



Assumption  
University

SCHOOL OF  
GRADUATE STUDIES



**GRADUATE STUDIES  
ACADEMIC CATALOG  
2024-2025**



# Assumption University

SCHOOL OF  
GRADUATE STUDIES

## Graduate Studies Academic Catalog

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## *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. You'll be asked to apply those concepts and theories to practical situations, especially during practicum and internships experiences. You'll 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 more importantly, their compassion and sense of 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

## **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.



## **ACADEMIC CALENDAR 2024-2025**

### **School of Graduate Studies**

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

#### SUMMER SEMESTER 2024

Tues. May 28 – Fri. July 5		Session I
Mon. July 8 – Fri. Aug. 16		Session II

#### FALL SEMESTER 2024

Mon.	Aug. 26	Graduate classes begin
Mon.	Sept. 2	Labor Day weekend – NO CLASSES
Mon. – Tues.	Oct. 14-15	Fall Break – NO CLASSES
Wed.	Oct. 16	Graduate classes resume
Mon.	Oct. 121	MID-TERM
Wed.	Nov. 27	Thanksgiving Break begins – NO CLASSES
Mon.	Dec. 2	Graduate classes resume
Mon.	Dec. 9	Last day of Graduate classes

#### SPRING SEMESTER 2025

Tues.	Jan. 21	Graduate classes begin
Mon.	Feb. 17	Presidents' Day – Graduate classes held
Mon – Fri.	Mar. 3 – Mar. 7	SPRING BREAK – NO CLASSES
Mon.	Mar. 10	Graduate classes resume, MID-TERM
Tues.	Apr. 15	Easter Break begins – NO CLASSES
Mon.	Apr. 21	Graduate classes resume
Thurs.	May 8	Last day of Graduate classes
Sat.	May 17	Baccalaureate Mass
Wed.	May 21	Graduate Commencement

#### SUMMER SEMESTER 2025

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



## Applied Behavior Analysis

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*. Graduates of the CAGS in ABA program must ask the ABA Program Director to submit a coursework attestation form when applying to sit for the BCBA exam. Applicants may need to meet additional requirements to qualify.

### Mission Statement

The mission of the Applied Behavior Analysis programs 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:**

- Characterize behavior analysis as a science by identifying and explaining its underlying assumptions (e.g., the seven dimensions of ABA, BACB 5<sup>th</sup> Edition Task List Section A)
- Use, define, explain, and provide examples of basic behavior-analytic principles (e.g., classical conditioning, operant conditioning; BACB 5<sup>th</sup> Edition Task List Section B)
- Demonstrate ability to operationally define behavior and use a variety of behavior measurement systems (BACB 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> Edition Task List Section H)
- Monitor and evaluate the fidelity of intervention implementation and the reliability of data collection systems (e.g., BACB 5<sup>th</sup> Edition Task List Section H)
- Make intervention decisions based on observed client progress to eventually reduce the need for behavioral services (e.g., BACB 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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

## **Applied Behavior Analysis Faculty**

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

Nicole Pantano, Ph.D., BCBA-D  
Assistant Professor of Psychology

### Lecturers in Applied Behavior Analysis

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

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

Colleen Yorlets, MS, BCBA, LABA

Tali Rudy Zaltzman, MS, BCBA, LABA

## **Master of Arts in Applied Behavior Analysis**

### **Program Requirements**

The Master of Arts in Applied Behavior Analysis is a 46-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 interested in gaining research experience can pursue a thesis option for additional credit. 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:**

- ABA 500: Principles of Learning and Behavior Analysis
- ABA 501: Measurement and Research Methods in Behavior Analysis\*
- ABA 600: Behavioral and Functional Assessment
- ABA 601: Behavior-Analytic Interventions I
- ABA 602: Behavior-Analytic Interventions II
- ABA 603: Ethical, Legal and Professional Topics in Behavior Analysis
- ABA 604: Conceptual Foundations of Behavior Analysis
- ABA 605: The Experimental Analysis of Behavior
- ABA 804: Integrative Seminar in ABA

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

### **Required Behavior-Analytic Fieldwork Courses:**

- ABA 700: Practicum in Applied Behavior Analysis I
- ABA 701: Practicum in Applied Behavior Analysis II
- ABA 702: Practicum in Applied Behavior Analysis III
- ABA 703: Practicum in Applied Behavior Analysis IV
- ABA 710: Practicum in Applied Behavior Analysis I: Group Supervision

### **Interdisciplinary Electives (Choose 2):**

- ASD 640: Collaboration and Coordination: Autism Spectrum Disorders  
or  
RCP 530: Introduction to Counseling Theory and Practice
- PSY 502: Psychology of Development  
or  
SCP 545: Human Growth and Development through the Life Span  
or  
SED 563: Developmental Pathways and Challenges
- ABA 503: Behavior Analysis and Intellectual and Developmental Disabilities  
or  
ASD 600: Foundations and Characteristics of Autism Spectrum Disorder
- ABA 704: Practicum in Applied Behavior Analysis V

### **Optional Courses:**

- ABA 800: Pre-thesis Seminar in ABA
- ABA 801: MA Thesis in ABA I
- ABA 802: MA Thesis in ABA II
- ABA 803: MA Thesis in ABA III

### **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 and CAGS in ABA programs are required to take four 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 10% supervised hours under the Concentrated Supervised Fieldwork standard. 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. During the first semester, a majority of supervision is provided by practicum instructors in addition to on-site supervisors. In subsequent semesters, supervision is split between Assumption practicum instructors and on-site supervisors.

The BACB limits the number of hours that can be accumulated each supervision period to 130. Therefore, it will take a minimum of 16 months to complete the fieldwork requirements, which translates to four semesters. To be able to complete the fieldwork required by BACB standards within four 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 four 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:**

- ABA 700: Practicum in Applied Behavior Analysis I
- ABA 701: Practicum in Applied Behavior Analysis II
- ABA 702: Practicum in Applied Behavior Analysis III
- ABA 703: Practicum in Applied Behavior Analysis IV
- ABA 704: Practicum in Applied Behavior Analysis V (elective)
- ABA 710: Practicum in Applied Behavior Analysis I: Group Supervision (1 credit)

### **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.



## **Certificate of Advanced Graduate Study in Applied Behavior Analysis**

The Certificate of Advanced Graduate Study (C.A.G.S.) in Applied Behavior Analysis is a 37-credit program offered to students who have already completed a master's degree in a related field of study and wish to complete the coursework needed to apply for the BCBA exam. The C.A.G.S. consists of seven ABA courses, four to five semesters of practicum courses, and an integrative seminar in ABA.

### **Required Courses:**

- ABA 500: Principles of Learning and Behavior Analysis
- ABA 501: Measurement and Research Methods in Behavior Analysis
- ABA 600: Behavioral and Functional Assessment
- ABA 601: Behavior-Analytic Interventions I
- ABA 602: Behavior-Analytic Interventions II
- ABA 603: Ethical, Legal and Professional Topics in Behavior Analysis
- ABA 604: Conceptual Foundations of Behavior Analysis
- ABA 804: Integrative Seminar in ABA

### **Required Practicum Courses:**

- ABA 700: Practicum in Applied Behavior Analysis I
- ABA 701: Practicum in Applied Behavior Analysis II
- ABA 702: Practicum in Applied Behavior Analysis III
- ABA 703: Practicum in Applied Behavior Analysis IV
- ABA 710: Practicum in Applied Behavior Analysis I: Group Supervision (1 credit)

When applying to take the BCBA exam, graduates of the CAGS in ABA program must ask the ABA Program Director to complete a coursework attestation and submit it to the BCBA. CAGS in ABA students should apply for the BCBA exam under *Pathway 2*.

## Course Descriptions

### **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

### **ABA 501: Measurement and Research Methods in Behavior Analysis**

This course is designed to teach students the logic of single-subject and 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 displaying (graphing) behavior, and how to visually analyze displayed data. In addition, students will learn how to identify and develop an applied research question, conduct a literature search, and design a single-subject research study to answer the research question. Issues related to evidenced-based practice and ethics in research will also be discussed. 3 credits

### **ABA 501: Measurement and Research Methods in Behavior Analysis**

This course is designed to teach students the logic of single-subject and 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 displaying (graphing) behavior, and how to visually analyze displayed data. In addition, students will learn how to identify and develop an applied research question, conduct a literature search, and design a single-subject research study to answer the research question. Issues related to evidenced-based practice and ethics in research will also be discussed. 3 credits

### **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. 3 credits

### **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. Prerequisites: ABA 500 (may be taken concurrently) or permission of the Program Director; Credits: 3

### **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, 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. Prerequisites: ABA 500 and ABA 501 (may be taken concurrently) or permission of the Program Director. 3 credits

### **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, 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. Prerequisite: ABA 601; 3 credits

### **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® (BACB) Professional and Ethical Compliance Code for Behavior Analysts 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. 3 credits

### **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. Prerequisites: ABA 500; 3 credits

**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. Prerequisites: ABA 500 and ABA 501; 3 credits

**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 individual supervision according to the BACB Experience Standards, and students who take this class must also be enrolled in ABA 710. Students will work or volunteer at a site in which they can engage behavior-analytic activities with multiple clients. During individual supervision, students should expect to complete a variety of behavior-analytic activities including: behavioral case conceptualization, review and feedback on written behavior plans, data sheets, and reports, feedback on procedures implemented with clients and role-plays of skill acquisition and behavior reduction procedures. Prerequisites: ABA 500; permission of the Program Director. 3 credits

**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. Prerequisites: ABA 500; permission of the Program Director. 3 credits

**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. Prerequisites: ABA 500; permission of the Program Director. 3 credits

**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. Prerequisites: ABA 500; permission of the Program Director. 3 Credits



**ABA 704: Practicum in Applied Behavior Analysis V**

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. Prerequisites: ABA 500; permission of the Program Director. 3 Credits

**ABA 710: Practicum in Applied Behavior Analysis I Group Supervision**

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, and students who take this class must also be enrolled in ABA 700 (in which they will receive individual supervision). Students will work or volunteer at a site in which they can engage behavior analytic activities with multiple clients. During group supervision, 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. Prerequisites: ABA 500; permission of the Program Director; must be co-enrolled in ABA 700. 1 credit

**ABA 800: Pre-thesis Seminar in ABA**

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. Prerequisites: ABA 500; ABA 501; and permission of the Program Director. 1 credit

**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. Prerequisites: ABA 800; and permission of the Program Director. 1 credit

**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. Prerequisites: Permission of the Program Director. 2 credits

### **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. Prerequisites: Permission of the Program Director. 2 credits

### **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. Prerequisites: Permission of the Program Director. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. Prerequisites: Six undergraduate courses in psychology. 3 credits

### **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. 3 credits

**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. 3 credits

**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. 3 credits.

## Clinical Counseling Psychology

### 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; this includes 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 Psychology

Leonard A. Doerfler, Ph.D.  
Professor of Psychology

Adam M. Volungis, Ph.D.  
Associate Professor of Psychology

#### Lecturers in Clinical Counseling Psychology

Jacleen Charbonneau, MA, LMHC

Carryne Farrell, MA, LMHC

Thomas Gould, MA, LMHC

Alyssa Taddeo Horlbogen, MA, LMHC

Rachael Lamoureux, MA, LMHC  
Heather McGregor, MA, LMHC  
Heidi Putney, Ph.D.  
Mia Ricardo, Ph.D.  
Johanna Sagarin, Ph.D., Coordinator of Psychology Practicums and Internships  
Yeonjoo Son, MA, LMHC  
Nevila Weagle, MA, LMHC, LMFT

## **M.A. in Clinical Counseling Psychology**

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.

### **Curriculum Structure**

The curriculum is organized so that full-time students can complete the required 19 courses, including practicum and internship, in either two or three years depending on when they begin taking courses. Full-time students may begin in the summer or fall semester. Part-time students may begin in the summer, fall, or spring semester. To complete the program in two years, however, you must begin during the summer semester in order to complete your oral exam during the spring semester of your second year; oral exams are not conducted during the summer semester. You are required to complete all course work prior to or during the semester of the oral exam. The two-year, full-time program requires five three-course semesters and one four-course semester. We have organized the program so that it is possible to complete the degree on a three-year schedule. With this plan, you will take two courses for eight semesters and three courses for one semester. 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.

### **Required Entry-level Courses, Conceptual Foundations:**

PSY 500	Abnormal Psychology
PSY 502	Psychology of Development
PSY 504	Psychological Measurement
PSY 600	Counseling (Principles and Practices)

### **Required General Core Courses:**

PSY 604	Ethical Principles for Counselors
PSY 627	Issues in Professional Practice
PSY 630	Cultural Competencies in Counseling
PSY 635	Clinical Health Psychology
PSY 650	Research Seminar
PSY 790	Professional Integrative Seminar

### **Required Advanced Courses, Counseling Process**

PSY 705	Group Approaches to Counseling and Psychotherapy
PSY 708	Cognitive Assessment and Psychotherapy
PSY 801	Counseling Practicum
PSY 802	Counseling Internship I
PSY 803	Counseling Internship II

### **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.

### **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.

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

PSY 711	Cognitive-Behavioral Assessment of Children (counts for both concentrations)
PSY 712	Cognitive-Behavioral Interventions with Children (counts for both concentrations)
PSY 713	Cognitive Therapy for Family of Origin Problems



- PSY 715 Cognitive-Behavioral Assessment of Adults
- PSY 716 Cognitive-Behavioral Interventions for Depression and Anxiety
- PSY 718 Psychological Interventions for Addictive Behaviors
- PSY 725 Cognitive-Behavioral Interventions for Trauma and Related Disorders

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

### **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:**

- PSY 701 Couples Therapy
- PSY 702 Advanced Family Therapy
- PSY 711 Cognitive-Behavioral Assessment of Children (counts in both concentrations)
- PSY 712 Cognitive-Behavioral Interventions with Children (counts in both concentrations)
- PSY 720 Systems Interventions for Children
- PSY 727 Assessment and Treatment of ADHD

### **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.

## **Course Descriptions**

### **PSY 500: Abnormal Psychology (Summer/Fall)**

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. 3 credits

### **PSY 502: Psychology of Development (Fall/Spring)**

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. 3 credits

### **PSY 504: Psychological Measurement (Summer/Fall)**

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. 3 credits

### **PSY 600: Counseling: Principles and Practices (Summer/Fall)**

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. Prerequisites: PSY 500 and PSY 501, may be taken concurrently. 3 credits

#### **PSY 604: Ethical Principles for Counselors (Fall/Spring)**

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. Prerequisite: PSY 600. 3 credits

#### **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. 3 credits

#### **PSY 627: Issues in Professional Practice (Spring/Summer)**

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 multi-disciplinary treatment team?" "What professional organizations should I belong to? Why?" "What is the difference between a profession and a job"? Prerequisite: PSY 801. 3 credits

#### **PSY 630: Cultural Competencies in Counseling (Spring/Summer)**

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. Prerequisites: PSY 500, PSY 501, and PSY 600. 3 credits

**PSY 635: Clinical Health Psychology (Spring/Fall)**

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.

**PSY 650: Research Seminar (Spring/Summer)**

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. Prerequisite: PSY 504. 3 credits

**PSY 660: Special Topics Seminar in Clinical Counseling Psychology (Spring/Summer)**

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.

Prerequisites: PSY 500, and PSY 600. 3 credits

**PSY 701: Couples Therapy (Summer)**

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. Prerequisites: PSY 500, PSY 600, and PSY 708. 3 credits

**PSY 702: Advanced Family Therapy (Summer)**

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. Prerequisites: PSY 500, PSY 600, and PSY 708. 3 credits

**PSY 705: Group Approaches to Counseling and Psychotherapy (Fall/Spring)**

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). Prerequisites: PSY 500, PSY 600, and PSY 708. 3 credits

**PSY 708: Cognitive Assessment and Psychotherapy (Fall/Spring)**

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.

Prerequisites: PSY 500, PSY 504, and PSY 600. 3 credits

**PSY 711: Cognitive-Behavioral Assessment of Children (Spring)**

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. Prerequisites: PSY 502, PSY 504, PSY 600, PSY 708; PSY 502 and PSY 504 may be taken concurrently. 3 credits

**PSY 712: Cognitive-Behavioral Interventions with Children (Summer)**

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. Prerequisites: PSY 500, PSY 502, PSY 504, PSY 600, PSY 708, PSY 711. 3 credits

**PSY 715: Cognitive-Behavioral Assessment of Adults (Spring)**

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. Prerequisites: PSY 500, PSY 504, PSY 600, PSY 708; PSY 504 may be taken concurrently. 3 credits

**PSY 716: Cognitive-Behavioral Interventions for Depression and Anxiety (Summer)**

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.

Prerequisites: PSY 500, PSY 504, PSY 600, PSY 708. 3 credits.

**PSY 718: Psychological Interventions for Addictive Behaviors (Spring)**

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. Prerequisites: PSY 500, PSY 504, PSY 600, PSY 708. 3 credits

**PSY 720: Systems Interventions with Children (Fall)**

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. Prerequisites: PSY 500, PSY 502, PSY 504, PSY 600, PSY 708, and PSY 711. 3 credits

**PSY 725: Cognitive-Behavior Interventions for Trauma and Related Disorders (Fall)**

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. Prerequisites: PSY 500, PSY 504, PSY 600, and PSY 708. 3 credits

**PSY 727: Assessment and Treatment of ADHD (Spring)**

The purpose of this course is to provide students with an overview of the nature, diagnosis, assessment, and treatment of Attention Deficit Hyperactivity Disorder in children, adolescents, and adults. As part of this overview, various empirical, clinical, and controversial issues will be discussed and critically examined within a developmental framework. Students will be exposed to materials which will help them answer the following questions: What is ADHD? Is it a real disorder? Are we over-diagnosing and over-medicating children? Do we have reliable and valid methods of diagnosing it? What are the best ways of assessing and treating ADHD? How does ADHD differ in children and adults? How does ADHD interact with the Americans with Disabilities Act (ADA)? This course will cover child, adolescent, and adult presentations of this disorder and present empirically supported interventions specific to each population. An overview of psychopharmacological treatments as well as specific parent-training programs will be discussed. Prerequisites: PSY 500, PSY 504, PSY 600, PSY 708. 3 credits

**PSY 790: Professional Integrative Seminar (Fall)**

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. Prerequisites: PSY 708 and PSY 801. 3 credits

**PSY 800: Directed Study (Summer/Fall/Spring)**

Individually supervised study and projects with program advisor where appropriate. Students may take no more than two directed studies. 3 credits

**PSY 801: Counseling Practicum (Summer)**

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.

Prerequisites: Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708. 4 credits

**PSY 802: Counseling Internship I – Clinic Setting (Fall)**

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.

Prerequisites: Consent of the Internship Coordinator and completion of PSY 801, and two advanced (700-level) counseling courses. 4 credits

**PSY 803: Counseling Internship II – Clinic Setting (Spring)**

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.

Prerequisites: Consent of the Internship Coordinator and completion of PSY 802. 4 credits

**PSY 811: Advanced Counseling Practicum (Summer)**

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. Prerequisites: Consent of the Practicum Coordinator and completion of PSY 500, PSY 504, PSY 600, PSY 604, and PSY 708, or their equivalent. 4 credits

**PSY 812: Advanced Counseling Internship I – Clinic Setting (Fall)**

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. Prerequisites: Consent of the Practicum/Internship Coordinator and completion of PSY 811 and two advanced (700-level) counseling courses. 4 credits

**PSY 813: Advanced Counseling Internship II – Clinic Setting (Spring)**

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. Prerequisites: Consent of the Practicum/Internship Coordinator and completion of PSY 811, PSY 812 and two advanced (700-level) counseling courses. 4 credits



## Rehabilitation Counseling

### 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.
- 6) To prepare students to become nationally Certified Rehabilitation Counselors (CRC).

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.

### **Faculty in Rehabilitation Counseling**

\*^Nicholas Cioe, Ph.D., CRC, Program Director, Clinical Placement Coordinator  
Associate Professor of Health and Human Services

\*^Ryan Paskins, Ph.D., LCSW, Coordinator of Online Program  
Assistant Professor of Practice

\*^Susan Scully, Ph.D., CRC  
Associate Professor of Health and Human Services

#### Lecturers

Laura Castello, MA, CRC  
Andrea L. Coraccio, M.Ed., CRC  
Jessica Corneau, MA, CRC  
Calvin Hill, Ph.D.  
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

### **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.

### 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, and 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 position.

#### 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.

## **BLENDED ON CAMPUS 60-CREDIT COURSE OF STUDY**

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

### **OFFERED FULL-TIME AND PART-TIME**

#### **FALL (YEAR 1)**

- RCPL 503 Foundations of the Rehabilitation Counseling Profession
- RCPL 510 Introduction to Medical Rehabilitation
- RCP 525 Human Growth, Development, and Disability across the Life Span
- RCP 530 Introduction to Counseling Theory, Practice, and the Profession

#### **SPRING (YEAR 1)**

- RCP 501 Substance Use Disorders and Addiction
- RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities
- RCPL 512 Occupational Analysis, Career Development Theory and Job Placement Strategies
- RCP 599 Rehabilitation Counseling Practicum

#### **SUMMER (YEAR 1)**

- RCPL 502 Rehabilitation Research and Program Evaluation (requires residency week)
- RCP 520 Principles of Psychiatric Rehabilitation
- RCP 631 Cultural Responsiveness in Counseling

ELECTIVE

#### **FALL (YEAR 2)**

- RCPL 513 Vocational Evaluation and Career Planning
- RCPL 514 Private Sector and Forensic Rehabilitation
- RCP 550 Principles of Family and Group Process
- RCP 698 Internship and Internship Seminar I

#### **SPRING (YEAR 2)**

- RCPL 540 Case Management and Rehabilitation Plan Development
- RCPL 619 The Effective Use of Technology in Rehabilitation Counseling Practice
- RCP 630 Advanced Counseling Practice
- RCP 699 Internship and Internship Seminar II

### **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.

## **ONLINE 60-CREDIT COURSE OF STUDY**

### **FALL (YEAR 1)**

RCPL 503 Foundations of the Rehabilitation Counseling Profession

RCPL 510 Introduction to Medical Rehabilitation

### **SPRING (YEAR 1)**

RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities

RCPL 512 Occupational Analysis, Career Development Theory and Job Placement Strategies

### **SUMMER (YEAR 1)**

RCPL 502 Rehabilitation Research and Program Evaluation

RCPL 530 Introduction to Counseling Theory, Practice, and the Profession

RCPL 550 Principles of Family and Group Process

### **FALL (YEAR 2)**

RCPL 501 Substance Use Disorders and Addiction

RCPL 514 Private Sector and Forensic Rehabilitation

### **SPRING (YEAR 2)**

RCPL 520 Principles of Psychiatric Rehabilitation

RCPL 525 Human Growth, Development, and Disability across the Lifespan

## **SUMMER (YEAR 2)**

RCPL 599 Rehabilitation Counseling Practicum

RCPL 630 Advanced Counseling Practice

ELECTIVE

## **FALL (YEAR 3)**

RCPL 513 Vocational Evaluation and Career Planning

RCPL 631 Cultural Responsiveness in Counseling

RCPL 698 Internship and Internship Seminar I

## **SPRING (YEAR 3)**

RCPL 540 Case Management and Rehabilitation Plan Development

RCPL 619 The Effective Use of Technology in Rehabilitation Counseling Practice

RCPL 699 Internship and Internship Seminar II

## **Accelerated Six-in-Five BA/MA program for Assumption University seniors**

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)**

RCPL 503 Foundations of the Rehabilitation Counseling Profession

RCPL 510 Introduction to Medical Rehabilitation

RCP 525 Human Growth, Development, and Disability across the Life Span

RCP 530 Introduction to Counseling Theory, Practice, and the Profession



## **SPRING (YEAR 1)**

- RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities
- RCPL 512 Occupational Analysis, Career Development Theory and Job Placement Strategies
- RCP 501 Substance Use Disorders and Addiction
- RCP 599 Rehabilitation Counseling Practicum

## **Graduation from Undergraduate program - enroll in Graduate program**

### **SUMMER (YEAR 1)**

- RCPL 520 Principles of Psychiatric Rehabilitation
- RCPL 502 Rehabilitation Research and Program Evaluation (requires residency week)
- RCP 631 Cultural Responsiveness in Counseling

ELECTIVE

### **FALL (YEAR 2)**

- RCPL 513 Vocational Evaluation and Career Planning
- RCPL 514 Private Sector and Forensic Rehabilitation
- RCP 550 Principles of Family and Group Process
- RCP 698 Internship and Internship Seminar I

### **SPRING (YEAR 2)**

- RCPL 540 Case Management and Rehabilitation Plan Development
- RCPL 619 The Effective Use of Technology in Rehabilitation Counseling Practice
- RCP 630 Advanced Counseling Practice
- RCP 699 Internship and Internship Seminar II

## **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.

## **Course Descriptions**

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. Prerequisite: a course in Test and Measurements, or its equivalent, and/or consent of instructor; 3 credits

### **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. Prerequisite: Anatomy and Physiology is recommended but not required; 3 credits

### **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. 3 credits

### **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. Prerequisite: RCP 505; 3 credits.

### **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. Prerequisite: RCP 512; 3 credits

### **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. 3 credits

### **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. 3 credits

**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. 3 credits

**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. 3 credits

**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. Prerequisite: Permission of instructor; 3 credits

**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. Prerequisite: Permission of Clinical Coordinator; 3 credits

**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. 3 credits

**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. Prerequisites: RCP 530, RCP 550; 3 credits

**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. 3 credits

**RCP/L 640: Directed Study**

Individually supervised study and projects with advisor when appropriate. Prerequisite: Permission of instructor; 3 credits

**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. Prerequisite: Permission of the Clinical Coordinator; 6 credits total / 3 credits per course

**ELECTIVES**

Students are encouraged to take an elective course from any of the associated Health and Human Services (HHS) department programs. Common courses students take are:

RCP 601: Advances in Addiction Treatment

TRS 700: Foundations of Working with Transition-Aged Youth

SOP 700: Foundations of Working with Service Members, Veterans, and their Families (SMVF)

SOP 710: Disability & Treatment: Polytrauma (Program Director approval required)

SCP 640: Developmental Psychopathology (School Counseling Director approval required)

RES 810: Mindfulness-Based Interventions (approval required)

RES 820: The Practice of Self Compassion in Resiliency (approval required)

RES 850: Resonant Leadership and Supervision (approval required)

HAP 505: A Systems Approach to Delivering Healthcare in America (approval required)

HAP 600: Management and Supervision for Healthcare Professions (approval required)

HAP 630: An Interdisciplinary Approach to Health Policy Analysis (approval required)

## **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 thought 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 2<sup>nd</sup> year students (in the online program) are evaluated after the 2<sup>nd</sup> summer semester. The outcome of these evaluations is provided to students in the form of written letters.

# Resiliency in the Helping Professions

## 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.

## Resiliency Faculty

Lea Christo, MSW, LICSW, BCPA, Resilience Program Coordinator  
Associate Professor of Practice, Department of Health and Human Services

### Lecturers

Karen Bluth, Ph.D.

Keith Lahikainen, Psy.D.

Mary Ann Reilly Mariani, Ph.D.

## The Program of Study

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 and career satisfaction. 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.

### Required Courses:

RES 800      The Theoretical Foundations of Resiliency Building Interventions

RES 810      Mindfulness-Based Interventions



RES 820	The Practice of Self Compassion in Resiliency
RES 830	Positive Psychology: A Strengths-Based Approach to Resiliency
RES 840	Building Resilience After Traumatic Experiences
RES 850	Resonant Leadership and Supervision

## Course Descriptions

### **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'. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits

**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. 3 credits

**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. 3 credits

## School Counseling

### 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

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.

### **School Counseling Faculty**

Susan M. Scully, Ph.D., Director of School Counseling  
Associate Professor of Health and Human Services

Lorette McWilliams, Ph.D., Licensure and Practicum Coordinator  
Assistant Professor of Practice in Health and Human Services

Lea F. Christo, M.S.W.  
Associate Professor of Practice in Health and Human Services

### Lecturers

Jennifer Baublitz  
Dawn Breault, Ed.D.  
Barbara Colombo-Adams, Ed.D.  
Lauren Colwell, LMHC  
Heather Courtney  
Melissa Dervishian, LMHC

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

## Master of Arts (M.A.) in School Counseling

### Program Requirements

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (600 hours)
- Full-time program: 2 years
- Courses:
  - SCP 510 Professional Orientation to Counseling
  - SCP 505 Fundamentals of School Counseling
  - SCP 540 Introduction to Research & Program Evaluation
  - SCP 545 Human Growth & Development through the Lifespan
  - SCP 500 Pre-practicum in School Counseling
  - SCP 515 Counseling Theories, Principles, & Practices
  - SCP 520 Psychology of Learning & Motivation
  - SCP 610 Cultural Responsiveness in Counseling
  - SCP 535 Group Counseling & Leadership
  - SCP 560 Psychological & Educational Assessment
  - SCP 600 Family Counseling, Collaboration and Engagement
  - SCP 620 Vocational, Career & College Counseling
  - SCP 625 Neuropsychology of Learning & Behavior
  - SCP 640 Developmental Psychopathology
  - SCP 635 Intervention Strategies: Academic and Learning
  - SCP 645 Consultation & Collaboration: School/Family/Community
  - SCP 710 Clinical Practicum: Guidance (All Levels)
  - SCP 630 Intervention Strategies: Social & Emotional
  - SCP 660 Behavioral Assessment and Intervention
  - SCP 810 Advanced Clinical Practicum: Guidance (All Levels)

## **Master of Arts (M.A.) in School Adjustment Counseling/School Social Work**

### **Program Requirements**

- 60 credit program
- 100-hour pre-practicum experience
- Clinical practicum (900 hours)
- Full-time program: 2 years
- Courses:
  - SCP 510 Professional Orientation to Counseling
  - SCP 505 Fundamentals of School Counseling
  - SCP 540 Introduction to Research & Program Evaluation
  - SCP 545 Human Growth and Development
  - SCP 500 Pre-practicum in School Counseling
  - SCP 515 Counseling Theories, Principles, & Practices
  - SCP 520 Psychology of Learning & Motivation 3 credits
  - SCP 610 Cultural Responsiveness in Counseling
  - SCP 535 Group Counseling & Leadership
  - SCP 560 Psychological & Educational Assessment
  - SCP 600 Family Counseling, Collaboration and Engagement
  - SCP 670 Introduction to the Principles and Practices of School Adjustment Counselors/School Social Workers
  - SCP 625 Neuropsychology of Learning & Behavior
  - SCP 640 Developmental Psychopathology
  - SCP 635 Intervention Strategies: Academic & Learning
  - SCP 675 Advanced Principles and Practices of School Adjustment Counselors/School Social Workers
  - SCP 775 Clinical Practicum in School Social Work/Adjustment Counseling
  - SCP 660 Behavioral Assessment and Intervention
  - SCP 630 Intervention Strategies: Social & Emotional
  - SCP 875 Advanced Clinical Practicum in School Adjustment Counselors/School Social Workers

## **Comprehensive Exam – Capstone Experience**

The comprehensive exam is required for all students in the Master's degree School Counseling programs. Students may take the exam after completing all course work or concurrent with the last semester of their course work. The questions are selected based on this degree training program. Students will integrate knowledge and skill from all courses and experiences throughout their Master's degree training. Questions are intentionally structured to require integration from all elements of training; thus, focusing on knowledge gleaned from one course or experience exclusively will not provide a comprehensive or exhaustive demonstration expected.

Comprehensive exams are scheduled each semester. The student's comprehensive examination committee will consist of two faculty members. The exam is comprised of both a written and oral component.

Comprehensive exams carry the grade of pass, low pass, or fail. If the student fails the comprehensive exam, he/she/they will be given one (1) additional opportunity to demonstrate competence.

## **Pre-Practicum**

Students are required early in their course of study to complete the pre-practicum experience/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 children and adolescents and spend time with school-age youth.

## **Practicum**

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 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.

## **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 Guidance 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 have applied to any CAGS programs are invited to contact the School Counseling Program Director to conduct a transcript review and draft an initial program of study.



CAGS programs may vary with respect to credit hours and required practicum hours based on this transcript review.

## **Course Descriptions**

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits, Prerequisites: SCP 510, SCP 565

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits, Prerequisite: SCP 540

### **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. 3 credits

### **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. 3 credits

### **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. 3 credits, 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 inter- vention 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. 3 credits, 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. 3 credits, 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. 3 credits, 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. 3 credits, 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. 3 credits, 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. 3 credits, Prerequisite: Permission of the Director of the School Counseling Program

**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. 3 credits.

**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. 3 credits.

**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. 3 credits.

## 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

Anita Danker, Ed.D.

Amy Maynard, Ed.D.

Catherine Polis

Mara Power

Donald Briere, Ph.D.

Eileen Harvey

Jean Lindquist-Grady, Psy.D.

Lisa Hughes, Ed.D.

Joyce Elia-Renaud, Ed.D.

Paula Lea, M.Ed.

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

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

**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:**

SED 502 Teaching English Language Learners with and without Special Needs

Or

EDU 515 Diversity in Schooling

EDU 512 Introduction to Research in Education

SED 560 Foundations of Special Education

SED 561 Individualized Education Planning: A Collaborative Approach

SED/PSY 566 Assessment of Special Learning Needs of Children and Adolescents

SED/PSY 568 Behavioral Assessment and Interventions

SED 570 Inclusion: Theory and Classroom Practice

EDU 552 Foundations of Teaching Reading

Or

EDU 572 Teaching Reading to Diverse Learners

EDU 574 Teaching Mathematics to Diverse Learners

SED 555 Pre-Practicum I: Teacher of Students with Moderate Disabilities (PreK-8, 5-12)

SED 565 Pre-Practicum II: Teacher of Students with Moderate Disabilities (PreK-8, 5-12)

SED 590 Practicum and Seminar: Teacher of Students with Moderate Disabilities (pre-practicum hours must be completed and approved prior to enrolling in the practicum. Degree candidates who do not seek Massachusetts teacher licensure must substitute approved electives for the practicum; they may not enroll in the practicum)

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.

### **Master of Arts in Special Education: Professional License for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)**

#### **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:**

SED 660	Critical Issues in Special Education (pre-requisite SED-560 or equivalent)
SED 571	Curriculum and Methods for Students with Moderate Disabilities (PreK-8, 5-12)
SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8, 5-12)
SED 699	Thesis: Guided Evidence-Based Instruction (pre-requisite EDU-512 or SED-703)

**Seven Additional Courses:**

(must be approved by the Director of Special Education)

EDU 512	Introduction to Research in Education
Or	
EDU 703	Advanced Research Seminar
EDU 515	Diversity in Schooling
EDU 572	Teaching Reading to Diverse Learners
EDU 575	Seminar: Strategies in Teaching Mathematics to Students with Moderate Disabilities
EDU 567	Seminar: Advanced Assessment of Special Learning Needs
SED 580	Learning Disabilities
SED 585	Teaching Students with Behavior Disorders
SED 586	Students with Severe Disabilities
SED 600	Special Topics in Special Education
SED 700	Directed Study

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.

**Certificate of Advanced Graduate Study (CAGS) in Special Education: Positive Behavior Supports (PBS)**

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))

EDU 515	Diversity in Schooling
SED 585	Teaching Students with Behavior Disorders
SED 587	Advanced Application of Positive Behavior Supports (pre-requisite SED/PSY568 or equivalent)
SED 589	Seminar: Research and Practice in Positive Behavior Supports (pre-requisites EDU512, SED587 or equivalent, may be taken concurrently)
SED 591	Performance Assessment and Seminar: Teacher of Students with Moderate Disabilities (PreK-8, 5-12)

### **Required Courses – Option 2: Certificate Only Program**

EDU 515	Diversity in Schooling
SED 585	Teaching Students with Behavior Disorders
SED 587	Advanced Application of Positive Behavior Supports (pre-requisite SED/PSY568 or equivalent)
SED 589	Seminar: Research and Practice in Positive Behavior Supports (pre-requisites EDU512, SED587 or equivalent, may be taken concurrently)

Electives

## **Certificate of Advanced Graduate Study (CAGS) in Special Education: Autism Spectrum Disorders (with Endorsement Option)**

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 will 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

### Courses

SED/ASD 600	Foundations and Characteristics of Autism Spectrum Disorders
PSY/SED 568 OR ABA 600	Behavioral Assessment and Interventions  Behavioral and Functional Assessment
SED/ASD 620  OR ABA 601 & ABA 602	Educational Assessment and Programs: Autism Spectrum Disorders (Prerequisite: SED/ASD 600 or equivalent)  ABA 601 Behavior-Analytic Interventions I <u>and</u> ABA 602 Behavior-Analytic Interventions II (for non-endorsement students only; Prerequisite ABA 500 or equivalent)
SED/ASD 640	Collaboration and Coordination: Autism Spectrum Disorders (Prerequisite: SED/ASD 600 or equivalent)
SED/ASD 680*	Field Experience and Seminar I: Working with Students with Autism Spectrum Disorders (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 (Prerequisites: SED/ASD 620 and 640 OR taken concurrently)

*\*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).*

**Electives:**

EDU 515                      Diversity in Schooling  
SED 587                      Advanced Application of Positive Behavior Supports  
SED 589                      Seminar: Research and Practice in Positive Behavior Supports  
SED 700                      Directed Study  
TRS 700                      Transition Education and Services  
ABA 500                      Principles of Learning and Behavior Analysis  
ABA 503                      Behavior Analysis and Intellectual and Developmental Disabilities  
Other courses approved in advance by the program director.

**Course Descriptions**

**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. *Permission of Program Director required; Credits: 3*

**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. *Permission from Program Director required, 3 credits*

**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. *Prerequisites: ABA 601; Credits: 3*

**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. 3 credits

**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. 3 credits

**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. 3 credits

**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. Prerequisites: EDU 552 or equivalent OR evidence of passing score on the Foundations of Reading Test of the Massachusetts Tests for Educator Licensure (MTEL); 3 credits

#### **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. 3 credits

#### **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. Prerequisites: EDU 574 or equivalent and permission of Program Director; 3 credits

#### **EDU 703 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. 3 credits

#### **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. 3 credits

### **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. 3 credits

### **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. 3 credits

### **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. Prerequisite: SED 560; 3 credits

### **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. 3 credits



### **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. 3 credits

### **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 administering 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. Prerequisite: SED/ PSY 566 or equivalent; 3 credits

### **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. 3 credits

### **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. Prerequisite: SED 560 or equivalent; may be taken concurrently; 3 credits

### **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. 3 credits

### **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. Prerequisite: SED 560 or equivalent; 3 credits

### **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. 3 credits

### **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. Prerequisite: SED 560 or equivalent (may be taken concurrently); 3 credits

### **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. Prerequisite: SED/ PSY 568 or equivalent; may be taken concurrently; 3 credits

### **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. Prerequisites: SED 587 and EDU 512 or equivalent; may be taken concurrently; 3 credits

**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. Permission required; enrollment limited to qualified, matriculated graduate students. 6 credits

**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. 3 credits

**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. 3 credits.

**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. *Prerequisite: SED/ASD 600 or equivalent. 3 credits.*

### **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. *Prerequisite: SED/ASD 600 or equivalent. 3 credits.*

### **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. *Prerequisite: SED 560 or equivalent (can be taken concurrently); 3 credits*

### **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. *Prerequisites: SED/ASD 600 and PSY/SED 568 or ABA 600 OR taken concurrently. 3 credits.*

### **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. *Prerequisites: SED/ASD 620 and 640 OR taken concurrently. 3 credits.*

**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. Prerequisite: EDU 512 or equivalent; 3 credits

**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. 3 credits

**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. *3 credits*

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

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 Health and Human Services  
Director of Rehabilitation Counseling

Susan Scully-Hill, Ph.D.  
Associate Professor of Health and Human Services  
Director of School Counseling

Lea Christo, MSW, LICSW, BCPA  
Associate Professor of Practice in Health and Human Services

### 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 11<sup>th</sup>, 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.

## Certificate of Graduate Study

### Required Courses

HRS 210	*Medical Aspects of Chronic Illness & Disability (or equivalent/approved experience)
HRS 330	*Interviewing Techniques in Human Services & Rehabilitation Studies (or equivalent/approved experience)
SOP 700	**Basic Training: Foundations of Working with SMVF
SOP 710	Disability & Treatment: Polytrauma
SOP 715	Disability & Treatment: Physical, Sensory and Psychiatric
SOP 720	Systems Navigation for SMVF
SOP 730	Counseling Interventions & Strategies with SMVF
SOP 740	Strengthening Resilience for the SMVF

\*May be required as foundational courses depending on applicant's background in the field and or military experience.

\*\*Individuals who have served can choose an elective in place of this course

## Certificate of Advanced Graduate Study

### Required Courses

SOP 700	**Basic Training: Foundations of Working with SMVF
SOP 710	Disability & Treatment: Polytrauma
SOP 715	Disability and Treatment: Physical, Sensory & Psychiatric
SOP 720	Systems Navigation for SMVF
SOP 730	Counseling Interventions & Strategies with SMVF
SOP 740	Strengthening Resilience for the SMVF

\*\*Individuals who have served can choose an elective in place of this course

## Course Descriptions

### **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 (SMVF)**

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.

## Transition Specialist Certificate of Advanced Graduate Study (with Endorsement Option)

### PROGRAM 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

## **Courses**

### **Required Courses:**

- TRS 700 Foundations of Transition Education and Services
- TRS 710 Transition Assessment (Prerequisite: TRS 700 or equivalent or may be taken concurrently)
- TRS 720 Transition Systems and Supports (Prerequisite: TRS 700, 710 or equivalent or may be taken concurrently)
- TRS 730 Collaboration in Transition Planning (Prerequisite: TRS 700, 710, 720 or equivalent or may be taken concurrently)
- TRS 740 Transition: Community-Based Practicum (Prerequisites: TRS 700, 710, 720, & 730 or equivalent or may be taken concurrently)
- TRS 750 Transition: School-Based Practicum (Prerequisites: TRS 700, 710, 720, & 730 or equivalent or may be taken concurrently)

### **Elective Courses:**

- EDU 515 Diversity in Schooling
- SED 560 Introduction to Special Education
- RCP 525 The Psychology of Disability across the Lifespan
- RCP 640 Directed Study
- SCP 750 Directed Study
- SED 700 Directed Study

Course approved in advance by the Program Director

## **Course Descriptions**

### **Required Courses:**

#### **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 Plans. 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. *3 credits*

### **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. *Prerequisite: TRS 700 or equivalent or taken concurrently ; 3 credits*

### **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 supported 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. *Prerequisite: TRS 700 & 710 or equivalent ; 3 credits*

### **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. *Prerequisite: TRS 700 & 710 or equivalent ; 3 credits*

### **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. *Prerequisites: TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently ; 3 credits*

### **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 effective transition service delivery. The practicum requires students to utilize and integrate the knowledge and skills learned in previous coursework. *Prerequisites: TRS 700 & 710, or equivalent; 720 & 730 may be taken concurrently ; 3 credits*

### **Elective Courses**

#### **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. *3 credits*

#### **SED 560 Introduction to 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 Plans (IEPs), the current laws, landmark decisions, and educational mandates 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. *3 credits*

#### **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. *3 credits*



**RCP 640 Directed Study** Individually supervised study and projects with advisor when appropriate. *Prerequisite: Permission of instructor ; 3 credits*

**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. *Prerequisite: Permission of Director of School Counseling Program ; 3 credits*

**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. *Prerequisite: Permission of Director of Special Education Required ; 3 credits*

## Grenon School of Business Graduate Programs

Assumption University's Grenon School of Business offers several graduate-level business programs designed for both working professionals and recent graduates. In addition, we offer certificate programs including a Certificate of Advanced Graduate Study (C.A.G.S.) in Business.

### Mission Statement

The mission of the graduate business programs is to develop the next generation of principled leaders for central Massachusetts and beyond.

### Assumption University's Grenon School of Business Graduate Programs include:

#### MBA Programs

- Part-time MBA
- Part-time MBA – Accounting CPA track
- Full-time Accelerated MBA – Management track
- Full-time Accelerated MBA – Accounting track

#### Master of Arts in Organizational Leadership

#### Graduate Certificate Programs

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

## MBA Programs

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**

Michael Lewis, Ph.D., Director, Grenon School of Business Programs  
Associate Professor of Management

Nadeesha Bandara, Ph.D.  
Zachary Daniels, MBA  
Bart Morrison, DBA  
Shannon Housh, Ed.D.  
Brett Murphy-Hunt, Ed.D.  
Kristen Quinn, MSA  
Jessica Zinger, Ph.D.

## **Program Requirements**

### ***Part-time 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 up to four foundation courses making the MBA program up to 48 credits (16 courses).

### **MBA Foundation Courses (3 credits each) - waived if you have a bachelor's degree in a business-related field**

MBA 562 Foundations of Marketing

MBA 563 Finance for Managers

MBA 564 Decision Analytics

MBA 565 Foundations of Accounting

### **MBA Functional Courses (3 credits each)**

MBA 600 Business Ethics

MBA 601 Human and Organizational Behavior

MBA 602 Marketing Strategy Development

MBA 603 Financial Strategy Development

MBA 604 Operations Strategy Development

MBA 605 Accounting Decisions for Managers

### **Electives (5 courses, 3 credits each)**

Electives — from MBA700-999 (excluding MBA800)

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

**Optional Concentrations:**

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

**Integrative Experience - Capstone (1 course, 3 credits)**

MBA 800 Business Strategy

***Part-time MBA CPA Track- 36 credits***

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.

**MBA Core Requirements**

MBA 600 Business Ethics

MBA 601 Human and Organizational Behavior

MBA 602 Marketing Decision Analysis

MBA 603 Financial Decision Analysis

MBA 800 Business Strategy

**Experiential Requirement**

MBA 763 Professional Experience in Accounting: Online seminar while working full-time during "busy tax season"

**Elective Requirements (Choose 4)**

MBA 700 Advanced Managerial Accounting

MBA 701 Internal and Operational Auditing

MBA 702 Ethics & Professional Responsibilities for Accountants

MBA 703 Financial Aspects of Mergers  
MBA 704 Tax Concepts for Managers  
MBA 705 Corporate Financial Reporting  
MBA 729 Technical and Professional Communications  
MBA 761 CPA Exam Review  
MBA 762 Advanced Business Law  
MBA 764 Volunteer Income Tax Assistance  
MBA 765 Issues in Fraud Examination

***Accelerated Full-time MBA – Management track, 36 – 48 Credits***

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.

**First Summer Session I:**

MBA 564 DECISION ANALYTICS (waived for undergrad business majors)  
MBA 565 FOUNDATIONS OF ACCOUNTING (waived for undergrad business majors)  
MBA 600 BUSINESS ETHICS

**First Summer Session II:**

MBA 750 PROFESSIONAL PRACTICE & MENTORING  
MBA 562 FOUNDATIONS OF MARKETING (waived for undergrad business majors)  
MBA 563 FINANCE FOR MANAGERS (waived for undergrad business majors)

**Fall:**

MBA 751 PROFESSIONAL PRACTICUM I Blended  
MBA 602 MARKETING DECISION ANALYSIS  
MBA 603 FINANCIAL DECISION ANALYSIS  
MBA 605 ACCOUNTING DECISIONS FOR MANAGERS

**Spring:**

MBA 753 PROFESSIONAL PRACTICUM II

MBA 601 HUMAN & ORGANIZATIONAL BEHAVIOR

MBA 604 OPERATIONS DECISION ANALYSIS

MBA 771 CORPORATE SOCIAL RESPONSIBILITY

**Second Summer Session I:**

MBA 770 ETHICAL LEADERSHIP

MBA 800 BUSINESS STRATEGY

***Accelerated Full-time MBA (CPA Track) - 36 credits***

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.

**First Summer:**

MBA 761 CPA Exam Review

MBA 750 Professional Practice & Mentoring

MBA 600 OR 602, OR 603 Titles below

**Fall:**

MBA 600 Business Ethics

MBA 602 Marketing Decision Analysis

MBA 603 Financial Decision Analysis

Take the two above courses not taken during the first summer.

MBA 702 Ethics & Professional Responsibilities for Accountants

MBA 762 Advanced Business Law

**Spring:**

MBA 601 Human & Organizational Behavior

MBA 763 Professional Experience in Accounting

OR

MBA 764 & MBA 729 Volunteer Income Tax Assistance AND Technical & Professional Communications

**Second Summer:**

MBA 770 Ethical Leadership

MBA 800 Business Strategy

## Master of Arts in Organizational Leadership

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.

## **Program Requirements**

### **Required Courses (3 credits each):**

MOL 610	Becoming a Leader
MBA 601	Organizational Behavior: Leading Teams and Organizations
MOL 613	Leading and Navigating Change and Innovation
MOL 615	Leader as a Communicator
MOL 617	Developing the Organization
MBA 770	Ethical Leadership
MOL 801	Leadership Capstone

### **Electives (Choose 3 courses from the following list, 3 credits each):**

MBA 710	Business & Society
MBA 739	Negotiation & Conflict Resolution
MBA 743	Leadership (proposing course title change to Strategic Leadership)
MOL 785	Contemporary Issues in Leadership
MOL786	The Leadership Lab

### **Gateway to a Graduate Certificate in Professional Coaching:**

As an alternative to choosing three electives from above, students can complete a Certificate in Professional Coaching. This is a four-course program (10 credit hours) and includes:

MOL 780	Foundations of Professional Coaching
MOL 781	Workplace Coaching
MOL 782	Coaching Practice and Supervision I (2 credits)
MOL 783	Coaching Practice and Supervision II (2 credits)

## **Graduate Certificate Programs**

### ***Certificate of Advanced Graduate Study (CAGS)***

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.

#### Functional Core Courses (MBA600-605)

Ordinarily, no more than one Functional Core course 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.

MBA Foundation and Core Courses are offered all three semesters: fall, spring and summer. Most courses in the fall and spring are offered in a hybrid or blended format (meeting every other week) where they will meet both in-person and online using Brightspace. Classes run from 6:30pm to 9:00pm. and are offered Monday-Thursday.

The structure of the blended class and the online weeks at the instructor's discretion; therefore, no two hybrid classes may be the same. The summer semester commonly offers intensive formats for courses a 6-week format in each of two summer sessions.

### Course Descriptions

#### Foundation and core Courses

##### **MBA 562: Foundations of Marketing**

Foundations of Marketing is designed to develop the knowledge and skills needed to understand the role of marketing within the framework of an organization. Using an analytical and decision-making approach, students will learn to apply the concepts of marketing segmentation and marketing mix to the marketing of products and services within the dynamics of the business environment. 3 credits

##### **MBA 563: Finance for Managers**

This course provides students with the fundamentals in business finance and economics so they are fully prepared for more advanced topics in the MBA program. The objective is to ensure each student's familiarity with the language and resources of economics and financial management and how managers apply finance and economic theory to make business decisions. Students will develop a solid understanding of financial management's role in the business environment in addition to practicing skills in financial computation to solve business problems. 3 credits

##### **MBA 564: Decision Analytics**

In an increasingly complex world, decision analysis has a major role to play helping produce insight and promote creativity to help decision-makers make better decisions. Business analytics are becoming a critical capability for enterprises of all types, for profit or non-profit, domestic or international. Solving organizational problems requires understanding of many functional areas, including marketing and sales, human resources, accounting, operations, engineering and others. In

this course, students will gain knowledge of theory and practical applications of decision analysis. Using cases, students will identify pertinent information, perform analysis using key tools including analytical software, and develop effective solutions supported by data. Concepts we will explore include decision trees, probability, risk assessments, group decision-making, resource allocation and scenario planning. 3 credits

#### **MBA 565: Foundations of Accounting**

This course examines the principles and practices of external financial reporting, with particular emphasis on balance sheet valuations and their relationship to income determination. It reviews basic accounting concepts and the essentials of the accounting process. Students will study in-depth the measurement and disclosure problems associated with financial accounting. Alternative accounting procedures and their impact on financial statements are also examined. The impact of accounting information on external decision-making will be emphasized. 3 credits

#### **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. 3 credits

#### **MBA 601: Human and Organizational Behavior**

This course utilizes a systems approach to human and organizational behavior. It focuses on the following types of behavior: individual, small group, inter-group, and total organization. Special emphasis is placed on personnel systems, group cohesiveness, leadership, and the change process as relevant to the socio-technical system on any organization. This course also examines selected issues in managerial behavior. 3 credits

#### **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. Prerequisite: MBA 551 or MBA 562; 3 credits

#### **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. Prerequisite: MBA553 or MBA563; 3 credits

#### **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. Prerequisite: MBA556 or MBA564; 3 credits

### **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. Prerequisite: MBA552 or MBA565; 3 credits

### **Integrative Experience/Capstone Course**

#### **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. Prerequisites: All Functional Core Courses (MBA 600-605), and 3 Electives (MBA 700 & 900 level courses); 3 credits

### **Elective Courses**

#### **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. Prerequisites: MBA 552 or MBA 565, MBA 601; Concentration: Accounting; 3 credits

#### **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. Prerequisites: MBA 601, MBA 552 or MBA 565; Concentration: Accounting, Management; 3 credits

#### **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. Prerequisite: MBA 553 or MBA 563 (MBA 603 helpful); Concentration: Accounting, Finance/Economics; 3 credits

**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. Prerequisites: All Foundations Courses or permission of MBA Director; Concentration: Accounting, Finance/Economics, Management; 3 credits

**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. Prerequisites: MBA 601, MBA 552 or MBA 565; Concentration: Accounting, Finance/Economics; 3 credits

**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. Prerequisites: MBA 601, MBA 552 or MBA 565; Concentration: Accounting, International Business; 3 credits

**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. Prerequisite: MBA 601; Concentration: Human Resources, Management; 3 credits

**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. Prerequisite: MBA 601; Concentration: Human Resources, Management; 3 credits

**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. Prerequisite: MBA 601; Concentration: International Business, Management; 3 credits

**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. Prerequisite: MBA 601; Concentration: Human Resources, Management; 3 credits

**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. Prerequisites: All Foundations Courses; Concentration: Accounting, Management, and Marketing; 3 credits

**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

Prerequisite: Permission of Instructor or as designated on the course schedule when offered; 3 credits

**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. Prerequisite: MBA 602; Concentration: Marketing; 3 credits

**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. Prerequisite: MBA 602; Concentration: International Business, Marketing; 3 credits

**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. Prerequisite: MBA 602; Concentration: Marketing; 3 credits

#### **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. Prerequisite: MBA 602; Concentration: Marketing; 3 credits

#### **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. Prerequisites: MBA 601, Computer Literacy; Concentration: Human Resources, Management, Marketing; 3 credits

#### **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. Prerequisites: All Foundations Courses and MBA 718; Concentration: Human Resources, Management, Marketing; 3 credits

#### **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. Prerequisite: MBA 604; Concentration: Management; 3 credits

#### **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. Prerequisite: MBA in HCM student or permission of MBA Director; 3 credits

#### **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.  
Prerequisite: MBA 604; Concentration: Management; 3 credits

### **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. Prerequisite: MBA 553 or MBA 563; Concentration: Finance/Economics; 3 credits

### **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. Prerequisites: MBA 552 or MBA 565, MBA 603; Concentration: Finance/Economics, International Business; 3 credits

### **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. Prerequisites: Calculus, MBA 554 and MBA 556 or MBA 563 and MBA 564; Concentration: Finance/Economics; 3 credits

### **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. Prerequisite: MBA 601; Concentration: Human Resources, Management; 3 credits

### **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. Concentration: International Business; 3 credits

### **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. Concentration: Management; 3 credits

**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. Concentration: Human Resources, International Business, Management, Marketing; 3 credits

**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. Prerequisite: MBA 707; Concentration: Human Resources, International Business; 3 credits

**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. Prerequisite: MBA 601; Concentration: Human Resources; 3 credits

**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. Prerequisite: MBA 707; Concentration: Human Resources; 3 credits

**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. Prerequisite: MBA 601; Concentration: Human Resources, Management; 3 credits

**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. Concentration: Management, Marketing; 3 credits

**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. Concentration: Human Resources, International Business, Management; 3 credits

**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. Prerequisite: MBA 602; Concentration: Marketing; 3 credits

### **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. Prerequisite: MBA 601; Concentration: Management; 3 credit

### **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. Prerequisite: MBA 601; Concentration: Management, Nonprofit Leadership; 3 credits

### **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. Prerequisite: All Functional Core Courses & Permission of Instructor Concentration: Management; 3 credits

### **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. 3 credits

### **MBA 901: Strategic Planning and Implementation for Nonprofit Organizations**

This course will introduce the role and functions of nonprofit, voluntary, and philanthropic organizations, as well as the nature of strategy and strategic planning as it applies to entities in this sector. Students will learn analytic techniques, planning, and specific strategic models appropriate to various economic, competitive, and sector-specific conditions. The strategy change cycle in the nonprofit sector will be explored, as well as implementation and assessment techniques. Concentration: Nonprofit Leadership; 3 credits

### **MBA 902: Fundraising for Nonprofit Organizations**

Students who complete the course will understand the various approaches to raising funds for nonprofit, governmental, or social service organizations for which the typical methods of business revenue generation (sales of products and services, venture capital, and loans) are not practical or desirable. Ethical fundraising practices and those consistent with the mission of the organization will

be stressed. Topics pertinent to the current regulatory climate will be presented. Prerequisites: MBA 603 and MBA 605; Concentration: Nonprofit Leadership; 3 credits

### **MBA 903: Marketing and Public Relations for Nonprofit Organizations**

This course will examine marketing and public relations theory and practice in the context of the nonprofit sector, and will explore the ways in which strategic communications campaigns support mission attainment and increase public accountability for nonprofit organizations. Cases will illustrate public relations processes and marketing strategies that effectively identify organizational strengths, create value for the public, and communicate the value of organizations to a broad range of stakeholders. Prerequisite: MBA 602; Concentration: Marketing, Nonprofit Leadership; 3 credits

### **MBA 904: Financial Management for Nonprofit Organizations**

This course presents a description of the financial management techniques appropriate to nonprofit, voluntary, and philanthropic organizations. Operational budgeting, financial planning, nonprofit accounting, pricing, capital budgeting, and investment strategies will be considered in detail. Prerequisite: MBA 603; Concentration: Nonprofit Leadership; 3 credits

### **MBA 905: Leadership and Human Resource Management for Nonprofit Organizations**

This course presents theories of leadership, organizational development, organizational behavior, and their application to nonprofit, voluntary, and philanthropic organizations. In addition, students are exposed to basic practices of and issues in hiring, compensation, training, and performance evaluation as they apply to this sector. The role, value, and dynamics of volunteerism and diversity are explored. Prerequisite: MBA 601 or HAP 600; Concentration: Nonprofit Leadership ; 3 credits

### **MBA 906: Governance, Executive Leadership, and Ethics in Nonprofit Organizations**

This course focuses on the history, role, and functions of nonprofit boards with respect to providing leadership at the organizational, community and societal levels. Emphasis is placed on how boards in partnership with executive leadership achieve the mission and vision of nonprofit organizations. Nonprofit sector boards are contrasted with public and for-profit sectors. Board development is considered, as is how boards embody, establish, and monitor organizational values such as trust, stewardship, service, volunteerism, civic enjoyment, freedom of association, and social justice. Prerequisite: MBA 601 or HAP 600; Concentration: Nonprofit Leadership; 3 credits

### **MBA 907: Accounting for Nonprofit Organizations**

This course explores current accounting principles designed for not-for-profit organizations such as hospitals, colleges, voluntary health and welfare organizations and fraternal organizations. Recent pronouncements covering financial reporting, pledges and revenue recognition, and cost allocation is covered and discussed. The relationship between traditional fund accounting and the new financial statement format is covered. Prerequisite: MBA 605; Concentration: Accounting, Nonprofit Leadership; 3 credits

## **Accelerated MBA Courses**

### **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. Prerequisite: student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director; 3 credits

### **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. Prerequisite: student in the Accelerated MBA or permission of MBA Director; 3 credits

### **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. Prerequisite: student in the Accelerated MBA program or permission of MBA Director; 3 credits

### **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. Prerequisite: student in the Accelerated MBA program or permission of MBA Director; 3 credits

### **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. Prerequisite: student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director; 3 credits

**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. Prerequisite: student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director; 3 credits

**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. Prerequisite: student in the Accelerated MBA with Accounting Emphasis or permission of MBA Director; 3 credits

**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. Prerequisite: student in the Accelerated MBA with Accounting Emphasis program or permission of MBA Director; 3 credits

**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. Prerequisite: student in the Accelerated MBA program or permission of MBA Director; 3 credits

**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. Prerequisite: student in the Accelerated MBA program or permission of MBA Director; 3 credits

## **Organizational Leadership Courses**

### **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. *Three credits. 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. *Three credits. Prerequisite: 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. *Three credits. 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. *Three credits. 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. *Three credits.*

*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. *3 credits; 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. *Three credits. Prerequisites: MOL 610 & MBA 601.*

### **MOL 780 Foundations of Professional Coaching**

Coaching is widely recognized as a valuable resource for anyone seeking to bring out the best in others. This course covers the theoretical and practical foundations of effective coaching, whether students are adding coaching to their current leadership repertoire or developing a career in professional coaching. This course explores coaching's theoretical roots in related fields such as humanistic psychology, human learning and change, adult development, and positive psychology. Through case studies, class discussions, and written work, students will learn to use relevant theory to ground and inform practice across a variety of coaching situations and contexts. Students will develop a solid understanding of the core coaching competencies recognized by the International Coach Federation as underlying professional and ethical practice. *3 credits; No Prerequisites.*

### **MOL 781 Workplace Coaching**

Organizations are increasingly seeking to use coaching in ways that enable them to cope more effectively with change and uncertainty, while developing leadership capacity, self-efficacy, and performance. This course examines coaching theory and practice in the context of organizational systems. Students will explore the use of coaching as a tool for navigating cultural and organizational change, as a leadership development strategy, and as a set of skills and practices that can be taught and embedded in organizational leaders. Through readings, case studies, class discussions, and written work, students will come to understand the common phases of organizational coaching engagements and delve deeply into the theories and best practices that inform them. *3 credits; No Prerequisites.*

### **MOL 782 Coaching Practice and Supervision I**

This course offers live coaching practice and small group supervision in the classroom. During practice sessions, students will practice applying coaching knowledge and skills in a safe, supervised learning environment, where they will receive feedback and instruction in real time. During separate small group supervision meetings, students will present issues, challenges, and/or questions that arise in coaching experiences both inside and outside of the classroom. Students will engage with peers in a collaborative discussion of the emergent learning opportunities these cases represent.

This course emphasizes the interrelationship of theory and ethical practice. *2 credits; Prerequisites: must be taken in conjunction with MOL 780.*

### **MOL 783 Coaching Practice and Supervision II**

This is a continuation of MOL 782 Coaching Practice and Supervision I. It offers live coaching practice and small group supervision in the classroom. Students will practice applying their coaching knowledge and skills in a safe, supervised learning environment, where they will receive expert feedback and instruction in real time. During separate small group supervision meetings, students will present issues, challenges, and/or questions that arise in coaching experiences both inside and outside of the classroom. Students will engage with peers in a collaborative discussion of the emergent learning opportunities these cases represent. This course emphasizes the interrelationship of theory and ethical practice. *2 credits; Prerequisites: must be taken in conjunction with MOL 781.*