation methods, experimental (functional) analysis, and methods to assess stimulus preference and adaptive, social, and communication skills. In addition, students will learn how to assimilate information derived from these methods to arrive at hypotheses of the function of a behavior and how to select an intervention method based on assessment results while using evidence-based practices in behavior analysis. Finally, ethical issues related to functional assessment and undesired side-effects of intervention strategies will be discussed.

Credits**3****Prerequisites****Permission of Program Director required****ABA 605: The Experimental Analysis of Behavior**

This course will provide students with a survey of research areas in the experimental analysis of behavior. Students will be exposed to a variety of topics in the basic literature related to reinforcement, behavior in transition, aversive control, stimulus control, and derived relations. There will be an emphasis on methodological and conceptual issues, and students will discuss the translation of these topics to solve social problems.

Credits**3**

Prerequisites[ABA 500](#) and [ABA 501](#)**ABA 601: Behavior-Analytic Interventions I (for non-endorsement students)**

This course is the first in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on behavioral principles of reinforcement, punishment, extinction, stimulus control, and motivating operations. In addition, students will learn specific behavior-change procedures, including interventions based on antecedents, contingency contracts, group contingencies, and quantitative analyses.

Credits

3

Prerequisites

Permission from Program Director required

ABA 700: Practicum in Applied Behavior Analysis I

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits

3

Prerequisites[ABA 500](#); permission of the Program Director.**ABA 602: Behavior-Analytic Interventions II (for non-endorsement students)**

This course is the second in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on stimulus control, simple and complex discriminations, errorless teaching procedures, and stimulus equivalence. In addition, students will learn specific behavior-change procedures, including self-management strategies, token economies, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, and augmentative communication systems. Finally, students will learn to design, evaluate, and supervise the implementation of behavioral programs.

Credits

3

Prerequisites[ABA 601](#)

ABA 701: Practicum in Applied Behavior Analysis II

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 702: Practicum in Applied Behavior Analysis III

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 703: Practicum in Applied Behavior Analysis IV

Practicum is designed to allow students to develop skills related to the BACB Task List. This course provides group supervision according to the BACB Experience Standards. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. Individual supervision will be obtained at the student's fieldwork site. During group supervision, there will be a focus on behavior assessment and behavior-change procedures. Students should expect to complete a variety of behavior-analytic activities, including peer review of class assignments, role-plays of skill acquisition and behavior reduction procedures, presentations to refine ability to speak behaviorally, and review of Task List items to achieve fluency.

Credits	3
Prerequisites	ABA 500; permission of the Program Director.

ABA 800: Thesis and Capstone Proposal Seminar

This course provides graduate students with structured guidance to develop a behavior-analytic research-thesis or capstone-project proposal. Students will explore the distinction between the thesis and capstone pathways, select a project topic, secure a thesis advisor and project committee, and develop a formal project proposal. Emphasis is

placed on identifying research questions derived from the behavior-analytic literature through a comprehensive literature review, designing methods based on behavior analysis, and crafting a clear, actionable plan. By the end of the course, students will have a completed proposal, and they will have secured approval from their committee to implement the project.

Credits	1
Prerequisites	ABA 500; ABA 501; and permission of the Program Director.

ABA 801: MA Thesis in ABA I

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	1
Prerequisites	ABA 800; and permission of the Program Director.

ABA 802: MA Thesis in ABA II

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	2
Prerequisites	Permission of the Program Director.

ABA 500: Principles of Learning and Behavior Analysis

This course provides a graduate-level introduction to the key concepts, theories and experimental paradigms for studying learning and behavior in both humans and animals. Students will be introduced to the scientific study of learning with an emphasis on how behavior changes as a function of experience. Historical and current perspectives on a range of topics, including (but not limited to) classical conditioning, operant conditioning, innate behavior, and philosophical assumptions about behavior will be examined. Finally, how the basic learning principles are relevant to everyday behavior will be discussed.

Credits	3
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ABA 803: MA Thesis in ABA III

The optional thesis in applied behavior analysis shall consist of six credits distributed across four consecutive semesters in which one credit is earned during each of the first two semesters and two credits are earned during each of the second two semesters. During the first semester, students will choose a thesis advisor, identify at least two committee members, select an applied research topic, and conduct a literature search. In the second semester, students will write an introduction, develop a research design, and secure committee and IRB approvals. In the third and fourth semesters, students will collect and analyze their data, write their thesis manuscript and defend their thesis to their committee members.

Credits	2
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Prerequisites	Permission of the Program Director.
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ABA 501: Measurement and Research Methods in Behavior Analysis

This course is designed to teach students the logic of single-subject/small-N designs, which are often used to evaluate the efficacy of a behavioral treatment for individual clients. Students will learn reliable procedures for measuring behavior, various methods of graphing data, and how to visually analyze displayed data. In addition, students will learn how to critically evaluate applied, behavior-analytic research studies. Finally, students will learn to conduct a literature search, synthesize information across studies, and write a literature review. Issues related to evidenced-based practice and ethics in research will also be discussed.

Credits	3
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ABA 804: Integrative Seminar in ABA

This course is designed to integrate conceptual, basic, and applied topics related to behavior analysis. Students will focus on case conceptualization, behavioral assessment in a variety of environments, and development and evaluation of treatment options. Students will be encouraged to develop sophisticated, fluent, and in-depth understanding of behavioral topics. In addition, students will explore professional issues related to the practice of applied behavior analysis.

Credits	3
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Prerequisites	Permission of the Program Director.
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ABA 503: Behavior Analysis and Intellectual and Developmental Disabilities

This course will provide an overview of intellectual and developmental disabilities and the relation to behavior analysis. Students will gain a perspective on the history and changing perspectives of these disabilities. Both causal and contributing genetic and environmental factors for various conditions will be discussed. Students will examine a variety of disorders in terms of physical characteristics, brain changes, growth patterns, life expectancy, communication issues, health concerns, behavioral concerns, and treatment. Disabilities examined will include Down

syndrome, fragile X syndrome, autism, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder, and learning disabilities. In addition, students will discuss a variety of current issues related to intellectual and developmental disabilities, including early intervention, educational placement, transitioning between life stages, response to intervention, medication use, and fad therapies. Finally, students will examine the behavior-analytic literature related to assessment and intervention for individuals with developmental disabilities.

Credits**3****ABA 805: Capstone Seminar**

This course serves as a culminating experience for behavior analysis students completing a capstone project. Under the guidance of their research mentor, students will implement the project they proposed in [ABA 800](#). Emphasis will be placed on application of behavior-analytic research methods, experimental design, and data analysis. By the end of the course, students will have produced a comprehensive final report and presentation that reflects their ability to synthesize and apply the behavior-analytic literature to answer a research question. All final projects must be approved by the student's project committee.

Credits**3****Prerequisites****[ABA 800](#); Permission of the Program Director****PSY 635: Clinical Health Psychology**

Clinical health psychology addresses the interactions of psychological, social, cultural, and biological factors as they relate to health and well-being across diverse populations and settings. This course will cover a range of topics that are relevant to clinical services across diverse populations and settings to promote health and well-being and to prevent, treat, and manage illness and disability. Topics addressed in this course include health behaviors and risk factors for illness and poor health, psychological determinants of health, social/cultural determinants of health and health disparities, and chronic medical illnesses and physical conditions such as cardiovascular disease, cancer, and diabetes.

Semester Offered**Spring, Fall****PSY 800: Directed Study**

Individually supervised study and projects with program advisor where appropriate. Students may take no more than two directed studies.

Credits**3****Semester Offered****Summer, Fall, Spring****PSY 650: Research Seminar**

This course provides students with the conceptual tools necessary to design and critically evaluate research in the areas of psychology and counseling. Problems in methodology are explored through readings, discussion, and involvement in research.

Credits	3
Prerequisites	PSY 504 .
Semester Offered	Spring, Summer

PSY 801: Counseling Practicum

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708.
Semester Offered	Summer

PSY 660: Special Topics Seminar in Clinical Counseling Psychology

This course is designed to provide students with contemporary topics and issues in psychotherapy. Topics will be chosen on timeliness, interest, and relevance to current psychological practice. The course will allow students the opportunity to examine current issues with greater detail than would be possible in other course offerings.

Credits	3
Prerequisites	PSY 500 , and PSY 600 .
Semester Offered	Spring, Summer

PSY 802: Counseling Internship I – Clinic Setting

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Internship Coordinator and completion of PSY 801, and two advanced (700-level) counseling courses.
Semester Offered	Fall

PSY 502: Psychology of Development

An examination of human growth and development during infancy through adolescence. Emphasis is placed on the relationship between theory, research, and application of knowledge in child development through a consideration of different theoretical perspectives (psychoanalytic, behavioral, and cognitive-developmental), current research on selected topics (e.g., prenatal influences, perceptual and cognitive development, cross-cultural differences in child rearing), and intervention programs designed to stimulate cognitive and social development in infants and young children.

Credits	3
Prerequisites	Six undergraduate courses in psychology.

PSY 701: Couples Therapy

This course focuses on contemporary theoretical approaches to couples therapy. The major theoretical models include: family of origin/relational; cognitive/behavioral; and communication. Theory, case studies, and simulation are the basis for class interaction in seminar format. Each student has the responsibility to begin formulating an organized theoretical approach to treating couples.

Credits	3
Prerequisites	PSY 500, PSY 600, and PSY 708.
Semester Offered	Fall

PSY 803: Counseling Internship II – Clinic Setting

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Internship Coordinator and completion of PSY 802.
Semester Offered	Spring

SED/PSY 566: Assessment of Special Learning Needs of Children and Adolescents

In this course, students gain knowledge of both formal and informal assessment of students with special learning needs using a systematic and comprehensive approach. They examine frequently used diagnostic assessment tools in areas of physical, cognitive, language, social, and emotional development. Emphasis is placed on those assessment strategies that yield objective data regarding individual skill repertoires and learning characteristics, thereby providing a basis for educational decision making and the preparation and evaluation of IEPs. Topics such as portfolio assessment, alternative assessment, interpretation of results of assessment, report writing, IEP preparation, and communication with families and other professionals are also included.

Credits	3
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PSY 702: Advanced Family Therapy

This course will focus on understanding interactional patterns and influences from the perspective of major family therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined. In addition to the theoretical introduction, the course will cover practical topics such as when to choose family treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and the basic treatment skills.

Credits	3
Prerequisites	PSY 500, PSY 600, and PSY 708.
Semester Offered	Summer

PSY 811: Advanced Counseling Practicum

Advanced Counseling Practicum involves placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. Advanced Counseling Practicum provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the supervised practicum, the course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic and career goals.

Credits	3
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Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708, or their equivalent.
Semester Offered	Summer

PSY 703: Dialectical Behavior Therapy

This course provides students with the theoretical understanding of Dialectical Behavior Therapy (DBT). In this seminar-style course that includes many hands-on learning activities, students develop the foundational DBT skills which prepare them to teach Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness to clients presenting with a wide variety of mental health problems. Students also learn how to plan and structure DBT Skills groups by applying DBT intervention strategies based on the DBT Skills Training Manual.

Credits	3
Prerequisites	PSY 500, PSY 600, and PSY 708.
Semester Offered	Fall

PSY 812: Advanced Counseling Internship I – Clinic Setting

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum/Internship Coordinator and completion of PSY 811 and two advanced (700-level) counseling courses.
Semester Offered	Fall

PSY 705: Group Approaches to Counseling and Psychotherapy

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Through reading and discussion, different approaches to the use of groups will be explored. Issues related to group counseling methods, skills, and leadership styles will be examined. This course will cover a range of groups that are used by mental health counselors (e.g., therapeutic, psychosocial, psychoeducational).

Credits	3
Prerequisites	PSY 500 , PSY 600 , and PSY 708 .
Semester Offered	Fall/Spring

PSY 813: Advanced Counseling Internship II – Clinic Setting

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

Credits	3
Credit Description	For students who entered the Clinical Counseling Psychology program prior to the summer 2025 semester, PSY 801, 802, 083, 811, 812, and 813 are all 4 credits each.
Prerequisites	Consent of the Practicum/Internship Coordinator and completion of PSY 811, PSY 812 and two advanced (700-level) counseling courses.
Semester Offered	Spring

SED/PSY 568: Behavioral Assessment and Interventions

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment.

Credits	3
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PSY 708: Cognitive Assessment and Psychotherapy

The focus of this course is on a psychotherapeutic understanding of cognitive structure and content as it influences the client's perceptions, emotional states, and behavior. The theory and practice of Kelly, Beck, Meichenbaum, and Ellis receive systematic treatment. Personal construct assessment, cognitive modification, stress inoculation training, self-instructional methods, and cognitive restructuring techniques receive special emphasis.

Credits	3
Prerequisites	PSY 500 , PSY 504 , and PSY 600 .
Semester Offered	Fall/Spring

PSY 500: Abnormal Psychology

This course provides a comprehensive overview of the main forms of emotional disorder, with a special focus on description and analysis of the experiential world of the patient. The most important theoretical approaches to "mental illness" are compared and contrasted so that the student gains a critical appreciation of the differing insights provided by the various approaches.

Credits	3
Semester Offered	Summer, Fall

PSY 711: Cognitive-Behavioral Assessment of Children

This course reviews the basic principles underlying the assessment of children's behavior and psychological adjustment using a cognitive-behavioral and developmental theoretical framework. Special considerations when working with children will be reviewed along with specific attention directed toward: (1) ethics, (2) behavioral observation/coding systems, (3) rating scales, (4) use of self-report with children, and (5) interviews. Students will receive instruction in choosing an appropriate instrument, designing a multi-method assessment battery, interpreting test results, and writing reports. The important link between assessment and treatment planning and evaluating treatment outcome will be stressed as well.

Credits	3
Prerequisites	PSY 502 , PSY 504 , PSY 600 , PSY 708 ; PSY 502 and PSY 504 may be taken concurrently.
Semester Offered	Spring

PSY 502: Psychology of Development

This course examines normative development and optimal functioning from infancy through adulthood. Particular emphasis is placed on how current research and developmental theories impact assessments of and interventions with children, adolescents, and adults who deviate from the normal course of development. Developmental changes across the life span are traced and factors that foster development including biological, familial, and cultural influences are explored with special consideration of risk and protective factors in development.

Credits	3
Semester Offered	Fall/Spring

PSY 712: Cognitive-Behavioral Interventions with Children

The purpose of this course is to acquaint the student with a variety of therapeutic techniques designed to address childhood difficulties. A framework for evaluating and choosing a treatment approach and a brief overview of diagnostic classification systems and their relevance to treatment will be provided. Practical techniques will be reviewed including: interviewing, interventions for working with parents, for consulting to schools, intervening with common childhood developmental problems (e.g., enuresis/encopresis) as well as more extreme psychological difficulties such as anxiety disorders, conduct disorders, and abuse. Cognitive-behavioral treatment approaches that have been empirically supported will be emphasized, and the advantages and disadvantages of techniques discussed within a developmental framework.

Credits	3
Prerequisites	PSY 500 , PSY 502 , PSY 504 , PSY 600 , PSY 708 , PSY 711 .
Semester Offered	Summer

PSY 504: Psychological Measurement

An introduction to the instruments and the methods used in the measurement and evaluation of the psychological characteristics of human beings, including elementary principles of statistical analysis.

Credits	3
Semester Offered	Summer, Fall

PSY 715: Cognitive-Behavioral Assessment of Adults

This course reviews the basic principles that guide assessment of clinical problems using a cognitive-behavioral framework. Students will learn about several assessment strategies including behavioral observation, self-report, self-monitoring, and structured interviews and rating scales. Special attention will be paid to the assessment of anxiety, depression, addictive behaviors, social skills, and marital dysfunction. The important link between assessment and treatment planning, and evaluating treatment outcome will be stressed as well.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 ; PSY 504 may be taken concurrently.
Semester Offered	Spring

PSY 600: Counseling: Principles and Practices

Examine basic approaches, principles, and procedures of counseling. Students engage in some directed role playing of counseling techniques as well as prepare a class demonstration based on their personal integration of readings and practice. Research related to counseling as well as issues regarding the nature of the counseling relationship are considered.

Credits	3
Prerequisites	PSY 500 and PSY 501 , may be taken concurrently.
Semester Offered	Summer, Fall

PSY 716: Cognitive-Behavioral Interventions for Depression and Anxiety

The purpose of this course is to acquaint the student with cognitive-behavioral theories of the etiology and treatment of depression and anxiety. Topics to be covered include the diagnosis of depressive and anxiety disorders, principles of cognitive and behavioral assessment, evaluation of suicidal ideation and behavior, and therapeutic techniques to alleviate depression and anxiety. Cognitive-behavioral approaches that have been empirically validated will be emphasized.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 .
Semester Offered	Summer

PSY 604: Ethical Principles for Counselors

The purpose of this course is to provide students with a working knowledge of ethical issues in mental health care practice. The course will consider the manner in which governing principles of health care ethics are articulated within the general values and specific prescriptions/proscriptions (legal and moral) which constitute current moral wisdom of the mental health professional. Ethical codes of the American Counseling Association, American Mental Health Counselors Association, and the American Psychological Association will be examined. Lectures, case analysis, class discussion of assigned readings, and written assignments will provide both the conceptual and practical tools for addressing the critical ethical issues, which arise in your practice.

Credits	3
Prerequisites	PSY 600 .
Semester Offered	Fall/Spring

PSY 718: Psychological Interventions for Addictive Behaviors

The purpose of this course is to acquaint the student with psychological theories of the etiology and treatment of addictive behaviors. Topics covered include the diagnosis of addictive behaviors (alcohol and drug abuse, tobacco

use), pharmacological effects of various substances, principles of psychological assessment, evaluation of clients' motivation to change, and therapeutic techniques for changing addictive behaviors. Interventions that are most strongly supported by outcome research will be emphasized in this course.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , PSY 708 .
Semester Offered	Spring

PSY 620: Lifestyle, School, and Career Development

This course will provide the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for counseling clients. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take effective appropriate actions in their career/life.

Credits	3
Semester Offered	Spring

PSY 720: Systems Interventions with Children

This course will offer an opportunity to explore clinical interventions with children and adolescents within the major contexts influencing their development and mental health – their families, schools, communities, and legal system. Emphasizing the fact that children and youth are particularly susceptible and dependent upon their environments, this course will attempt to provide the student with an appreciation of how these influence a child's personal identity and actual behavior as well as an understanding of the need to take these into account in developing viable clinical interventions.

Credits	3
Prerequisites	PSY 500 , PSY 502 , PSY 504 , PSY 600 , PSY 708 , and PSY 711 .
Semester Offered	Fall

PSY 627: Issues in Professional Practice

This course is designed to introduce the clinical counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of the Massachusetts law on the Requirements for Licensure as a Mental Health Counselor covering topics from educational to pre- and post-masters supervised practice requirements. Other topics covered include the history and reasons behind professional regulation in the mental health professions, the licensing exam, job searching, specialization of practice, continued education and training, private practice considerations, and licensing laws in other states. A major emphasis is on helping the student explore professional identity issues by asking such questions as "What does it mean to be a counseling psychologist?" "What skills do I have and what role do I play as a member of a multidisciplinary treatment team?" "What professional organizations should I belong to? Why?" "What is the difference between a profession and a job"?

Credits	3
Prerequisites	PSY 801 .
Semester Offered	Spring, Summer

PSY 725: Cognitive-Behavior Interventions for Trauma and Related Disorders

This course will provide the theoretical foundation and detailed examination of evidence-based interventions for counseling individuals who experience traumatic events or crises. The course will examine the epidemiology and characteristics of traumatic events, emergencies, or disasters, along with common cognitive, affective, and behavioral responses to these events. Evidence-based assessment and intervention strategies will be emphasized as a means to counseling individuals who experience mental or emotional disorders during times of crisis, emergency, or disaster.

Credits	3
Prerequisites	PSY 500 , PSY 504 , PSY 600 , and PSY 708 .
Semester Offered	Fall, Spring

PSY 630: Cultural Competencies in Counseling

Competent mental health professionals must use culturally appropriate intervention strategies when working with a diverse clientele. The purpose of this course is to foster the development of multicultural competence in counseling practices. The course is designed to promote the awareness of cultural factors that can affect counseling practices, knowledge about various cultural backgrounds and experiences. Issues to be addressed in this course include prejudice, racism, oppression, and discrimination that affect individuals from various racial or ethnic groups, elders, individuals with disabilities, women, gay men, and lesbians.

Credits	3
Prerequisites	PSY 500 , PSY 501 , and PSY 600 .
Semester Offered	Spring, Summer

PSY 790: Professional Integrative Seminar

This course is designed to facilitate the synthesis and integration of theory, practice, and research related to psychotherapy. Special attention will be paid to issues of case conceptualization, psychological assessment, and the efficacy of psychotherapy. In addition, students will be encouraged to develop a more sophisticated understanding of psychological interventions for specific psychosocial problems and difficulties.

Credits	3
Prerequisites	PSY 708 and PSY 801 .

Semester Offered

Fall

RCP/L 525: Human Growth, Development and Disability Across the Life Span

This course utilizes a life span framework to describe and explain the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with adjustment to disability during different developmental stages. The impact of disability on personality development, sexual functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives.

Credits

3

RCP/L 530: Introduction to Counseling Theory, Practice, and the Profession

This course examines the fundamental principles and techniques of the major counseling theories, including Person-centered, Cognitive-Behavioral, Gestalt, Reality, Psychoanalytic, and Behavior and their applicability to the role of the rehabilitation counselor. Students will have an opportunity to develop and practice fundamental counseling skills. Students will also examine common ethical issues that arise in the counseling relationship and the nature and importance of supervision in counseling.

Credits

3

RCP 601: Advances in Addiction Treatment**RCP/L 540: Case Management and Rehabilitation Plan Development**

This course will examine the concept of case management as a critical component of the role of the rehabilitation counselor. There will also be an emphasis on the importance of community outreach and the rehabilitation counselor's role in developing and maintaining effective working relationships with community agencies. This course will review the major stages of the rehabilitation process, and examine the case and caseload management issues and challenges associated with each stage. Topic areas will include: Referral and Intake; Client Evaluation and Assessment; Rehabilitation Plan Development, Job Placement Planning; and Termination/Case Closure and Follow-up Issues. Other topics covered will include scheduling and time management, caseload analysis and goal setting, case recording and documentation, and ethical case management decision-making.

Credits

3

RCP/L 550: Principles of Family and Group Process

This course focuses on the nature of groups in human services and rehabilitation and provides students with an understanding of group process and group dynamics, and the fundamental skills in group facilitation and group leadership. Family systems and family processes will also be examined. The course includes an experiential component in which students experience what it is like to be a member of a group.

Credits	3
Prerequisites	Permission of instructor

RCP 530: Introduction to Counseling Theory and Practice

This course examines the fundamental principles and techniques of the major counseling theories, including Person-centered, Cognitive-Behavioral, Gestalt, Reality, Psychoanalytic, and Behavior and their applicability to the role of the rehabilitation counselor. Students will have an opportunity to develop and practice fundamental counseling skills. Students will also examine common ethical issues that arise in the counseling relationship and the nature and importance of supervision in counseling.

Credits	3
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RCP/L 599: Practicum Experience and Counseling/Ethics Seminar

The purpose of the clinical practicum is to provide a supervised practical experience in rehabilitation counseling in which students develop and practice counseling skills with actual consumers in an approved agency setting. The practicum requires a total of 100 hours over the course of one semester, 40 hours of which is in direct contact with individuals with disabilities. Students receive ongoing supervision by an approved on-site supervisor, and a faculty supervisor who conducts a weekly supervision seminar. Students will also examine common ethical and legal issues that present significant challenges in the field of rehabilitation counseling.

Credits	3
Prerequisites	Permission of Clinical Coordinator

RCP/L 619: The Effective Use of Technology in Rehabilitation Counseling Practice

This course promotes awareness and understanding of the numerous forms of technology that impact the provision of services to a range of individuals with disabilities. The course also addresses the efficient and effective incorporation of these technologies into the rehabilitation process. Special emphasis is placed on various forms of assistive technologies that enable individuals with disabilities to achieve independent living goals and successful employment outcomes.

Credits	3
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RCP/L 630: Advanced Counseling Practice

This course provides a deeper understanding of the counseling theories and evidence-based practices that have particular relevance in rehabilitation counseling and serving individuals with disabilities. Special emphasis will be on developing knowledge and skills in the areas of positive psychology and motivational interviewing.

Credits	3
Prerequisites	RCP 530, RCP 550

RCP/L 501: Substance Use Disorders and Addiction

The purpose of this course is to familiarize students with the history, types, and problems associated with drug and alcohol abuse and various forms of addiction. Specific topics will include alcohol abuse and addiction, prescription and illegal drug use, and other forms of addictive behavior including compulsive gambling and eating disorders. Programs such as AA, NA, Al-Anon, Over Eaters Anonymous will be explored, along with other treatment and rehabilitation approaches. Special Emphasis will be on the impact of these disorders on the individual, family, community and society at large. Effective counseling strategies and evidence-based practices will also be covered in this course.

Credits**3****RCP/L 631: Cultural Responsiveness in Counseling**

This course promotes knowledge and understanding of the role of culture in counseling. Cultural influences will be considered as representing a wide range of diversity issues including ethnicity, race, religion, age, gender, geography and sexuality. Students will examine their personal experiences, biases, attitudes, values and beliefs about groups representing diversity. Focus is placed on the development of cultural competencies to ensure effective counseling services to all clients with compassion and sensitivity while valuing cultural backgrounds.

Credits**3****RCP/L 502: Rehabilitation Research and Program Evaluation**

The course provides an introduction to the scientific method with an emphasis on understanding empirical research in Human Services, Rehabilitation and Disability Studies. Students will examine the importance of research activities on improvement of rehabilitation services, and learn how to develop and implement meaningful program evaluation. Students will become familiar with many peer-reviewed journals and literature search strategies and many of the most commonly used research test designs and statistical analyses.

Credits**3****RCP/L 640: Directed Study**

Individually supervised study and projects with advisor when appropriate.

Credits**3****Prerequisites****Permission of instructor****RCP/L 503: Foundations of the Rehabilitation Counseling Profession**

This course is an introduction to the field of rehabilitation, independent living and the role of the rehabilitation counselor. It provides an overview of the historical, legislative and philosophical forces that shaped the field of rehabilitation. Special emphasis will be on the civil rights movement for individuals with disabilities, the ADA, the Rehabilitation Act, and evolving disability policy in the U.S. Historical and present day societal attitudes and values toward individuals with disabilities will also be examined.

Credits	3
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RCP/L 698/699: Internship and Internship Seminar I & II

The purpose of this course is to provide supervised practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling will require 600 clock hours over the course of two academic semesters. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities; and 2) faculty supervision via individual and group consultation. The internship requires students to observe and participate in all aspects of the delivery of rehabilitation counseling services. The internship is an opportunity to further develop and refine skills required for effective practice in rehabilitation counseling.

Credits	6
Credit Description	3 credits per course
Prerequisites	Permission of the Clinical Coordinator

RCP/L 505: Introduction to Assessment and Appraisal of Individuals with Disabilities

This course provides an introduction to a wide range of assessment instruments and tools used by rehabilitation counselors, psychologists, vocational evaluators and others in the assessment and evaluation in individuals, including those with disabilities. Students will gain an understanding of the purpose and administration of various types of tests and other instruments and how results can be used to facilitate the rehabilitation process. Concerns about cultural bias and reasonable accommodation in testing will be addressed, along with strategies for interpreting and reviewing testing results with clients. Students will have an opportunity to experience several assessment instruments commonly used in rehabilitation counseling.

Credits	3
Prerequisites	a course in Test and Measurements, or its equivalent, and/or consent of instructor

RCP 525: The Psychology of Disability Across the Lifespan

This course utilizes a life span framework to describe and explain the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with adjustment to disability during different developmental stages. The impact of disability on personality development, sexual functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives.

Credits	3
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RCP/L 510: Introduction to Medical Rehabilitation

This course includes a brief review of the human anatomy and physiology, and a review of the major medical/physical disabilities and chronic illnesses that result in significant disabling conditions and impairments. It provides students with an understanding of the various medical specialties, medical terminology and skills in effectively utilizing medical consultation in the rehabilitation workplace. Students will have an opportunity to learn about the social, educational and vocational implications of chronic illness and physical disability. The health care system, disability benefits and resources will also be addressed in this course.

Credits	3
Prerequisites	Anatomy and Physiology is recommended but not required

RCP 640: Directed Study

Individually supervised study and projects with advisor when appropriate.

Credits	3
Prerequisites	Permission of instructor

RCP/L 512: Occupational Analysis, Career Development Theory and Job Placement Strategies

This course provides a comprehensive overview of the world of work for rehabilitation counselors. Students become familiar with various forms of occupational data, information, and resources and their utilization in rehabilitation. Topics covered will include job classification systems, such as O*NET and the DOT, job analysis, and labor market surveys. Students will also become familiar with the major career development theories and their relevance to the vocational rehabilitation process. A variety of job placement support services and strategies will also be addressed, along with major federal and state legislation related to the employment of individuals with disabilities.

Credits	3
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RCP/L 513: Vocational Evaluation and Career Planning

This course focuses on the vocational evaluation of individuals with disabilities, and the development of counselor skills to assist clients to develop a realistic and attainable vocational goal. Students become knowledgeable about a variety of vocational evaluation and assessment tools, and the essential elements of a vocational evaluation report. Special topics include job analysis, transferrable skills analysis, reasonable accommodation and assistive technology.

Credits	3
Prerequisites	RCP 505

RCP/L 514: Private Sector and Forensic Rehabilitation

This course provides students with a basic knowledge and understanding of rehabilitation, and the role of the rehabilitation specialist in the private-for-profit sector. The focus is on injured- worker rehabilitation, and the vocational

rehabilitation and case management services provided under worker's compensation, and long-term disability insurance coverage. The course covers disability management systems, including risk management strategies, forensic rehabilitation, and the relevant federal and state laws. Additional topics will include issues related to Managed Care and Life Care Planning.

Credits	3
Prerequisites	RCP 512

RCP/L 520: Principles of Psychiatric Rehabilitation

The course introduces students to the major categories of Psychiatric Disability, including their etiology, symptoms, prognosis, treatment and recovery. A major focus of the course is on the core principles and evidence-based practices of Psychiatric Rehabilitation. Content areas covered include implications of psychiatric disability throughout the life span, psychiatric disability within the family, and the rehabilitation counselor's role as facilitators in the recovery process.

Credits	3
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RES 850: Resonant Leadership and Supervision

This course focuses on the development of emotionally intelligent, effective leadership skills for professionals in the helping fields. The course highlights the theoretical underpinnings of emotional intelligence and integrates these principles into the leadership role. The course will cover the practical application of self-awareness assessments and exercises to enhance leadership capacities and to foster the development of leadership ability. Skilled helping professionals often find themselves in leadership and supervisory roles with limited experience and training. This course will build upon the professionals' core set of helping skills with strategies that produce a self-aware, composed, focused, energized, empathic, motivated and collaborative leadership style.

Credits	3
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RES 800: The Theoretical Foundations of Resiliency Building Interventions

Resiliency is an individual's positive adaptation to adversity, trauma and tragedy. Resilience is not a trait but a set of skills, behaviors, thoughts, and actions that can be learned and developed. Resiliency can be learned through cognitive behavioral therapy strategies and a strengths-based framework to develop a "resilient mindset". Resiliency training is used as a preventive intervention and as an intervention to treat the increased rates of depression and anxiety in individuals at all stages of the developmental lifespan. Resiliency building is appropriate and effective in a variety of educational, vocational, rehabilitative, health, and human service settings. This course introduces the resiliency factors (emotional regulation, impulse control, causal analysis, self-efficacy, realistic optimism, empathy, and reaching out) that serve as a foundation for implementing intervention strategies. Intervention strategies can be used effectively for developing the helper's own resiliency and as well as clients'.

Credits	3
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RES 810: Mindfulness-Based Interventions

This course introduces helping professionals to empirically based mindfulness interventions that bring about positive outcomes for practitioners and their clients. These positive outcomes are demonstrated in behavioral, cognitive and relational domains. The course focuses on mindful orientation, its history and place in helping and counseling models. A variety of formal and informal practices developed through neuroscience research is covered. A major focus of this course is to enhance and increase the skill base of helping professionals working with clients challenged by relationship struggles, trauma, substance use disorders, depression, alienation, anxiety, chronic illness, and other life challenges. Additionally, the acquisition of mindfulness-based intervention strategies increases emotional regulation, impulse control, empathy and social supports for helping professionals advancing prevention and wellness initiatives.

Credits**3****RES 820: The Practice of Self Compassion in Resiliency**

This course covers the psychoeducational self-compassion program that originated from the longstanding traditions of mindfulness and compassion. The three core components of mindfulness-based self-compassion (self-kindness, common humanity and mindfulness) are covered and practiced. The course will cover the research conducted in self-compassion and the empirical evidence supporting the efficacy of self-compassion in the prevention of depression and anxiety symptoms. Developing skills in the practice of self-compassion can assist clients and the helping professional in dealing with stress and promoting wellness. This course is designed for counselors, educators and professionals in health and human services. Prior meditation practice is not required.

Credits**3****RES 830: Positive Psychology: A Strengths-Based Approach to Resiliency**

This course covers the origin and tenets of the science of positive psychology. Strategies consistent with Positive Psychology are learned in relation to identifying, assessing, and building human strengths. This strengths-based focus is compared to and contrasted with traditional deficit-based, problem-focused models. Theoretical constructs of positive psychology and their effective application in schools, counseling, and healthcare settings are explored in depth. Other topics covered include life satisfaction, optimism, self-efficacy, character, flow, gratitude, and creativity. Research findings and empirical studies of interventions and techniques are presented. The course provides a framework for identifying strengths and developing positive psychological strategies for clients and helping professionals.

Credits**3****RES 840: Building Resilience After Traumatic Experiences**

This course covers new developments in the field of traumatology that have prompted a critical and substantial paradigm shift for understanding trauma, mitigating its effects, and developing prevention strategies. Research related to resilience and post traumatic growth along with evidence-based treatment models are studied. This course focuses on interventions for working with children and families from a strengths-based and culturally sensitive perspective grounded in the current research on trauma and resilience. This course provides helping professionals across disciplines and service settings with critical skills to understand adverse experiences and how to respond effectively to address and prevent them.

Credits**3****RES 860: Teaching Adolescent Students Mindful Self-Compassion**

This 'train-the-trainer' course prepares school personnel to bring an evidence based mindful self-compassion skills training program to students in the middle and secondary school setting. The featured curriculum, [SC 4 Teens](#) (self-compassion for teens) promotes wellbeing, decreases anxiety and depression, and supports stress management in teens and young adults. Further, this curriculum supports building the core social emotional learning competencies of self-awareness, self-management, relationship skills, social awareness, and responsible decision making. A broad review of the research literature on self-compassion, will be reviewed. Additionally, strategies for mitigating risk and reinforcing protective factors will be discussed along with adaptations for specific populations and settings.

Credits**3****SCP 505: Fundamentals of Counseling in the Schools**

This course provides school-based counselors with a combination of theory and practice for implementing a comprehensive school counseling program that is consistent with national and state developmental models. A school-based counselor advances academic, personal/ social, and career opportunities for all children in a pluralistic society. The history and evolving role of school-based counseling is emphasized. The primary roles of the school-based counselor at all grade levels is covered. Curriculum development and instruction, educational planning, and consultation and collaboration skills are introduced. Practical strategies for planning, managing, and evaluating a comprehensive school program are covered utilizing national and state models. A review of Massachusetts Curriculum Frameworks and their relationship to educational planning and advising, professional issues including confidentiality, legal and ethical standards, and the future of the profession.

Credits**3****SCP 670: Principles and Practices of School Social Work/Adjustment Counseling in Schools**

This course focuses on an overview of the principles and practices of school social work/adjustment counseling services in the complex and challenging school setting within a multi-cultural and strengths based framework. Legal and ethical issues that affect the role of school social work/ adjustment counselors are stressed. School-based intervention strategies are discussed, including group work, behavior management, and social skills training. A variety of topics/stressors experienced by youths, such as violence, trauma, death, divorce, poverty, neglect and abuse, alcohol and substance abuse are explored. The critical role of the school social worker/ adjustment counselor with respect to general educators, special educators, specialists, administrators, and parents will be examined. An introduction to the juvenile justice system will be provided. A systematic approach aimed at identifying effective strategies for partnering with families and community services will be emphasized.

Credits**3****Prerequisites****Permission of the Director of the School Counseling Program**

SCP 510: Professional Orientation to Counseling

This foundation course provides an introduction to all aspects of the counseling profession. History, roles, organizational structures, ethical standards, legal issues and credentialing are included. Public policy processes that focus on the role of the professional counselor with an introduction to advocacy for the profession and clients are included. The importance of professional development and participation in counseling professional organizations and exploration of the role of the counselor as a member of a multidisciplinary team is emphasized. A class project that focuses on a professional aspect of the counseling profession is a culminating activity in this course.

Credits**3****SCP 710: Clinical Practicum and Seminar: School Counselor, All Levels**

This clinical practicum is conducted in accordance with Massachusetts school guidance counselor 5- 12 licensure regulations for Initial License. The student completes a three day a week practicum (300 hours) under the direction of the university supervisor and the immediate supervision of a school counselor who is licensed in the field at the level of certification. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for the practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling. Enrollment is limited to qualified matriculated graduate students.

Credits**3****SCP 515: Advanced Counseling Theory and Practice**

The purpose of this course is to provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and systems perspectives consistent with relevant research. Skills essential to counselors such as interviewing, active listening, communication, problem analysis, and motivation are introduced in this course. Topics include: issues of confidentiality, relationship building, evaluation of outcomes, and referral strategies. Skills are practiced in laboratory exercises.

Credits**3****SCP 810: Advanced Clinical Practicum and Seminar: School Counselor, Levels 5-12**

This advanced clinical practicum is conducted in accordance with Massachusetts school guidance counselor Initial licensure regulations and is designed to further enhance and refine school counseling skills. The student completes a second semester three days a week practicum (300 hours) under the direction of a university supervisor and under the immediate supervision of a school counselor who is licensed in the field at the level of certification sought. Students are evaluated using professional and ethical standards for school counselors. Students must meet specified criteria for practicum. The seminar focuses on issues and strategies for implementing a comprehensive school counseling program incorporating technology for effective school counseling. Enrollment is limited to qualified matriculated graduate students.

Credits**3**

SCP 500: Pre-practicum in School Counseling

Credits	3
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SCP 520: Psychology of Learning and Motivation

This course focuses on major theories of learning and motivation and relevant research with an emphasis on behavioral and cognitive learning theories. Consideration is given to neurophysiological foundations as well. How learning theory informs teaching practices to promote effective lesson planning and curriculum development is emphasized. Motivational strategies with a focus on student outcomes of intentional teaching are explored using case study and lab formats. Application of learning and motivational theory to the Massachusetts Curriculum Frameworks is stressed.

Credits	3
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SCP 875: Advanced Clinical Practicum and Seminar: School Social Worker/ Adjustment

Counselor This advanced clinical counseling practicum and seminar is conducted in accordance with the Massachusetts School Social Worker/ School Adjustment Counselor (All Levels) Initial Licensure and is designed to enhance and further refine advanced counseling skills with children, adolescents and families in an education setting. The student completes a semester of practicum (450 hours) under the direction of a university supervisor and under the immediate supervision of a school social worker/adjustment counselor who is licensed. Students are evaluated using professional and ethical standards for school social worker/adjustment counselors. Students must meet specified criteria for the advanced clinical counseling practicum and seminar. The practicum and seminar focus is on student, family, and school issues and clinical strategies for implementing social worker/adjustment counselor services in the schools. Class enrollment is consistent with DESE standards for advanced clinical practicum and seminar.

Credits	3
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SCP 600: Family Counseling, Collaboration and Engagement

Credits	3
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SCP 535: Group Counseling and Leadership

The aim of this course is to provide students with an introduction to group processes and group leadership skills. This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. Ethical issues and professional standards for groups are examined. The use of technology to manage and enhance group counseling effectiveness and resources for school counseling groups are explored.

Credits	3
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Prerequisites	SCP 510 , SCP 565
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SCP 675: Advanced Principles and Practices of School Adjustment Counselors/School Social Workers

Credits	3
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SCP 540: Introduction to Research and Program Evaluation

This course is designed to enable students to become critical readers of research in counseling. It introduces them to design and conducts research in an applied setting. Both quantitative and qualitative methodologies are addressed. Students are expected to analyze research reports and to design potential research projects. Principles, practices, and applications of needs assessment and program evaluation, as well as use of computers for data management and analysis and ethical considerations in conducting research are a focus of this course.

Credits	3
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SCP 775: Clinical Practicum in School Social Work/Adjustment Counseling

Credits	3
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SCP 545: Human Growth and Development through the Life Span

This course provides in-depth study of human growth and development in the physical, cognitive, language, and social and emotional domains with an emphasis on both typical and atypical development. The positive contributions and limitations of various developmental theories and conceptual frameworks are examined. Throughout the course, students consider the relationship between development and the selection of appropriate educational services and interventions for children and adolescents with special needs.

Credits	3
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SCP 560: Psychological and Educational Assessment

This course emphasizes the use of specific diagnostic psychological tests in a variety of domains. Specific psychological and educational tests used by counselors in educational settings are examined and students have the opportunity to use assessments. Individual and group achievement, curriculum based assessment, and vocational assessments, including the Massachusetts Comprehensive Assessment System (MCAS) are a focus. Other tests administered by psychologists are reviewed so that school counselors may understand and interpret results to parents, teachers, and students to information educational interventions, advising, and placement decisions.

Credits	3
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Prerequisites	<u>SCP 540</u>
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SCP 610: Cultural Responsiveness in Counseling

Theoretical concepts and practical strategies are used to implement effective multicultural counseling in the school setting as well as in the home and community. Specific strategies include: teaming, collaborative, preventive, and proactive practices for school counselors. Building partnerships with families, family involvement, and intervention

with families to assist in academic and personal/social development of students in the role of school counselor is the aim of this course. A theoretical understanding of family systems, social systems, contemporary families, and multicultural issues is integrated with effective strategies of parent involvement and parent training. Effective interventions for facilitating positive transitions into school, from one school to another, school to work, and school to college are explored. The impact of children with disabilities upon the family system is also explored. Parenting programs are stressed in order to provide the school counselor with practical evidence-based strategies for positive parenting. The areas of child management and effective partnering with schools to support academic, career, learning, and personal/social goals of all students is emphasized.

Credits**3****SCP 620: Vocational, Career, and College Counseling**

This course presents an analysis of basic theories of career progression from a developmental perspective. Attention is given to understanding the educational, psychological, and social factors which influence educational and vocational decision making. The use of vocational and educational assessment to advise students and to facilitate school to work and college planning is included. Focus is placed on understanding the resources necessary to assist adolescents in making mature post high school plans. The use of technology and resources to facilitate vocational, career, and college counseling and advising are integrated within the course through demonstrations and opportunities for practice.

Credits**3****SCP 625: Neuropsychology of Learning and Behavior**

Building upon foundation courses in learning theory and typical and atypical child and adolescent development, this advanced course introduces students to neuropsychological principles underlying learning and behavior disorders in children and adolescents. Students become acquainted with the neuropsychological basis of learning and behavior disorders including reading, math, and language disorders as well as nonverbal learning disorders, disorders on the autistic spectrum, disorders of attention, and executive functions. With this foundation, students are more informed about various neurodevelopmental disorders, evidence-based treatments, and accommodations for preschool through high school age children. A review of psychopharmacological interventions for the lay person is included. The interpretation of psychological and neuropsychological assessments and the presentation of these results to educators and parents is a focus in order to inform school interventions, and promote better learning and personal/social and career outcomes for all students.

Credits**3****Prerequisites**[SCP 520](#), [SCP 560](#)**SCP 630: Intervention Strategies: Social and Emotional**

This course builds upon the introductory counseling and development courses and provides school counselors with empirically-based prevention and intervention strategies for problems which impact the learning and development of children and adolescents in PreK-12 school settings. Topics to be covered include physical, emotional and sexual

abuse, violence, divorce, substance abuse, grief, war, and terror. Prevention and treatment of childhood and adolescent disorders such as depression, anxiety, Attention Deficit Hyperactivity Disorder (ADHD), behavioral disorders and suicide will be included. Practicum experiences and course work are integrated.

Credits**3****Notes**

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 635: Intervention Strategies: Academic and Learning

Building on a foundation of counseling, development, learning, and teaching theories this course focuses on strategies for prevention of and intervention with academic problems that interfere with learning outcomes. Research based strategies that focus on school wide, large and small groups, and individual interventions are emphasized. Competency in providing effective interventions for group and independent work skills, organization and study strategies, learning strategies, mnemonic, reading, math and content area strategies, as well as test taking and homework is taught using case study and demonstration approaches. Databased outcomes assessment and reporting is emphasized to evaluate the effectiveness of prevention and intervention strategies in improving learning and academic outcomes for all students. Practicum experiences are integrated with course work.

Credits**3****Notes**

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 750: Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum based project, a research study, a field experience, a practicum or internship.

Credits**3****Prerequisites****Permission of Director of School Counseling Program****SCP 640: Developmental Psychopathology**

A rapid growth in research in child development and clinical child psychology has led to the expanding field of developmental psychopathology. Developmental psychopathology combines research in child development and clinical child and adolescent psychology to better understand the conceptual frameworks, characteristics, developmental course, context and outcomes of psychopathology in children and adolescence. An ecological approach is emphasized in the development of child and adolescent psychopathology and the influence of contexts in the developmental of psychopathology and the effect on schools and families. Risk and protective factors as well as assessment and treatment of child and adolescent disorders is presented using current research to emphasize the role of developmental processes, contexts and the interactive nature of development that influences adaptive and maladaptive functioning.

Credits**3**

Prerequisites[SCP 545](#)**SCP 645: Consultation and Collaboration: School/Home/Family**

This course emphasizes the knowledge and skills needed to improve academic and behavioral outcomes through comprehensive consultation, collaboration, and problem-solving services in the school setting at the individual, group, family, and systems levels. It is designed to provide effective skills in problem solving that facilitate team building and collaborative relationships within the school, home, and community. Data-based decision making, evaluation, and accountability of interventions are addressed. Eligibility criteria for special education, development and implementation of 504 Plans, provisions for English Language Learners, crisis intervention, and referral to outside agencies, mandated reporting (51A), and transition planning are integrated within a case study and problem-solving format.

Credits

3

Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SCP 660: Behavioral Assessment and Intervention

This course is designed to provide students with principles for the effective use of behavioral assessment and interventions in inclusive and special education classrooms. Students will learn to use a cognitive-behavioral approach within a developmental context to identify, analyze, implement, and evaluate interventions that both prepare children and adolescents with special needs for and maintain them in general education classrooms. A team approach with a focus on consultation and collaboration skills necessary for special educators will be emphasized. Research based strategies to enhance classroom management, organization, and the learning environment will be considered.

Credits

3

Notes

Must be taken concurrently with SCP 800/815 or SCP 850/865

SOP 715: Disability and Treatment: Physical, Sensory and Psychiatric

This course covers service-related injuries, disabilities and chronic illnesses. Specifically, the course is focused on physical, sensory and psychiatric disorders acquired via military service. The course covers both historic and present-day disorders dating back to the Vietnam War era. Characteristics, including functional limitations and vocational implications, of disorders such as traumatic amputations, musculoskeletal injuries, burn injuries, hearing impairments, visual impairments, chemical, biological and radiological exposure, infectious diseases, depression, substance use disorders, blast-related injuries and the psychological impact of physical and mental torture. Treatment modalities employed for these disorders are covered along with prevention strategies to prevent secondary disabilities.

SOP 720: Systems Navigation for Service Members, Veterans and Families (SMVF)

This course provides a comprehensive overview of the VA integrated health care system. The distinct and specialized medical facilities, clinics, benefit offices and systems that are specifically developed to serve service members,

veterans, and their families will also be covered. This course will provide the necessary knowledge, skill and expertise to determine priority groups and eligibility for services as well as determining benefits and assisting SMVF with enrolling, navigating and accessing care and benefits. A case management approach will be emphasized to prepare professionals for the coordination of appropriate benefits, treatment and care for SMVF.

SOP 730: Counseling Interventions & Strategies with Service Members, Veterans and Families

This course covers the competencies needed to develop and practice the appropriate, relevant and sensitive strategies to work with SMVF. This course employs a culturally sensitive and strengths-based framework to build relationships and effectively engage and empower SMVF to find effective solutions to the specific issues faced. Solution-focused techniques, interventions and strategies will be covered and practiced with the goal of short-term counseling and therapy. Long-term strategies will also be covered for diagnoses requiring more intense counseling interventions. An integrated healthcare approach with a focus on lifestyle-oriented interventions to promote whole person health and wellness will be emphasized when working with SMVF.

SOP 740: Strengthening Resilience for Service Members, Veterans and Families (SMVF)

This course provides strong grounding in theories about stress and resilience that have a connection to practice with SMVF. The stress and resilience research and theoretical underpinnings will be covered and best practices that build resiliency skills in the helping professional as well as SMVF will be examined. This course employs a trauma-informed, strengths-based, lifespan and ecological framework to develop the skills necessary to assist SMVF to cultivate post traumatic growth as a result of the profound demands, stressors and traumatic events associated with the military experience. The course emphasizes evidence-based strategies for the prevention of adverse outcomes after traumatic experiences.

SOP 700: Basic Training: Foundations of Working with Service Members, Veterans and Families (SMVF)

This course covers the foundational information required of culturally responsive professionals to work effectively with Service Members, Veterans and their Families (SMVF). The course provides students with an understanding of military culture that includes the important military lexicon, branches, structure, rank system and rituals. The course employs a developmental framework when considering military family life that may include multiple deployments. The effects of war on service members and their families is examined and the important transition back to civilian life is covered. An overview of service-related injuries is included in this course including deployment-related trauma. The course introduces a number of SMVF content areas such as LGBT military members, sexual assault, suicide and suicide prevention, substance abuse and prevention, homelessness and family secondary trauma. A military immersion experience is a requirement of this course.

SOP 710: Disability & Treatment: Polytrauma

This course covers injuries associated with "Polytrauma" including extensive information related to the three hallmarks of polytrauma: brain injury, post-traumatic stress disorder (PTSD), and chronic pain. The course covers information regarding the prevalence, symptoms, and characteristics associated with polytrauma injuries with an emphasis on treatment modalities and skill development to guide treatment planning to mitigate disabilities related to polytrauma.

TRS 710: Transition Assessment

This course covers the process and methods of collecting data to provide appropriate, individualized and meaningful transition services to youth with disabilities. Current, student - centered assessment methods and tools are studied with an emphasis on administering, analyzing and interpreting the results of assessment instruments. Selection of individualized transition assessments leading to the inclusion of appropriate, measurable and annually updated postsecondary goals is an important focus of the course. Behavioral assessments, aptitude tests, personality or preference inventories, career maturity or readiness tests, interest inventories, intelligence tests, self - determination assessments, work temperament and transition planning inventories are covered. Assessment data that address the skills, abilities and supports necessary to address educational, employment, independent living needs, and the social, communication and functional skills that impact success for students with disabilities are emphasized.

Credits	3
Prerequisites	TRS 700 or equivalent or taken concurrently

TRS 720: Transition Systems and Supports

This course focuses on developing comprehensive transition systems and supports for secondary students with disabilities. A variety of related topics such as best practices in postsecondary education, competitive integrated employment including supposed employment, independent living, and community participation are discussed. In order to implement successful transition for those students, social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self - determination skills across all settings are addressed throughout the course.

Credits	3
Prerequisites	TRS 700 & 770 or equivalent

TRS 730: Collaboration in Transition Planning

This course focuses on accessing collaborative transition services for youth with disabilities during high school years to post - secondary school years. The collaborative services include active participation of students and families in IEP development, transition education and services, and support networks. Community services consist of development of partnerships with potential employers, institutes of higher education, public agencies, and community service agencies. Provision of technical assistance and professional development to school personnel are discussed.

Credits	3
Prerequisites	TRS 700 & 710 or equivalent

TRS 740: Transition: Community - Based Practicum

The purpose of this course is to provide a supervised field - based experience in the provision of Transition Services to transition - aged students with disabilities. The community - based practicum in Transition Services will require 100 clock hours in a community - based setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in

an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework.

Credits	3
Prerequisites	TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently

TRS 750: Transition: School - Based Practicum

The purpose of this course is to provide a supervised field - based experience in the provision of Transition Services to transition - aged students with disabilities. The school based practicum in Transition Services will require 100 clock hours in an approved school setting working with transition age youth to gain experience assisting youth transition from school to adult life. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to transition age youth with disabilities; and 2) faculty supervision via individual and group consultation. The practicum requires students to observe and participate in the provision of multiple services to students with varying degrees and types of disabilities. The practicum is an opportunity to develop, practice and refine the range of necessary for the effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework.

Credits	3
Prerequisites	TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently

TRS 700: Foundations of Transition Education and Services

This course provides an understanding of the historical and legislative foundations of the transition movement. State and federal transition-related legislation is covered including Social Security benefits, workforce laws and regulations and accommodations for individuals with disabilities. Inclusive models are covered along with evidence-based, community-based education and other post-school options. Transition planning and service delivery is addressed for students with Individualized Education Programs. Self-determination for individuals with disabilities is emphasized along with a strengths-based approach to transition planning and services. This course emphasizes culturally competent service provision for ethnically, culturally, and linguistically diverse youth with disabilities.

Credits	3
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EDU 512: Introduction to Research in Education

This course is designed to enable students to become critical readers of research in education. It will also help them to design and conduct research in an educational setting. Both quantitative and qualitative methodologies will be addressed. Students will be expected to analyze research reports and to design potential research projects.

Credits	3
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EDU 552: Foundations of Teaching Reading

This course introduces students to the theoretical and philosophical bases underlying reading development. Using the stages of reading development as a frame, students explore the role of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension at stages from emergent literacy to mature reading. Students also investigate the relationship of reading to writing, language and cultural influences on reading development, instructional models of reading, methods and materials for reading instruction, and the assessment and evaluation of reading development. There is a focus throughout the course on connecting theory and research to current practice and policy, with specific focus on the Massachusetts English Language Arts Curriculum Framework.

Credits**3****EDU 572: Teaching Reading to Diverse Learners**

Drawing from seminal research and reading disabilities, students explore the theoretical and philosophical bases underlying reading development, including the relationship between reading and writing. They will investigate etiology of reading difficulties, principles and tools of assessment, models of reading and instructional strategies that have proved successful with learners who have reading problems. Issues such as cultural and linguistic diversity, the influence of legislation regarding children with reading/learning disabilities, prevention vs. intervention vs. remediation of reading difficulties, implementation of the Massachusetts English Language Arts Curriculum Framework, and the critical role of the teacher are also considered.

Credits**3****Prerequisites**

[EDU 552](#) or equivalent OR evidence of passing score on the Foundations of Reading Test of the Massachusetts Tests for Educator Licensure (MTEL)

EDU 515: Diversity in Schooling

This course examines the concept of diversity and its implications for teachers, students, and schools. The course draws from leading scholars and writers in the fields of education and related disciplines to highlight the various perspectives on diversity. It also will emphasize the impact of culture on the curriculum, teacher - student relationships and pedagogy in schools. Through course readings, discussion and collaborative learning, and independent research, students will gain a greater understanding of the concept of diversity in its various permutations and will learn how to identify, select, and design teaching strategies that support expressed goals for diversity in schools.

Credits**3****EDU 574: Teaching Mathematics to Diverse Learners**

This course serves to familiarize students with the theoretical and philosophical bases underlying acquisition of numeracy, with particular emphasis on the identification and prevention of children's difficulty in mathematics. Drawing from seminal research in mathematics instruction and mathematics disabilities, students will explore the acquisition of mathematics concepts and skills, etiology of difficulties in mathematics, principles of assessment, and instructional strategies that have proved successful with learners who have problems in mathematics. Issues such as

cultural and linguistic diversity, the influence of legislation concerning children with learning disabilities, prevention vs. intervention vs. remediation of problems in mathematics, implementation of the Massachusetts Mathematics Curriculum Framework, and the critical role of the teacher are also considered.

Credits**3****EDU 575: Seminar: Strategies in Teaching Mathematics to Students with Moderate Disabilities**

This advanced studies graduate seminar focuses on best practice in designing and teaching mathematics instruction to meet the unique needs of elementary and middle/secondary students with moderate disabilities based on Massachusetts Curriculum Frameworks. The continuum from PreK through Secondary is presented so that teachers at all levels identify what knowledge to expect students to possess from previous courses, as well as what students need to retain for later courses. In this course, graduate participants explore, learn, and research how to teach children and adolescents critical mathematical concepts and functional math that apply to their everyday lives and future careers. Current theory and frequently used accommodations for these students for statewide, districtwide, and/or alternative math assessment are also examined. In addition, participants learn to use diagnostic tools to assess dyscalculia. Case studies from current research and participants' own teaching experiences are integrated to illustrate effective teaching of children with various mathematical difficulties. Furthermore, this course advances the mastery and progress of graduate level participants in the field of teaching mathematics with diverse learning needs. Seminar participants are expected to engage in independent research, including, but not limited to, current best practices.

Credits**3****Prerequisites****[EDU 574](#) or equivalent and permission of Program Director****EDU (1899): Advanced Research Seminar**

The course content focuses on developing and understanding the issues necessary to read critically and evaluate research literature. Students are expected to prepare an extensive review of the research literature, develop research questions, and employ methodology relevant to special education. The paper must demonstrate an evident understanding of the clinical area of focus and the research methodology.

Credits**3****SED 561: Individualized Education Planning: A Collaborative Approach**

Responding to IDEA 2004, professional standards, theory, and contemporary research, this course frames the special education process as a collaborative, tiered problem solving approach to individualized educational planning. Through evidence-based tools, best practices, application, and interactive discussions, students investigate learning and behavior struggles to construct quality IEPs and documents. The course concludes with formulating a proactive action plan to promote a culture of professional support and cooperation in school settings.

Credits**3****Prerequisites****[SED 560](#)**

SED/ASD 600: Foundations and Characteristics of Autism Spectrum Disorders

This course focuses on the core characteristics of autism spectrum disorders (ASD) as related to communication, social/emotional skills, challenging and functional behavior, sensory processing, and cognition/learning, across the lifespan. Using an interdisciplinary lens, it provides a foundational understanding of the origins, historical trends, and current diagnostic and special educational criteria for ASD. It also covers federal and state legislation relating to ASD supports and services, with a focus on the school-age years.

Credits**3****SED 565: Pre-practicum II: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)**

This supervised pre-practicum experience II is conducted in accordance with Massachusetts Department of Elementary and Secondary Education Guidelines for Pre-Practicum for Teachers. “The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum.” It provides teacher candidates with opportunities to practice and gain first-hand experiences through guided observations, teaching demos, and direct engagement with students with moderate disabilities (PreK-8 or 5-12). Seminars are held as assigned by program supervisor. Seminar topics include subject matter knowledge (SMK), professional standards for teachers (PST), evidence-based practices in special education, and individual issues related to pre-practicum placements. Teacher candidates will submit a video/technology streamed lesson (which was delivered in PreK-8 or 5-12 setting) with lesson plan and reflection to program supervise at least once. The pre-and post-observation conferences are required.

Credits**0****SED/ASD 620: Educational Assessment and Programs: Autism Spectrum Disorders**

This course focuses on the design and use of research-based educational programs and individualized supports for students with autism spectrum disorders (ASD) in the least restrictive environment. This includes assessment of the unique strengths, skills (including academic, social, behavioral, and adaptive), and learning styles of students with ASD, ages 3-22. This includes the ability to identify, administer, and interpret a range of formal and informal tools in a culturally appropriate manner. Additionally, students will gain knowledge of the range of specialized and individualized instructional strategies and supports to address the development of: verbal and nonverbal communication skills (including assistive technology); social interactions skills, including those needed to avoid and respond to bullying, harassment, or teasing; skills to address needs associated with unusual responses to sensory experiences; skills to address behavioral challenges resulting from resistance to environmental change or change in routines; skills to address needs resulting from engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and any other needs resulting from the student’s disability that impact progress in the general curriculum and the development of social and emotional skills. Additionally, this course covers the use of ongoing assessment and data collection to monitor progress and skill acquisition, inform instruction, and ensure maintenance and generalization of skills across settings.

Credits**3****Prerequisites****SED/[ASD 600](#) or equivalent.**

SED 567: Seminar: Advanced Assessment of Special Learning Needs

This advanced studies graduate seminar focuses on promoting the advanced graduate students' knowledge of and mastery in administrating educational diagnostic assessments for students with diverse moderate learning needs. Seminar participants learn advanced principles of accurate assessment of children and adolescents' learning needs, to aid decision making and instructional planning for these students. Select representative diagnostic tools, which are frequently used in PreK12 schools, are discussed, demonstrated, practiced and administered to develop skill proficiency. Seminar participants are expected to engage in independent research, including, but not limited to, current best practices.

Credits	3
Prerequisites	SED/ PSY 566 or equivalent

SED/ASD 640: Collaboration and Coordination: Autism Spectrum Disorders

This course focuses on building collaborative services for students with autism spectrum disorders (ASD). This includes developing an understanding of the roles of other disciplines and professionals involved in the education of students with ASD. Students will develop skills to facilitate coordination and collaboration of these professionals working with students within and outside of the school setting, such as related service providers (e.g., speech language pathologists, occupational therapist, etc.) and medical professionals. The course will also highlight the importance of successful partnership with parents and caregivers to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner.

Credits	3
Prerequisites	SED/ASD 600 or equivalent.

SED 563: Developmental Pathways and Challenges

This course provides a comprehensive examination of human growth and development of children and adolescents in the physical, cognitive, language, social, and emotional domains with an emphasis on both typical and atypical development. This course assists graduate students to better understand the relationships between developmental challenges and their effects on learning, thereby enabling them to examine and implement effective instructional approaches and interventions with critical appreciation for children and adolescents with special needs.

Credits	3
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SED 660: Critical Issues in Special Education

This course introduces the context for special education and examines current and controversial issues such as inclusion, special education law, educational reform, and accountability. Graduate students are provided with opportunities to explore, to research and to debate these issues from multiple perspectives. In addition, this course emphasizes current and critical issues that affect educators and their students.

Credits	3
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Prerequisites**[SED 560](#) or equivalent (can be taken concurrently)****SED 568: Behavioral Assessment and Interventions**

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment.

Credits**3****SED 570: Inclusion: Theory and Classroom Practice**

This course is designed to enable students to practice inclusive education for children and adolescents with special learning needs. Students will learn ways to design and modify curriculum, instructional materials, and teaching strategies for children and adolescents with moderate disabilities in general education settings. Emphasis is placed on the teacher's role in the preparation, implementation, and ongoing evaluation of the Individualized Education Program (IEP), consultation and collaboration skills, and on the Massachusetts Curriculum Frameworks that govern content and instruction in the state's public schools.

Credits**3****Prerequisites****[SED 560](#) or equivalent; may be taken concurrently****SED/ASD 680: Field Experience and Seminar I: Working with Students with Autism Spectrum**

Disorders This minimum of 100 hour supervised field experience I is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in [SED/ASD 600](#) and [PSY/SED 568](#) or [ABA 600](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits**3****Prerequisites****[SED/ASD 600](#) and [PSY/SED 568](#) or [ABA 600](#) OR taken concurrently.**

SED 571: Curriculum and Methods for Students with Moderate Disabilities (PreK-8; 5-12)

This course is designed to enable teachers to provide high-quality education for their elementary, middle and high school (PreK-8; 5-12) students with disabilities. This course focuses on appropriate teaching strategies, tactics, and suggestions for students with various disabilities. It also emphasizes the implementation of research-based instruction that ensures effective teaching and learning of students with diverse learning needs. In addition, comprehensive transition planning and implementation from school to young adulthood life for secondary school students with special needs are addressed. It therefore helps beginning teachers to achieve initial classroom success and to provide experienced teachers with an opportunity to extend and refine their knowledge and skills.

Credits**3****SED 580: Learning Disabilities**

This advanced course serves to deepen students' understanding of developmental variation and learning disabilities. Students examine basic neurodevelopmental functions that affect how children and adolescents learn and the disorders that cause or contribute to academic difficulties. Focus is placed upon receptive and expressive oral language, reading, written language, mathematics, and social and emotional behavior. Students review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of the teacher of students with mild to moderate learning disorders. Current issues such as cultural and linguistic diversity of students, inclusion, and the standards-based education reform movement are broadly addressed. Case studies serve to assist the student to bridge theory to practice, as well as to develop problem solving skills within the context of assessment and instructional planning for students with particular profiles.

Credits**3****Prerequisites****[SED 560](#) or equivalent****SED/ASD 690: Field Experience and Seminar II: Working with Students with Autism Spectrum**

Disorders This supervised field experience II is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in [SED/ASD 620](#) and [SED/ASD 640](#) in all facets of the role of the teacher of students with autism spectrum disorders.

Credits**3****Prerequisites****[SED/ASD 620](#) and [640](#) OR taken concurrently.**

SED 585: Teaching Students with Behavior Disorders

This course provides students with an in-depth understanding of available evidence-based interventions for students with emotional and behavioral disorders. Students will be able to design effective classroom management systems that maximize social success for all students, including those with challenging behavior. In addition, the course will address the behavioral assessment and evaluation options available to special education practitioners.

Credits	3
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SED 586: Students with Severe Disabilities

This course focuses on principles and foundations of teaching students with severe disabilities. Concepts related to history, definitions, identification, etiology, and assessment of students with severe intellectual and developmental disabilities are addressed. Other focus areas include education issues and evidence-based instructional strategies, adaptations, and multidisciplinary teaming for students with severe disabilities. Graduate students learn ways to provide individualized interventions and to include students with severe disabilities in least restrictive environments and/or general education settings.

Credits	3
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Prerequisites	SED 560 or equivalent (may be taken concurrently)
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SED 699: Thesis: Guided Evidence-Based Instruction

This thesis is an independent study in using a recognized research method. The thesis should examine the effectiveness of evidence-based practice. The student may develop an instructional strategy or choose a research based instructional strategy for (a) student(s) with special needs, conduct a relevant literature review, implement strategy, and investigate its effectiveness. The subject of the study should be from PreK-12. The thesis may be used for the final exit examination of master's degree program.

Credits	3
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Prerequisites	EDU 512 or equivalent
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SED 587: Advanced Application of Positive Behavior Supports

This course focuses on school application of positive behavior supports (PBS), beginning with the logic and research supporting the three-tiered school-wide positive behavior supports (SWPBS) model. Students will learn about the training process for schools implementing SWPBS, including the development, teaching, and reinforcing of school-wide expectations (i.e., primary level supports). Students will also learn about implementing secondary-level, targeted behavior supports at the school-wide level. In addition, students will know how planning individualized (i.e., tertiary level) interventions fit into the SWPBS model. This course also focuses on working in teams to promote behavior support, on training staff to implement behavior supports with fidelity, and in school-wide data collection systems.

Credits	3
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Prerequisites	SED/ PSY 568 or equivalent; may be taken concurrently
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SED 700: Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum-based project, a research study, a field experience, a practicum, or an internship.

Credits**3****SED 502: Teaching English Language Learners with and without Special Needs**

This course introduces the structural levels of language, theories, principles, and processes of language acquisition. The course also focuses on reading of complex informational and literary texts, responding to text-based questions, writing from sources, and building academic vocabulary and background knowledge through discussion, reading, and writing. Graduate students will explore and examine various effective instructional approaches and pedagogical implications with critical appreciation for a full range of English language learners (PreK-8 and 5-12), including those with special needs.

Credits**3****SED 589: Seminar: Research and Practice in Positive Behavior Supports**

As part of this course, students will work in a school setting that utilizes the multi-tiered school-wide positive behavior supports (SWPBS) model. Depending on the schools' needs and the students' interest, students may be (a) working with individual students, conducting functional behavioral assessments and designing behavior intervention plans, or (b) working with a school's behavior support team to plan and assist with SWPBS implementation at the primary and/or secondary-level(s). In addition, the student may complete on-site evaluations of SWPBS and conduct training sessions with staff. Weekly seminars will focus on the successful implementation of evidence-based practices in behavior support, problem-solving techniques, and evaluation and modification of existing behavior supports.

Credits**3****Prerequisites****[SED 587](#) and [EDU 512](#) or equivalent; may be taken concurrently****SED 555: Pre-practicum I: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)**

This supervised pre-practicum experience I is conducted in accordance with Massachusetts Department of Elementary and Secondary Education Guidelines for Pre-Practicum for Teachers. "The purpose of the pre-practicum is to provide candidates with multiple opportunities to apply learning from coursework into practice through increasingly authentic teaching experiences in preparation to successfully demonstrate readiness during the capstone preparation experience known as the practicum." It provides teacher candidates with opportunities to practice and gain first-hand experiences through guided observations, teaching demos, and direct engagement with students with moderate disabilities (PreK-8 or 5-12). Seminars are held as assigned by program supervisor. Seminar topics include professional standards for teachers, evidence-based practices in special education, and individual issues related to pre-practicum placements. Teacher candidates will be observed by program supervisor at least once in PreK-8 or 5-12 setting. Pre- and post-observation conferences are required.

Credits**3**

SED 590: Practicum and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

This practicum is conducted in accordance with Massachusetts educator licensure regulations. It will provide opportunities for teacher candidates to practice knowledge in the classroom setting under the direction of a supervising practitioner and a program supervisor. In coordination with field placement, weekly seminars are held during which teacher candidates will learn about and discuss the role of the special education teacher, service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. Practicum experience and weekly seminars will give teacher candidates an opportunity to systematically integrate theory and practice in all facets of the role of the teacher of students with moderate disabilities (PreK-8; 5-12). At least 75 hours for the PreK-8 license or 150 hours for the 5-12 license, if not all, of the practicum is completed in an inclusive classroom setting.

Credits	6
Prerequisites	Permission required; enrollment limited to qualified, matriculated graduate students.

SED 560: Foundations of Special Education

This introductory course focuses on the overview of special education, various categories of disabilities, and educational issues and strategies for teaching and accommodating pupils with special needs. This course serves to familiarize graduate students with the historical, theoretical, and philosophical bases underlying special education including educational terminology for pupils with mild/moderate to severe/profound disabilities, Individualized Education Programs (IEPs), the current laws, landmark decisions, and educational mandates (e.g., IDEA) that govern the education for all children and adolescents with disabilities. It also encourages proper understanding of critical issues with regard to individuals with disabilities. Services provided by other agencies are also discussed. This course provides an essential foundation for further study in special education.

Credits	3
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SED 591: Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

The performance assessment provides the opportunity for the student seeking Professional License to integrate content area knowledge, pedagogical theory, and practical experience. The duration of the clinical experience will be no less than 400 clock hours. The college program supervisor will evaluate the candidate in Massachusetts educator license regulations.

Credits	3
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MBA 602: Marketing Decision Analysis

This course is designed to help students integrate their knowledge of marketing into applied strategy for the firm as a whole. It requires creative thinking and problem-solving applied to analysis of situations as presented in cases and

contemporary articles. The course covers areas such as marketing concept, target market identification, market research, consumer behavior and psychographics, product development, pricing, sales, promotion, distribution, international marketing, and comprehensive strategy development.

Credits	3
Prerequisites	None

MBA 712: Special Topics Seminar

This course is designed to provide a three-credit graduate elective course in contemporary topics and issues. Topics are chosen based on timelines, interest, and relevance to current business practice. Recent topics have included:

- Social Media Marketing
- Issues in Biotechnology
- Understanding & Responding to Current Workforce Trends

Credits	3
Prerequisites	Permission of Instructor or as designated on the course schedule when offered

MBA 729: Technical & Professional Communications

This course in oral and written management communication emphasizes analysis of contexts; critical thinking processes; frameworks from planning, organizing and editing listening skills; and social/ethical perspectives. The course promotes teamwork and group interaction.

Credits	3
Concentration	Human Resources Management Marketing

MBA 702: Ethics & Professional Responsibilities for Accountants

This course examines ethical decision-making and other professional responsibilities in the context of situations confronted by professional accountants. The AICPA Code of Professional Conduct is examined in depth, along with legal responsibilities. Cases are used to acquaint students with various types of ethically challenging situations, and the components of an ethical decision-making model are examined and emphasized.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 603: Financial Decision Analysis

This course examines the financial strategy of the organization in terms of both external environmental factors such as inflation and taxation and internal constraints and events. It explores issues and practices in working-capital management, current-asset management, capital budgeting, long-term financing, and dividend policy, using the case method to emphasize key concepts.

Credits	3
Prerequisites	None

MBA 713: Business Research Seminar

This course explores the realities of the market research process through application of theories and processes to actual or case situations. It concentrates on the relationship between research and the development of total marketing strategy. Students will demonstrate mastery of their knowledge of research concepts, and then complete cases of several types. At least one major project is conceived, executed, and analyzed.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 730: International Human Resources Management

This course explores the impact and complexities that the process of internationalization has on the activities and policies of human resource management in terms of cultural, legal and functional differences.

Credits	3
Prerequisites	MBA 707
Concentration	Human Resources

MBA 750: Professional Practice & Mentoring

This is an inter-disciplinary seminar course that introduces accelerated MBA students to professional practice in the fields of business. With a focus on individual goals and personal development, students will deepen their understanding about ways to strategically manage their careers. The course is designed to strengthen professional skills, enhance communication, and deepen reflective capacity. Students will complete a comprehensive self-assessment, become familiar with career planning tools and resources, and develop a mentoring plan. Through a series of interactive workshops, case discussions, feedback sessions, and written reflective assignments, this course prepares students to put professional skills to practice in their subsequent Professional Practicum and Internship courses.

Credits	3
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Prerequisites	student in the Accelerated MBA or permission of MBA Director
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MBA 604: Operations Decision Analysis

This course examines the tools used and problems encountered in the development of strategy for the operations system in a profit-seeking or not-for-profit enterprise. Emphasis is placed on the operations of both service and manufacturing organizations. Topics include design/planning of the conversion system as well as the management and control of operations. It discusses the full range of quantitative methods used in the decision-making process, utilizing the case method of instruction to enhance the learning objectives. Computer approaches increase the effectiveness of decision making.

Credits	3
Prerequisites	None

MBA 715: International Marketing

This course explores marketing across national boundaries and within foreign countries as well as the coordination of marketing in multiple international markets. Specific topics will include cultural diversity, marketing intelligence, entering foreign markets, product and product line policy, distribution, advertising/promotion, pricing, planning and controlling an international marketing organization. An appreciation will be developed for the ever-changing environment and the risks/opportunities that impact the field.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 731: Training & Development

Using a systems approach and based on adult learning theory, this course teaches how to design, implement and evaluate formal organizational learning experiences that improve employees' performance, skills, competencies, and knowledge and lead to the attainment of organizational human resource objectives.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources

MBA 751: Professional Practicum I

This practicum course is designed to provide Accelerated MBA students with a valuable professional experience at a Greater Worcester business or nonprofit organization requiring a minimum of 20 hours per week. Students attend bi-monthly seminar/classroom sessions to share and analyze the learning and challenges in their internship experiences. Students are asked to develop proactive professional habits of mind, strengthen analytical skills,

maintain positive mentoring relationships, and reflect on their overall internship performance in order to connect organizations, theory, and practice. Through a variety of guest lectures, panel discussions, and on-site visits, students are exposed to the power of networking and the importance of career management, while increasing their knowledge of managerial communications and human resources and the role that they play in understanding strategic business processes.

Credits	3
Prerequisites	student in the Accelerated MBA program or permission of MBA Director

MBA 605: Accounting Decisions for Managers

This course will focus on corporate decision-making skills for managers. It will involve the concepts and practices of managerial accounting, such as cost behavior, cost-volume-profit analysis, contribution margin reporting, profit planning, budgeting, performance analysis, and relevant costs for decision making.

Credits	3
Prerequisites	None

MBA 716: Promotional Strategy

This course deals with the areas of advertising, sales promotion, media strategy, personal selling, direct marketing and public relations from the perspective of a strategic decision maker. Contemporary techniques and approaches to resolving informational gaps in marketing communications will be presented and discussed. Students will perform critical analyses of marketing communications' situations as presented in business case scenarios and develop strategies which successfully differentiate products, services or ideas to potential consumers. Students are expected to design, produce, and present a complete marketing communications strategy for a specific consumer product, service or idea.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 732: Compensation & Benefits

This course is designed to provide a comprehensive view of the design, development, and implementation of a "total compensation" program of both direct and indirect forms of compensation. It identifies issues in designing traditional and alternative reward strategies, administering retirement, health and deferred compensation plans as well as communication strategies for such an integrated compensation system.

Credits	3
Prerequisites	MBA 707

Concentration**Human Resources****MBA 753: Professional Practicum II**

Like [MBA 751](#) Professional Practicum I, this practicum course is designed to provide Accelerated MBA students with a valuable professional experience at a Greater Worcester business or nonprofit organizations requiring a minimum of 20 hours per week. It continues the student's practicum experience from [MBA 751](#), or gives the student a chance to explore a different work experience. Students attend bi-monthly seminar/classroom sessions to share and analyze the learning and challenges in their internship experiences. While students will continue to strengthen strategic communication skills, maintain positive mentoring relationships, and reflect on their overall internship performance and career goals, they will explore more advanced managerial topics such as culture, decision making, and negotiations. They will synthesize their learning and experiences in a final integrative project.

Credits**3****Prerequisites****student in the Accelerated MBA program or permission of MBA Director****MBA 800: Business Strategy**

This course covers the practical tools and theoretical concepts that companies use to arrive at effective business strategies. The course is integrative and builds on students' understanding of the functional areas of the firm including operations, finance, marketing, human resource management and organizational design. Through readings, case analysis, real world company strategy analysis, simulation, and discussion course participant will learn the processes, tactics and schemes for specific action that firms use to achieve their intended business objectives.

Credits**3****Prerequisites****All Functional Core Courses ([MBA 600-605](#)), and 3 Electives ([MBA 700](#) & 900 level courses)****MBA 717: Strategies for Services Marketing**

This course examines the service provisioning paradigm from the perspective of managers responsible for tactical/strategic goals and planning horizons. It provides them with the requisite skill sets for business planning, decision making, and strategy formulation unique to the service sector. Topics addressed include: the behavior of the service consumer; marketing issues for service producers; the role of the service worker; service development; service pricing issues; marketing communications for services, and service delivery.

Credits**3****Prerequisites****[MBA 602](#)****Concentration****Marketing**

MBA 734: Managing Diversity

The changing composition of the workforce requires organizations to think of diversity as a business issue. This course examines and evaluates the role of diversity in the policies, practices, and strategies of organizational systems.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 761: CPA Exam Review

This course is designed to prepare students for the CPA Exam, leading to licensure as a Certified Public Accountant (CPA). Students will use CPAexcel, a leader in computer-based review. Students will study Financial Accounting & Reporting, Regulation, Auditing & Attestation, and Business Environments & Concepts through online delivery of lectures, discussions, videos, and simulated exams. Students will have free continuing access to CPAexcel until they have successfully completed the entire CPA Exam.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 700: Advanced Managerial Accounting

This course focuses on information provided by management accounting systems to assist managers in their planning and control activities. It concentrates on using quantitative techniques and discussing management and cost accounting theory. Casework is assigned and extensive use of computer software is required.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting

MBA 718: Management Information Systems

This course focuses on the role of managing information in achieving strategic objectives, with special emphasis on evolving technological, application and organizational issues. This is accomplished by examining the organizational and technical foundations of the information systems and exploring the tools, techniques and approaches for building and managing effective information systems.

Credits	3
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Prerequisites	MBA 601, Computer Literacy
Concentration	Human Resources Management Marketing

MBA 738: Organizational Communication

Contemporary organizations are facing significant communication challenges. Increased worker diversity, globalization of business, technological developments, and increased business pressure to do more with less, are all major factors contributing to complex communication dynamics. This course will explore how these major factors affect communication theory and practice within organizations at the group and individual level.

Credits	3
Concentration	Management Marketing

MBA 762: Advanced Business Law

This course is intended for students preparing to sit for the CPA Exam. It assumes that the student has a working knowledge of contract law. The course will develop that contract background as it relates to Article 2 of the Uniform Commercial Code, particularly as it relates to contract performance obligations and will follow with other Articles of the Code.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 701: Internal & Operational Auditing

This course covers the concepts of internal and operational auditing, focusing on the internal auditor's role as internal management consultant. In addition to teaching the techniques of internal, operational and IS systems auditing, the course encourages students to think like entrepreneurs as they perform audits. Specifically, the course covers the Institute of Internal Auditor's Standards of Professional Practice, techniques for analyzing operational deficiencies, identifying sources of problems, measuring and evaluating the cost/benefits of changes and developing solutions. The course stresses effective communication for presenting audit results and recommendations. This course is intended for those interested in auditing and individuals expecting to assume managerial or control responsibilities.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting Management

MBA 719: Advanced Information Systems Management

This course deals with the management of information technology in today's businesses. The strategic role of information systems (IS) requires effective management of those resources, closely integrated with other functional strategies. Emphasis will be on the strategic role of IS, managing the essential technologies, directing the development of systems, providing effective end-user computing and support systems and dealing with the people-related issues.

Credits	3
Prerequisites	All Foundations Courses and MBA 718
Concentration	Human Resources Management Marketing

MBA 739: Negotiation & Conflict Resolution

This course is designed to assist the developing business professionals to learn negotiation theory and practice; to develop negotiation capabilities that include conflict resolution and peacemaking in both business and social settings; and to examine the skill sets required for business professionals to manage people and process programs in today's complex multinational business settings.

Credits	3
Concentration	Human Resources Management

MBA 763: Internship

This course is designed to provide student interns with a valuable experiential learning opportunity, and includes field-based training through a three month, full-time (40+ hours per week) internship with an accounting organization. Through online classes, students will analyze and apply organizational behavior and management concepts to their internship experiences and share these observations. Students assess their career competencies, organizational culture preferences, risk tolerances and supervisor/feedback requirements to determine their optimal career paths. They also conduct informational interviews with professionals in their career field. All students complete observation/reflection papers which document, analyze and apply organizational theory and tacit knowledge principles to their individual internship experiences.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis or permission of MBA Director

MBA 703: Financial Aspects of Mergers

This course covers the subject of mergers and acquisitions from several standpoints. Consideration is given to the characteristics of a merger candidate, valuation and pricing of the company, and methods of financing. The two major financial reporting approaches are covered as are opportunities for tax-free reorganization status. The course concludes with an examination of a major recent merger.

Credits	3
Prerequisites	MBA 603 helpful
Concentration	Accounting Finance/Economics

MBA 720: Purchasing & Supply Management:

This course covers the principles of purchasing and supply management and is concerned with development and administration of policies, systems, and procedures related to acquiring, holding, and distributing materials.

Credits	3
Prerequisites	MBA 604
Concentration	Management

MBA 741: Social Media Marketing

This course will cover social media marketing, and how it works in conjunction with digital marketing and traditional marketing. The course highlights the importance of treating each social media channel as a unique marketing effort that will not be successful if implemented as a generic strategy across all social media channels. Students will learn the cornerstones of Social Media engagement; which includes but is not limited, to the rules of engagement, rules of ideal content, and rules of outstanding content. Project based work is assigned that require students to develop social media marketing strategies.

Credits	3
Prerequisites	MBA 602
Concentration	Marketing

MBA 764: Volunteer Inc. Tax Assistance

This course will combine the study of low-income taxpayers with community service learning. Students will research individual tax credits targeted at low-income taxpayers as well as the return filing process. They will also become proficient with tax software. Students will apply their learning through the electronic preparation of tax returns for low-income Worcester residents.

Credits	3
Prerequisites	student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director

MBA 704: Tax Concepts for Managers

This course is designed to enable the non-accounting specialist to recognize the important tax consequences of decisions made by managers, administrators, and others involved in business. The tax law and planning fundamentals applicable to many everyday business transactions are discussed and explored.

Credits	3
Prerequisites	All Foundations Courses or permission of MBA Director
Concentration	Accounting Finance/Economics Management

MBA 721: Healthcare Project Management

This course provides a comprehensive foundation for project management as it applies to healthcare operations and programs. Students examine how to plan and manage projects effectively within healthcare organizations. Topics covered will include planning, organizing, staffing, and leading teams to accomplish initiatives in a resource efficient manner. From the stage of project ideation through to completion, an overview of handling change, dealing with conflict and problem solving, is provided. Students will gain experience in setting and communicating project goals, planning and tracking progress, as well as facilitating commitment to broader organizational objectives.

Credits	3
Prerequisites	permission of MBA Director

MBA 743: Leadership

This course is structured to provide any MBA student a comprehensive view of leadership in business and society. It covers a variety of leadership paradigms, theories, and approaches. The overriding aim for the course is to create a “learning laboratory” for students that contain opportunities to understand their own approaches and styles to leadership as they relate to the theory and various applications. The course allows for exploration of related issues to leadership and utilizes group exercises and simulations, self-evaluations and teamwork.

Credits	3
Prerequisites	MBA 601
Concentration	Management

MBA 770: Ethical Leadership

The purpose of this course is to critically examine and reflect on the ethical dimensions of decision making and performing the leadership role in organizations. Within this course, students use readings, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Real-life ethical dilemmas will be used to enhance in-depth reasoning of the problem situation, and develop an action plan for solving and preventing similar problems at the organizational and societal levels. Key concepts include: cycle/process/criteria for analyzing and solving ethical dilemmas; approaches to ethical thinking and decision making; organizational ethics (people, culture, policies); social responsibility and the stakeholder approach; and common ethical dilemmas in specific settings/circumstances.

Credits	3
Prerequisites	student in the Accelerated MBA program or permission of MBA Director

MBA 705: Corporate Financial Reporting

This course provides students with an understanding of the current state of financial reporting practices and the manner in which corporate financial statements published in annual reports, prospectuses, and proxy statements influence our economic system. It is designed for students who wish to enhance their ability to understand and use corporate financial statements.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting Finance/Economics

MBA 722: Project Management

This course examines how to plan and manage projects effectively. Project Management is concerned with the planning, organizing, staffing, directing and controlling of the organization's resources for a specific time period to meet a particular set of one-time objectives. Students will learn: a) how to start with realistic project goals, to plan and track progress, and to use strategies for keeping projects on schedule; b) how to use scheduling tools such as GANTT, CPM/PERT and to utilize computer software in managing projects; c) the art of communicating on projects, handling agreements, creating teamwork, facilitating creativity, and leading people on project teams.

Credits	3
Prerequisites	MBA 604
Concentration	Management

MBA 745: Nonprofit Management

This course will offer MBA level students the opportunity to examine various management functions in the context of the mission-based organization. The course will examine current theory as it applies to leadership, governance and the roles of staff, volunteers, and donors. Additional topics will include establishing partnerships and forming alliances, allocating resources, and involving staff and volunteers in organizational growth and transition.

Credits	3
Prerequisites	MBA 601
Concentration	Management Nonprofit Leadership

MBA 771: Corporate Social Responsibility

Corporate social responsibility (CSR) deals with the impact of organizational activities on society and the environment. Presently, CSR has become an extremely important factor influencing the development of companies, their profits and brand image. Socially responsible organizations offer services and donations that support charitable activities, social actions, sustainability, wellness and disaster relief. This course takes a multi-disciplinary approach to the global social, ethical and environmental issues that historically and currently move organizations to adopt CSR practices. Topics include: the history of CSR thought, the CSR debate, management for sustainability, green management, social responsibility, social media, and social entrepreneurship.

Credits	3
Prerequisites	student in the Accelerated MBA program or permission of MBA Director

MBA 706: International Accounting & Taxation

This course introduces the concepts of internal and external reporting associated with entities engaged in international business. The subject matter covers international accounting problems, analytical capabilities associated with international accounting policy issues and international taxation from two perspectives: (1) domestic operations owning foreign subsidiaries, and (2) foreign subsidiaries owning domestic subsidiaries. Familiarity with intermediate accounting or consolidation is helpful.

Credits	3
Prerequisites	MBA 601
Concentration	Accounting

MBA 723: Investment Analysis & Portfolio Management

This course examines the fundamentals of investment theory, markets and market forces. It will provide the student with an understanding of investment markets, the valuation of securities, and portfolio management strategies. The

student will also be exposed to the techniques of aggregate market and company analysis. In addition, the course will provide a basic understanding of investment companies, stock options, warrants, and convertible securities, commodity futures, financial futures and international diversification.

Credits	3
Prerequisites	MBA 553 or MBA 563
Concentration	Finance/Economics

MBA 775: Management and Supervision for Healthcare Professionals

This course will provide an overview of basic management functions and the leadership skills necessary for effective healthcare supervision. Topics covered will span the vast knowledge and skill areas associated with effective healthcare business management and leadership.

Credits	3
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MBA 707: Human Resource Management

This course explores the elements of supervision and leadership that are crucial factors in effective management. Using a case study format, it examines various approaches to job development/enrichment, evaluation, and supervision.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 724: International Corporate Finance

This course is concerned with understanding the issues and the principles and techniques employed in financial decision making in an international business organization. Topics include foreign exchange markets and the international monetary system, foreign exchange risk management, financing internationally, direct foreign investment, and financial management of ongoing operations. In addition, an overview of international taxation and accounting issues is provided.

Credits	3
Prerequisites	MBA 603
Concentration	Finance/Economics

MBA 776: A Systems Approach to Delivering Healthcare in America

This course will take a systemic approach to healthcare delivery in the United States. An overview of healthcare delivery along with chronicling the evolution of healthcare delivery in the United States will be covered. The course will provide students with an understanding of the law, the legal system, and the policy-making process as it relates to healthcare. Individual and patient rights in healthcare and public health initiatives will be addressed in addition to public health institutions and systems. Critical policy issues and issues related to specific patient populations such as long-term care, medical technology, government health insurance programs, and health service financing will be addressed in this course. The course will culminate with a critical look at the future of healthcare and health-care delivery systems.

Credits	3
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MBA 708: Labor Relations

This course is designed to expose the student to labor-management relationship dynamics. The traditional topics of labor history, law, organizing, collective bargaining, contract administration, impasse, grievance, and arbitration are dealt with in depth. The course also explores contemporary issues, such as white collar unionism, changing trends in bargaining, union/management cooperation, union survival and others. The course is designed to appeal to practitioners from labor and management, and anyone else with an interest in the field.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 725: Managerial Economics

This course covers micro- and macro-economic theory and their application to forecasting, production, budgeting, and government regulations in managerial decision-making.

Credits	3
Prerequisites	Calculus
Concentration	Finance/Economics

MBA 777: Critical Issues in Healthcare Ethics

This course will address the significant and critical ethical issues evident in current healthcare practice and systems. The course will provide a strong foundation in the principles and theory in healthcare. Healthcare disparities will be addressed with a focus on populations with inadequate access to healthcare. Critical ethical issues related to healthcare will be identified and studied including areas such as physician-assisted death, domestic violence, human cloning and spirituality. Ethical considerations related to older adults such as long-term care and assisted living will be covered. The ethics of healthcare reform will be studied to look toward the future of healthcare and potential ethical issues.

Credits	3
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MBA 599: Business Foundations

“Business Foundations” equips new graduate management education students with the foundational knowledge needed to succeed in an online graduate-level business program. Through an engaging simulation, students navigate complex ethical dilemmas and competitive pressures in a business context, and they gain an understanding of the interconnectedness of business decisions. Beyond being introduced to the various functions within an organization, students also encounter orientation components that build essential online learning skills.

Credits	3
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Notes

This class can be taken as an elective class even if not one of your required courses.

MBA 709: International Management

This course examines the issues confronting managers as they plan, organize, lead, and control global/transnational operations. The basic premise is that management of a multinational corporation differs in many ways from that of a firm doing business within the boundaries of one country. Case studies of multinational corporations provide an opportunity to learn problem analysis and decision making in this complex, rapidly changing international environment.

Credits	3
Prerequisites	MBA 601
Concentration	Management

MBA 726: Organizational Development & Change

This course examines the process of change from individual, team and organizational perspectives. Because business environments are rapidly changing, managers need to improve their abilities to diagnose, implement and evaluate planned change. This course uses an experiential approach to develop the skills managers need to improve performance in changing organizations.

Credits	3
Prerequisites	MBA 601
Concentration	Human Resources Management

MBA 790: Leading Organizational Development in Healthcare

This course allows students to integrate and apply theories and frameworks from leadership and organizational development to improve healthcare organizations and operations. Students will identify a particular organizational

issue in healthcare, conduct research, and develop a strategy and implementation plan using organizational development theories to improve the organization. In doing this, students will address real-world challenges in healthcare settings and focus on organizational development and effectiveness. This applied approach will prepare students to tackle real-world issues in healthcare organizations.

Credits**3****MBA 600: Business Ethics**

This course combines a theoretical analysis of moral principles and models for ethical decision making with a discussion of their practical application to business life in the 21st century. Guest lecturers, case studies, class discussion, and group projects and presentations all contribute to an examination of the relevant issues. This course recognizes Assumption College's commitment to teaching ethics across the MBA curriculum and is designed to provide a framework for the further discussion of ethical issues that will arise in subsequent courses.

Credits**3****MBA 710: Business & Society**

This course explores the increasing impact of environmental events on the managerial decision-making process. Selected phenomena such as technology, inflation, energy, the changing international order, and governmental regulation are examined for impact on total organizational strategy formulation, implementation and control. It also investigates the changing relationships among management and other organizational stakeholders using the case method to develop analytic and action-oriented skills.

Credits**3****Prerequisites**[MBA 601](#)**Concentration**[Human Resources
Management](#)**MBA 727: International Business (Doing Business in a Foreign Country)**

This course gives the graduate student exposure to specific issues associated with doing business outside the United States. The course takes up relevant economic, legal, cultural, business, trade, and related issues that are important to business interested in export from, import to, locations or expansion into the designated regions. The regional offerings are regularly rotated and students can take this course a maximum of twice.

Credits**3****MBA 795: Management Practicum**

This course requires the student to selectively apply knowledge and analytic and decision-making skills acquired in prior courses to a field research project and the writing of a comprehensive case study. The project and case are based on a local organization in which the student is an employee or with which he or she is very familiar.

Credits	3
Prerequisites	All Functional Core Courses & Permission of Instructor
Concentration	Management

MBA 601: Organizational Behavior Leading Teams and Organizations

This course presents organizational behavior theories essential to effective management and leadership. It is designed to familiarize students with foundational knowledge of human behavior, group dynamics, and organizational systems. It examines how the application of these theories can improve performance at the individual, group, and organizational levels. There is special emphasis placed on how to select and retain talent, build strong teams, and create outstanding work environments.

Credits	3
Prerequisites	None

MBA 711: Small Business Management

This course is designed for students who are interested in starting and successfully managing a small business. It explores in detail the sequence of events required to establish a business and develop plans/strategies for successful small business management. The course is interdisciplinary, dealing with issues from business law, management, marketing, finance, personnel, operations management, and other related areas. The method of instruction relies heavily on experiential exercise and simulation.

Credits	3
Prerequisites	All Foundations Courses
Concentration	Accounting Management Marketing

MBA 728: Legal Frameworks of Business

This course includes an examination of the sources of law that provide the legal framework for society in general and business relationships in particular, including national and state constitutions, legislative bodies, court systems, and administrative agencies. Contracts, agency, corporations, partnerships, the Universal Commercial Code (UCC) and consumer protection are covered as well.

Credits	3
Concentration	Management

MBA 799: Independent Study

This course has flexible structure that permits library/field investigation of topics, issues and problems of particular interest to the graduate business student. Students are allowed a maximum of two Independent Studies.

Credits**3****MOL 786: The Leadership Lab**

This course provides an experiential approach to exploring leadership issues and challenges. Through case studies, guest speakers, and simulations, students will engage with leaders and leadership situations. Through this experience, students will be able to reflect and assess their development as a leader. Readings, discussion, and case studies will help prepare students for their experiential learning.

Credits**3****Prerequisites****[MOL 610](#) & [MBA 601](#).****MOL 615: Leader as Communicator**

Leaders, whether formal or informal, use communication to carry out the work of an organization - often without realizing the nuances of their choices. This course addresses such complexities and presents how leaders can use effective communication to positively influence an organization. Students will examine foundational and modern theories of organizational communication and address relevant challenges facing leaders, such as workplace diversity, globalization, and technological developments.

Credits**3****MOL 610: Becoming a Leader**

Today's organizational leaders are called upon to lead through example, champion a compelling vision, search for new opportunities, and empower others to succeed, all while navigating a complex and uncertain environment. This course will introduce students to these leadership challenges through the context of four core leadership competencies—professional mastery, adaptive leadership, systemic practice, and reflective thinking. Against this backdrop, students will explore various roles of leadership while developing a deeper understanding of their skills, styles, and development needs.

Credits**3****Prerequisites****No prerequisites.****MOL 613: Leading and Navigating Change and Innovation**

Leaders increasingly need to understand not only how to implement and manage change inside an organization, but also how to navigate and respond to significant innovation and change occurring outside the organization. Through well-researched models and theories, this course will take a leadership perspective on how to drive and navigate change and innovation. This course gives special attention to the human dimension of change and innovation.

Credits	3
Prerequisites	MOL 610 .

MOL 615: Leader as Communicator

The work of the organization is carried out through conversation and communication, but simple models of communication are not adequate in explaining the dynamics and complexity of this human interaction. This course addresses this complexity and how communication can be used to move an organization towards a preferred future. This course will address contemporary communication challenges facing the organization such as workplace diversity, globalization, and technological developments. This course will examine how a leader's awareness and appreciation of communication helps create, sustain, and change the direction of the organization.

Credits	3
Prerequisites	None.

MOL 617: Developing the Organization

Highly performing organizations require leaders to constantly improve both organizational processes and people. This course will provide students with an organizational development approach to this challenge. Students will learn a full range of organizational development tools and methods which can be utilized to solve organizational problems, improve organizational processes, and develop individual workers and managers. In addition, students will learn an organizational consulting process to diagnose, develop, and implement organizational interventions.

Credits	3
Prerequisites	MOL 610 & MBA 601 .

MOL 801: Leadership Capstone

This capstone course is a culminating experience that has students engaging with an organization to analyze issues and apply the competencies developed in this program to create a plan of leadership action. The project deliverables will be a report and presentation that clarify critical strategic and leadership considerations. The project demonstrates students' professional competencies and provides evidence of theoretical knowledge applied to "real-world" issues.

Credits	3
Prerequisites	all core courses (MOL 610, MBA 601, MOL 613, MOL 615, MOL 617, and MBA 770) plus one elective.

MOL 785: Contemporary Issues in Leadership: A Case Approach

This course will use a case analysis approach to present current and relevant topics in today's business environment. For each topic, students will engage in discussion and debate with peers, as well as analyze business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations.

Credits	3
Prerequisites	MOL 610 & MBA 601 .

ASD 600: Foundations and Characteristics of Autism Spectrum Disorder

This course focuses on the unique characteristics of autism spectrum disorders as related to communication, social/emotional development, behavior, sensory processing, cognition and learning, as well as the comorbid conditions associated with autism spectrum disorders (ASD). It also provides an understanding of the differences between an educational and medical diagnosis of ASD and the definition under state and federal special education laws.

Credits	3
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ASD 640: Collaboration and Coordination: Autism Spectrum Disorders

This course focuses on building collaborative services for students with autism spectrum disorders (ASD) during school years. The collaborative services include developing an understanding and supporting the roles of other disciplines and professionals involved in the education of students with ASD and facilitating coordination and collaboration of these professionals. The course also highlights the importance of successful partnership with parents or caregiver, related service providers, and medical professionals to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner. This course also discusses community partnerships and collaborative transition planning for students with ASD.

Credits	3
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