



Assumption University

SCHOOL OF
GRADUATE STUDIES

Graduate Student Handbook

Academic Year 2020-2021

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INTRODUCTION

Assumption University offers Master's degrees in Physician Assistant Studies (which has its own student handbook), Clinical Counseling Psychology (CCP), and Health Advocacy (HAP). Both Master's degrees and Certificates of Advanced Graduate Study are offered in Applied Behavior Analysis (ABA), Business Administration (MBA), MBA in Healthcare Management, Rehabilitation Counseling (RCP), School Counseling (SCP), and Special Education (SED). Certificates of Advanced Graduate Studies are offered in Resiliency in the Helping Professions (RES), Special Ops: Service Members, Veterans, and Families (SOP: SMVF), and Transition Specialist (TRS). Professional Certificates in Patient Advocacy, Resiliency in the Helping Professions, and Special Ops: Service Members, Veterans, and Families (SOP: SMVF) are also offered at the graduate level.

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

Applied Behavior Analysis (ABA)

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

The mission of the ABA programs is to prepare students to be well-rounded behavior analysts who excel at using their knowledge of the science of behavior in a variety of settings. The program accomplishes this goal through comprehensive coursework in the applied, basic and conceptual branches of behavior analysis and related fields. We teach evidence-based approaches to assessment and treatment that are widely applicable and based on firmly established behavioral principles. The coursework is integrated with a practicum series to provide students with multiple opportunities to develop competencies in skills related to behavior-analytic service delivery and research. The program teaches students to effectively work with and train staff, parents, and caregivers and to collaborate with other service providers 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.

Business Administration (MBA)

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

that may be encountered across all business disciplines. Students have the option to attend part-time through the traditional MBA program which offers blended and online classes, including evenings and Saturdays, offering convenience and flexibility.

Recent undergraduate students who graduated with or without an undergraduate business degree also have the opportunity to enroll in the full-time Accelerated MBA which is designed as a 12-14 month intensive program offering a unique Professional Practicum course series including an internship and mentoring relationship. The accelerated MBA program has two distinct tracks: 1) Management; and 2) Accounting. The Accounting track requires students to have an undergraduate accounting degree and includes a CPA prep review course. Depending on the student's undergraduate work, additional Foundations Courses may be required to complete the MBA degree. These pre-requisite courses are designed to give those with little or no formal business education the knowledge and foundation needed to enroll and succeed in an MBA program. The MBA Director or a designee will determine which, if any, of these Foundation Course requirements, will be waived based on the candidate's prior education and experience. The MBA program also offers a Certificate of Advanced Graduate Study (C.A.G.S.) in Business for Master's degree holders.

MBA in Healthcare Management (MBA in HCM)

The mission of the MBA in Healthcare Management Program is to provide the essential business administration knowledge and skills needed for today's healthcare managers. Students will acquire an in-depth understanding of healthcare systems and the people they serve. The rigorous program will develop graduates who are well-prepared to lead within the complex 21st century healthcare industry. As a Catholic institution that promotes critical intelligence, thoughtful citizenship, and compassionate service, Assumption University is committed to improving the experience of healthcare quality, access, and outcomes for all. The program equips students with essential business knowledge and skills, a critical understanding of the healthcare environment, capacity for transformative leadership, communication and relationship competence, and development of their professional practice through scholarship and service.

Clinical Counseling Psychology (CCP)

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

Health Advocacy (HAP)

The Health Advocacy program prepares students in the fundamentals of health advocacy with individuals and within organizations. This program integrates key elements of ethics, law, advocacy, management, human services, social and health sciences to become effective professional advocates. Health Advocacy students enter a path in the healthcare field that is an alternative to clinical study while complementing the education of healthcare practitioners who are licensed in clinical fields. Students have two graduate options which can be pursued sequentially for the seamless progression from one course of study to the next: Professional Certificate in Patient Advocacy and the Master of Arts in Health Advocacy. An 18-credit Certificate of Advanced Graduate Study in Health Care Management is also offered, post Master's degree.

Rehabilitation Counseling (RCP)

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

The Rehabilitation Counseling program, in coordination with the School Counseling program and Special Education program also provides a 6-course, 18-credit **Transition Specialist Program (TRS)**. This program provides training to individuals interested in helping 14 – 22 year-old students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary educational, training, and employment after completing high school. The program focuses on the educational, functional and social/emotional needs of students. Knowledge about transition-related legal, assessment, collaborative planning, school and community-based skills are developed. Consistent with the philosophies of counseling and education programs, emphasis is placed on the critical importance of self-determination and self-advocacy in the transition process. The Transition Specialist program offers a Certificate of Advanced Graduate Study (C.A.G.S.), with endorsement, for those who have already earned a master's degree. Individuals interested in acquiring specialized skills to effectively work with transition-aged youth are eligible for the certification program to prepare them to work in non-school settings (e.g., state/federal vocational rehabilitation programs, school collaborative, adult agencies providing services to transition-aged youth).

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

Prerequisites:

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

Certificate of Advanced Graduate Study (C.A.G.S.) - Prerequisite M.A. or M.S. degree

School Counseling (SCP)

The School Counseling program offers a Master of Arts degree that provides a path to Initial Licensure (PreK-8 or Grades 5-12) as a School Counselor through the Massachusetts Department of Elementary and Secondary Education (DESE) or to licensure as a School Social Worker/Adjustment Counselor (all levels). The School Counseling Program also offers 3 options to pursue a Certificate of Advanced Graduate Studies (C.A.G.S.). Students may pursue a C.A.G.S to obtain a license as a School Counselor or School Social Worker/Adjustment Counselor in Massachusetts. In these cases, the numbers of courses, credits, and practicum hours needed may vary based on the student's previously completed master's degree. Students may also create a customized C.A.G.S. with a minimum of 7 courses tailored to their needs/interests. Students may choose courses from among those offered by the following: School Counseling Programs; Rehabilitation Counseling Programs; Resiliency in the Helping Professions Program; Health Advocacy Program; Special Ops: Service Members, Veterans and their Families; Special Education Program; Applied Behavior Analysis Program; and the Transition Specialist Program. All C.A.G.S. options require a completed master's degree in counseling or a closely related field prior to application. Please note that all programs leading to endorsement for licensure in Massachusetts require students to have taken and passed the Literacy and Communication areas of the Massachusetts Test for Education Licensure (MTEL).

Special Education (SED)

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

Transition Specialist (TRS)

An interdisciplinary Transition Specialist Program is offered jointly by the Special Education, School Counseling, and Rehabilitation Counseling programs. This 6-course, 18-credit program leads to a Certificate of Advanced Graduate Study (C.A.G.S.), with an endorsement option, for individuals who have already earned a master's degree in Special Education, School Counseling, Rehabilitation Counseling, or related field.

The Transition Specialist program provides training to individuals interested in helping 14 – 22 year-old students with disabilities explore and develop career identities as well as develop the skills needed to successfully transition into post-secondary educational, training, and employment after completing high school. The program focuses on the educational, functional and social/emotional needs of students. Knowledge about transition-related legal, assessment, collaborative planning, school and community-based skills are developed. Consistent with the philosophies of counseling and education programs, emphasis is placed on the critical importance of self-determination and self-advocacy in the transition process.

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

ABOUT ASSUMPTION UNIVERSITY

MISSION

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

ACCREDITATION

Accredited by:

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

Member of:

Association of American Colleges and Universities
Association of American College and University Programs in Italy
American Council on Education
Association of Catholic Colleges and Universities
Association of Core Texts and Courses
Association for Continuing Higher Education
Association of Governing Boards of Universities and Colleges
Association of Independent Colleges and Universities in Massachusetts
College Entrance Examination Board
Higher Education Consortium of Central Massachusetts
College Reading and Learning Association
Council for Higher Education Accreditation
Council of Independent Colleges Education Advisory Board
Institute of International Education
International Assembly for Collegiate Business Education
International Center for Academic Integrity
Massachusetts Association of Colleges for Teacher Education
National Academic Advising Association
National Association of Graduate Admission Professionals
National Association of Independent Colleges and Universities
National Council on Rehabilitation Education

ASSUMPTIONIST SPONSORSHIP

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

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

ENROLLMENT & PRIVACY OF RECORDS

ADMISSIONS CRITERIA

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

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

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

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

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

Health Advocacy graduate program is open to students with an undergraduate degree in rehabilitation, human services, related social science disciplines, or those currently employed in health and human services.

Specifics for the Rehabilitation Counseling and Health Advocacy Online Program

Students must have ready access to a personal computer, internet access and basic computer literacy skills in order to be accepted into the online RCP and HAP graduate program. In addition, students must feel

comfortable with the unique features and methodologies associated with distance learning.

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

Minimum GPAs for Admission	
Business Administration	2.75
MBA in Healthcare Management	
Rehabilitation Counseling	
Applied Behavior Analysis	3.0
*Clinical Counseling Psychology	
Health Advocacy	
School Counseling	
Special Education	

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

A faculty Admissions Committee will evaluate completed applications for admission. The Committee seeks to admit students with the potential for successful performance at the graduate level and considers all materials submitted.

APPLICATION DOCUMENTATION

Matriculated Students and Candidates Are to Note the Following:

- All documents, transcripts, and other papers submitted for admission become the property of the University and will not be returned.
- A student is not officially admitted or denied admission until he/she has been notified by the Program Director. Applicants are notified of their status in writing.
- After official notification of acceptance, application material and transcripts are kept on file for one year. If the candidate has not matriculated within that year, he/she ordinarily reappplies and is subject to the rules and regulations that are in effect at the time of the new application.
- Incomplete dossiers are kept on file no longer than one year.
- The Commonwealth of Massachusetts requires that, prior to attending classes full-time (nine credits or more per semester), graduate students must be immunized against measles, mumps, rubella, diphtheria, tetanus, Hepatitis B and meningitis. For specific information please call the Graduate Medical Secretary at 508.767.7507.

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

NON-MATRICULATED STUDENTS

Non-matriculated student status may be granted by the Program Director to individuals who either have 1.) an application in progress or 2.) are interested in assessing the goodness-of-fit between program or course format prior to formally applying or 3.) are interested in selected courses without intending to matriculate into the program.

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

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

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

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

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

AUDITING A CLASS

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

TRANSFER CREDITS / WAIVERS

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

Students are to submit an official transcript of record to the Program Director when requesting approval of advanced credits. No transfer of credit will be approved until the student has completed 12 credits of graduate work at Assumption University. A student who receives advanced credit is not exempt from any part of the comprehensive examinations, if applicable.

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

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

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

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

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

ENROLLMENT STATUS

Graduate Studies defines full-time graduate student status as enrollment for nine or more credits; part-time graduate student status is defined as eight or fewer credits in a semester. For loan deferment purposes, half-time is defined as six credits. To be eligible for financial aid, students need to be enrolled for a minimum of six credits per semester. Immigration law requires that international students be enrolled at full-time status. This also means that international students must comply with the vaccination requirements.

CERTIFICATE OF ADVANCED GRADUATE STUDY – C.A.G.S.

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

LIMIT

All requirements for the Master's degree and the C.A.G.S. must be satisfied within seven calendar years. In unusual cases, and on the written request of the student, exceptions to this limit may be recommended by the Program Director, with a final decision by the Dean of the School of Graduate and Professional Studies.

DEFERMENT

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

LEAVE OF ABSENCE

Matriculated graduate students may request a leave of absence for up to one year by submitting a formal e-mail or letter to the graduate Program Director requesting a leave of absence, providing the reason(s) for the leave,

and the length of the leave. At the end of the leave of absence, the student may re-enroll, file a request to extend the leave, or withdraw from the University. During any leave of absence a student will be considered withdrawn to any and all external agencies, including the federal government (e.g. for financial aid purposes). Students receiving federally- or state-funded aid should consult with the Financial Aid Office to understand how the leave impacts their financial aid.

WITHDRAWAL REQUIREMENTS

All matriculated graduate students who wish to withdraw from the University must do so in writing. Students may withdraw from the graduate program by notifying the graduate Program Director via e-mail or letter. Students should specify the reasons for withdrawing from the program.

DISMISSAL

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

POLICY FOR PARTICIPATING IN COMMENCEMENT

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

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

- The student is in good academic standing.
- The student is no more than 6 credits shy of meeting graduation requirements at the end of the spring semester.
- The remaining requirements do not include internship or practicum credits.
- The student anticipates completing the remaining coursework by the end of the Summer II Semester.
- The student has the written permission of his/her program director.

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

PRIVACY OF RECORDS - FERPA

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

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

The University can make public some or all of this information, unless the student specifically requests in writing that his/her prior consent be obtained. Requests by individual students to suppress from public

distribution the above-mentioned information are to be made annually to the Registrar. Requests to block directory information will apply to all directory information for the student. Except in a few specific circumstances specified by law, third parties (e.g., parents, spouses, employers) may be given access to student education records only with the signed and dated written permission of the student. The office releasing the information should keep a copy of the consent.

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

ACADEMIC POLICIES

GRADING

The grades are as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. A grade lower than a B- is not acceptable for graduate credit. Failures are not removed from the student transcript.

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

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

A minimum GPA of 3.0 is required for graduation. All students whose GPA falls below this minimum will be subject to a progress review at the end of the relevant semester and possible dismissal from the program of study.

COURSE WITHDRAWALS / ADDITIONS

Course Withdrawals ("Drop"): Students may withdraw from a course at any time up to the eighth week of the semester. Moreover, a student may be administratively withdrawn upon determination that he/she has not attended class sessions. See the Financial information section of the handbook for the tuition refund schedule.

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

Course Additions ("Add"): Students may be permitted to register for a course up to one week after the start of any given course. No additions are permitted beyond that date.

To Drop or Add: Students who wish to change their course status must initiate and complete the *STUDENT REQUEST TO DROP/ADD GRADUATE COURSE/S FORM* available through their program office. This form will be forwarded to the Director of their graduate program. Drop/Add requests must be approved by the Program Director and the Dean of the School of Graduate and Professional Studies. If approved, tuition refunds will be granted according to the schedule stated in the handbook – see the Financial Information section for the tuition refund schedule. *Completion of this form does not guarantee approval of this request.*

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

COURSE REPEAT POLICY

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

DIRECTED STUDY / INDEPENDENT STUDY

A student who wishes to take a course that is listed in the catalogue but is not offered during a particular session may make a request to the Program Director to take that course as a Directed Study. Students are normally limited to two Directed Studies.

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

FACULTY ADVISORS

Students accepted into the program are assigned a faculty advisor in their respective program. Students should consult their advisor about course requirements, selection of electives, and concentration requirements. Students must become familiar with the program requirements as well as the licensure requirements, if applicable, within the graduate program. Knowledge of and fulfilment of program and licensure requirements, if applicable, are the responsibility of the student.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

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

In order to provide accommodations, students must self-identify and provide relevant and comprehensive documentation of disability to the Office of Student Accessibility Services. This office evaluates the clinical

documentation and meets with students to discuss appropriate and reasonable accommodations. Due to the length of the eligibility and accommodation process, it is recommended that documentation be submitted well in advance of any accommodation request.

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

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

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

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

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

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

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

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

ACADEMIC HONESTY

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

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

Academic Dishonesty includes any of the following:

Cheating - using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Plagiarism - presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

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

Fabrication and Falsification - alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information to use in any academic exercise.

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

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

POLICY TO SETTLE A CHARGE OF ACADEMIC DISHONESTY

Procedure:

1. Faculty member will contact the Program Director, inform the Director of his/her concern, and provide the evidence that supports the allegation of dishonesty.
2. Program Director will review information provided by faculty member.
3. The Program Director will inform the student of the allegation and ask for either a written statement of explanation, a face-to-face meeting to discuss the allegation, or both.
4. If the instance of academic dishonesty is unambiguous, the faculty member and Program Director can decide on an appropriate penalty, up to and including the student failing the course.
5. In an instance where there may be reasonable doubt as to whether the student has been dishonest, the Program Director will appoint a Faculty Review Committee consisting of at least three faculty members who teach in the program to review the student's work.
6. The Program Director will meet with the student to gather information about the work in question and to permit the student to offer exculpatory information.
7. After meeting with the student, the Program Director will convene a meeting of the Faculty Review Committee. The committee will review the evidence regarding the issue of academic dishonesty including, but not limited to, the student's academic work in question and information provided by the student during the meeting with the Program Director.
8. If a majority of members of the Faculty Review Committee conclude that the student is guilty of academic dishonesty, the committee will decide on an appropriate penalty, up to and including failing

the course.

9. The Program Director will be responsible for developing a written record of the charges and adjudication of the question of possible academic dishonesty.
10. The student has the right to appeal the decision and the penalty. To do so the student must follow the Formal Process of the Academic Grievance Procedure.

ACADEMIC GRIEVANCE PROCEDURE

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

Informal Process

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

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

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

Formal Process

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

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

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

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

The Academic Grievance Committee will then:

- a) Review the pertinent documents
- b) Invite the student to present his or her position in person and respond to questions about the grievance
- c) Invite the faculty member to present his or her position in person and respond to questions about the grievance

- d) Summarize in writing the Committee's understanding of each side of the grievance and the primary factors guiding the Committee's thinking and allow for further input from both sides prior to any decision
- e) After consultation with the Program Director, render a decision as to how to resolve the grievance (assuming one exists). This decision will be final
- f) Report the decision to the Program Director, faculty member, student, and the Dean.

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

The Dean will then:

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

GENERAL STUDENT GRIEVANCE POLICY

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

The Grievance must include the following information:

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

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

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

GRIEVANCE PROCESS FOR ONLINE STUDENTS

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

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

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

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

For Online Students Located in SARA Member States and Territories

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

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

The SARA complaint process is as follows:

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

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

DISMISSAL

The University reserves the right to dismiss a student for poor academic performance, academic dishonesty, or unprofessional behavior.

The graduate programs at Assumption prepare students for service to the public. Each program has an obligation to the community to ensure that only those students demonstrating academic competence, clinical competence (if applicable), and professionally responsible behavior are continued in the program. Students failing to meet these criteria may be recommended for termination from the program.

INSTITUTIONAL POLICY ON DISCRIMINATION AND HARASSMENT

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

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

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

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

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

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

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

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

Legal Basis

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

Harassment

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

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

Sexual Harassment

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

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

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

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

5. Displaying sexually suggestive objects, pictures, cartoons; unwelcome leering or whistling; brushing against the body; sexual gestures; suggestive or insulting comments.

Harassment/Discrimination Complaint Procedures

Complaints that may be addressed under this policy include complaints based on the conduct of University students, faculty, administrative and staff members and other persons acting in official University capacities. If any member of the Assumption University community believes they have been subjected to discrimination or sexual harassment or believes they have witnessed discrimination or sexual harassment, it is the University's policy to provide that member with the right to file a complaint. This may be done in writing or verbally. However, official allegations must be filed in writing as outlined below.

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

Complaints of sexual harassment shall be filed with:

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

Other appropriate individuals may include:

General Counsel
La Maison Francaise
508-767-7156

Executive Vice-President
Alumni Hall, Room 108
508-767-7424

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

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

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

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

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

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

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

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

Appeals

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

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

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

State and Federal Remedies

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

United States Equal Opportunity Commission
One Congress Street
10th Floor, Room 1001

Boston, MA 02114
617-565-3200

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

or

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

Anti-Retaliation Statement

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

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

Hostile Environment in Absence of Complaint

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

NOTICE OF NONDISCRIMINATION

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

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

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

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

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

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

GRADUATE PROGRAM SPECIFIC INFORMATION & POLICIES

APPLIED BEHAVIOR ANALYSIS / ABA

Transfer Credits

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

Practicum

Students are required to take multiple semesters of practicum (e.g., ABA 700, 701, 702, 703, 704, and 710). Completion of 1,500 to 2,000 hours of supervised fieldwork in applied behavior analysis is required for both the MA in ABA and the CAGS in ABA programs. Only degree candidates of Assumption University may enroll in these courses.

Assumption University's ABA practicum courses are designed to meet the BACB Experience Standards (see www.bacb.com for more information). Students must work or volunteer at a site in which they can engage in behavior-analytic activities for 130 hours each month of the semester and at which they can work with more than one client. The practicum experience may be paid or unpaid. Students are required to attend class weekly on campus, where they will receive 50% of their supervision in the form of group supervision by the practicum instructor. In ABA 700, students will receive individual supervision by the practicum instructor and direct observation and feedback of their work from an on-site supervisor. In ABA 701-704, students will receive 50% of their supervision individually at their worksite. Students are required to find a practicum placement within the first semester of their first year. Ideally, the practicum placement will provide one hour of individual supervision per week. Students who do not have individual supervision available at their worksite are encouraged to speak with the Program Director as soon as possible during their first semester for assistance in

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

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

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

Students must enroll in ABA 700 and ABA 710 in the same semester, and both of these courses must be completed prior to enrolling in any other practicum course. If a student is on academic probation, the Program Director may elect to deny permission to enroll in practicum until the student's GPA is 3.0 or better. Students may not terminate their practicum placement or withdraw from the practicum course except in extraordinary circumstances and with the written permission of the Program Director. Students are not permitted to re-enroll in practicum without written permission of the Program Director.

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

***The BACB has recently announced changes to fieldwork requirements that will go into effect for students who *apply* to sit for the BCBA exam in 2022 (see www.bacb.com for more information). All students who begin the ABA program during the summer 2020 semester or later *must* meet these new requirements because the earliest they will be able to apply to sit for the BACB exam is after December 31, 2021. To meet the new requirements, students may need to take additional semesters of practicum.

Students who begin the ABA program prior to the summer 2020 semester will be able to apply to sit for the BACB exam under the current fieldwork requirements *if* they complete the program and are able to submit an application to the BACB on or before December 31, 2021 that includes an official transcript showing that a degree has been conferred (a transcript showing that all requirements have been met but the degree has not yet been conferred will *not* be accepted by the BACB). Any student, regardless of the semester they enter the ABA program, will have to meet the new fieldwork requirements if they apply to sit for the BCBA exam after December 31, 2021. To meet the new requirements, students may need to take additional semesters of practicum.

Qualifying Exam

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

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

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

Thesis

Students may choose to complete six credits of thesis (for a 52-credit master's degree). Students who choose to complete a thesis have the same coursework and practicum requirements as non-thesis students. Students enrolled in the thesis option will be required to complete an applied research project of publishable quality under the direction of a thesis advisor. The student will select two additional faculty to serve as committee members. Committee members must be knowledgeable about behavior analysis. Because of the interdisciplinary nature of the program, thesis advisors may be from the Psychology, Human Services and Rehabilitation Studies, or Education departments and should have some understanding of behavior analysis. Thesis committee members may also be behavior analysts from other institutions.

The first semester of thesis (ABA 800: Pre-thesis Seminar) will serve as a probationary period during which the thesis advisor will determine if the student is permitted to continue in the thesis track. Students who receive a B- or below in ABA 800 will not be permitted to complete the thesis track and will have to pass the qualifying exam in order to complete the program. In the second semester of thesis, the student will write a thesis proposal and obtain approval from the committee. In the final semester of thesis, the student will submit a written thesis and defend it to the committee. The defense will include a presentation and questions by the committee members. Students in the thesis track are still required to take ABA 804: Integrative Seminar in order to begin preparation for the BCBA exam. The thesis defense must be held by the last day of scheduled classes during the student's final semester.

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

Certification from the BACB

The M.A. and C.A.G.S. in ABA programs are designed to prepare students to sit for the Board Certified Behavior Analyst (BCBA) exam and achieve national certification as a behavior analyst. To qualify to sit for the BCBA exam prior to January 1, 2022, students must have a master's degree in behavior analysis,

psychology, or education and they must complete 270 graduate credit hours of coursework in ABA. These graduate hours must include a certain number of hours in content categories based on the BACB Fourth Edition Task List (see www.bacb.com for more information). The M.A. and C.A.G.S. programs include coursework that has been verified by the Association for Behavior Analysis International (ABAI) to meet those requirements. The BACB also requires a certain number of supervised fieldwork hours (see www.bacb.com). ABA 700, 701, and 702 (practicum) have been verified to meet the requirements under the Practicum standard. This requires that students obtain 1,000 experience hours while enrolled in a course for graduate credit. In addition, students must receive 7.5% of their hours supervised each week.

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

***The BACB has announced changes to both the coursework and fieldwork requirements that will go into effect for students who apply to sit for the BCBA exam on January 1, 2022 or later. Coursework changes include an increase in the required number of graduate credit hours to 315, distributed as a certain number of hours in each content category based on the BACB Fifth Edition Task List (see www.bacb.com for more information). Fieldwork changes include a discontinuation of the verified fieldwork levels of "practicum" and "intensive practicum" and an increase in the number of required fieldwork hours (either 1,500 or 2,000 depending on the type of experience).

Students who begin the ABA program in or before the Fall 2019 semester under the BACB 4th Edition Task List requirements and the Experience Standards outlined in the October 13, 2017 document as well as the March 2018 newsletter and complete the program by the end of the Summer 2021 semester will be able to apply to sit for the BCBA exam under the 4th Edition Task List requirements if they apply by December 31, 2021. Students who apply to sit for the exam in 2022 will have to meet requirements under the 5th Edition Task List (additional coursework may be necessary) and the new Experience Standards (additional fieldwork may be necessary) regardless of the semester in which they began the ABA program.

Students who begin the program in the Fall 2019 semester and complete the program after the Summer 2021 semester as well as students who begin the program in the Spring 2020 semester or later will need to meet BACB 5th Edition Task List and the new Experience Standards requirements to qualify to sit for the BCBA exam. Additional coursework and fieldwork may be necessary.

Licensure

In order to independently practice applied behavior analysis in Massachusetts, individuals must be licensed by the state. The Applied Behavior Analysis programs have been designed for students to meet the degree, coursework, and fieldwork requirements for students to become Licensed Applied Behavior Analysts in Massachusetts. Licensure requirements vary considerably across states; students interested in practicing in states other than Massachusetts are encouraged to speak with the Program Director to plan a course of study that satisfies the requirements of the chosen state, if possible (the ABA programs cannot guarantee to meet the requirements of states other than Massachusetts).

Licensing of Applied Behavior Analysts in Massachusetts is governed by the Board of Registration of Allied Mental Health and Human Services Professionals. In order to obtain a license, a student must demonstrate good moral character, have a master's degree that includes 30 graduate credit hours in applied behavior analysis in

specific content areas, complete the required number of fieldwork hours in behavior analysis, and successfully complete a Board-approved exam. The course content areas and fieldwork requirements mirror those of the BACB. Licensing standards continue to evolve, and licensing regulations are expected to periodically change. Although the ABA programs offer coursework and practicum experiences that allow students to meet these requirements, the program cannot guarantee licensure. Ultimately, the licensing board determines whether an individual satisfies the licensure requirements. Students should remain aware of state licensing requirements and any upcoming changes. Licensing requirements in Massachusetts can be found here: <http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-1000.html>

Exit Interview

In their final semester, students will be asked to have an exit interview with the Program Director. If the Program Director is the student's academic advisor, then the interview may be conducted by another graduate faculty. The purpose of the interview is to gain feedback from the students regarding their experiences in the program with the aim of strengthening the program and to ensure that the student has indeed fulfilled all the certification and licensing requirements.

Review of Student Performance

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

Students who have a GPA less than 3.0 for two consecutive semesters will be terminated from the program unless a committee of faculty from the Psychology, Education, and/or Human Services and Rehabilitation Studies departments votes to continue the student in the program. Students placed on academic probation a second time, or students who earn a failing grade in two courses, will be terminated from the program unless the committee votes to continue the student in the program.

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

BUSINESS ADMINISTRATION / MBA

Program Completion Requirements

As a requirement of the MBA degree, students need to successfully complete an Integrative Experience, or Capstone Course. The MBA 800 - *Business Strategy* 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. As such, students must have completed all Core Courses and at least three electives before taking this course.

Transfer Credits

Under normal circumstances, the MBA 800 - *Business Strategy* requirement cannot be fulfilled with transfer credit. No more than two MBA Course requirements may be fulfilled by transfer credit.

Directed Study

In the MBA Program a student who wishes to take a course that is listed in the catalog but is not offered during a particular session may make a request to the Program Director to take that course as a Directed Study. Students are normally limited to two Directed Studies. Directed Study is not allowed for MBA 601 – *Organizational Behavior: Leading Teams and Organizations* and MBA 800 – *Business Strategy*.

Independent Study

In the MBA Program a student who wishes to design a unique course around a topic of special interest may make a request to the Program Director to create and take MBA 799 – *Independent Study*.

Review of Student Performance

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

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

CLINICAL COUNSELING PSYCHOLOGY

Practicum-Internship Sequence

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

The Coordinator is Dr. Leonard Doerfler. Supervised Practicum and Internship are required for the Master of Arts degree in Clinical Counseling Psychology. Only degree candidates of Assumption University may enroll in these courses.

Counseling Practicum

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

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

Counseling Internship

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

written permission of the Practicum-Internship Coordinator. To enroll in the Internship courses, students must have successfully completed PSY 801 - *Counseling Practicum*, and two 700-level advanced courses.

Licensure

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

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

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

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

Oral Exams

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

As preparation for the oral exam, the student must enroll in PSY 790 - *Professional Integrative Seminar*. Guidelines for the oral exam will be provided during the Professional Integrative Seminar. Oral exams are scheduled during the Fall semester (generally September or October) and the Spring semester (generally February or March). The oral examination committee will consist of two faculty members. The oral exam itself is a one-hour exam. During the exam, students are expected to integrate the various elements of their training and study. They will be expected to call upon information from both their course work and internship experience. The procedures for the oral exam will mirror the training that they received in the program. The exam itself will be conducted in such a way as to maximize their opportunity to exhibit their ability to

synthesize and integrate theory, practice, and research. Much more information about the content and expectations of the oral exam will be provided to students when they take PSY 790 - *Professional Integrative Seminar*. Oral exams carry the grade of pass, fail, or pass with distinction. If the student fails the oral exam, he or she will be given one additional opportunity to demonstrate competence. Generally, the second exam is given no sooner than the next regularly scheduled oral exam period.

Review of Student Performance

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

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

Policy Regarding Disclosure of Personal Information

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

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

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

Overall, in the Clinical Counseling Psychology Program, course assignments do not require students to disclose personal information about themselves or their relationships with parents, peers, and spouses or

significant others. In those instances when a course has an assignment or project that requires the disclosure of some kind of personal information, students are not required to disclose personal information that is sensitive or very private and they have complete control over the nature and extent of the personal information that will be disclosed.

HEALTH ADVOCACY

The major objective of the Health Advocacy Online Program is to prepare students for a noble and compassionate career as a health advocate. Health advocates, Patient advocates, and similar setting-dependent role titles, are essential resources in hospitals, non-profit and for-profit organizations, and in the growing area of independent, direct to consumer case management. Theory, research, and practice are integrated in a sequential program designed to meet the challenges of providing effective advocacy with healthcare consumers and/or in healthcare settings and in the community.

While all health care professionals have an ethical imperative to provide advocacy on behalf of patients, the Health Advocacy Online Program, explicitly educates professionals in case (patient- centered) advocacy and policy advocacy to advance quality, equity, and access of healthcare services. Specifically, the *Certificate in Patient Advocacy* 18-credit course sequence explores the pervasive underlying problems that challenge the US health system and advance skills necessary to ameliorate them: advocacy for the protection of consumer's ethical rights, their quality and access of health care, promotion of culturally competent services, prevention/wellbeing, and facilitation of behavioral health and community-based care. The *Master of Arts in Health Advocacy* additional 18-credit course sequence advances policy advocacy within and across healthcare organizations, the community, and government settings. The Master's degree is a total of 36 credits of study coordinated with practicum and capstone experiences to provide students with opportunities to apply and advance the mission of health advocacy.

The Health Advocacy On-line Program at Assumption University is built on a set of competencies in five major domains:

1. Competence in applying ethical principles to guide professional practice for person centered healthcare.
2. Competence in identifying and implementing evidenced based practices for healthcare quality and delivery.
3. Cultural competence in case advocacy and policy advocacy.
4. Interpersonal competence to collaborate, negotiate and influence people, teams, and systems in the service of healthcare improvement.
5. Competence in critical thinking and communication to inform and shape healthcare practice and service delivery across contexts.

The Health Advocacy Program is committed to responding to and preparing for the emerging trends in the healthcare environment. Therefore, ongoing programmatic refinements are noted on the Assumption University website in advance of printing copies of this handbook.

HAP students are prepared and qualified to earn the Board Certified Patient Advocacy (BCPA) credential by passing the nationally recognized credentialing exam available through the Patient Advocacy Certification Board website (<https://pacboard.org/exam/>).

In addition, HAP students are invited to join the National Association of Healthcare Advocacy Consultants (NAHAC) at (<http://nahac.com/>) and the Alliance of Professional Health Advocates (APHA) at (<https://aphadvocates.org/>), both professional organizations that support the practice and presence of health advocacy.

REHABILITATION COUNSELING

The Mission of the Rehabilitation Counseling graduate program is to provide the full array of a sequenced and integrated course of professional study, including practicum and internship experience, that prepares graduates with the needed knowledge, competencies, values and professional identity to provide individuals with significant disabilities with the assistance and opportunities they need to achieve high quality employment and independence in their communities.

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

RC Program Objectives

1. To educate students in counseling and rehabilitation principles and practices that will allow them to assist persons with disabilities to maximize their employment and independent living potential.
2. To provide a comprehensive Rehabilitation Counseling course of study that addresses current and emerging professional issues, community needs and the needs of people with disabilities.
3. To educate students in the following core rehabilitation counselor practice domains: affective counseling, case management, community resources utilization, job development and placement, assessment, rehabilitation planning, vocational counseling, rehabilitation technology, rehabilitation research and utilization and ethical rehabilitation counselor practice.
4. To provide students with a dynamic learning experience that promotes and reinforces personal and professional values that are reflected in the rehabilitation philosophy, including consumer-centered practice, informed choice and empowerment.
5. To provide a supervised clinical experience that will prepare students to engage in effective rehabilitation counseling practices consistent with the Code of Professional Ethics for Rehabilitation Counselors.
6. To prepare students to become nationally Certified Rehabilitation Counselors (CRC).

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

Practicum – First Period of Supervised Clinical Practice

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

Internship I and II – Second Period of Supervised Clinical Practice

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

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

Certification/Licensure

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

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

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

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

Comprehensive Oral Exams

An oral exam is required for all students in the Master's program. This exam is taken during their last semester of study. The objective of the oral exam is for the student to demonstrate how they integrate theory, practice, and research related to the training that they received in the Rehabilitation Counseling Program. Oral exams carry the grade of pass or fail. If the student does not pass the oral exam, he or she will be given another opportunity to demonstrate their competence. The oral exam will be waived for students who pass the CRC exam prior to graduation.

Review of Student Performance

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

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

If performance issues are identified, the student and program leadership will meet to discuss and develop a remedial plan designed to improve the student's performance and to remove them from probationary status.

SCHOOL COUNSELING

Pre-Practicum

Candidates for the *Initial* License must complete a 100-hour field-based pre-practicum by enrolling in SCP 500 Pre-practicum in School Counseling. The pre-practicum is required by the Massachusetts Department of Elementary and Secondary Education (DESE) and must be completed prior to the completion of the master's degree program. The pre-practicum field experience is designed to provide students with opportunities to observe School Counselors and School Adjustment Counselors in their professional roles and to complement their coursework during the first year of study.

Practicum for Massachusetts *Initial* License

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

The practicum requirement for the Master of Arts (M.A.) in School Counseling is designed to meet *Initial* licensing requirements for school guidance counselor (PreK-8 or 5-12). It consists of 600 hours over two semesters. Students must be prepared to spend three full days a week at the practicum site(s) during the practicum (two) semesters. The practicum requirement for the M.A. in School Adjustment Counselor/School Social Work consists of 900 hours over two semesters.

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

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

Licensure

Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE) in all matters of educator licensure. Therefore, the University reserves the right to revise the admission criteria and requirements of its graduate program(s) leading to eligibility for support personnel licensure in compliance with the current state regulations. Students seeking *Initial* licensure as a School Counselor (PreK-8 or 5-12) or School Social Worker/Adjustment Counselor (All Levels) must meet with an academic advisor to plan an appropriate course of study.

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

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

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

Comprehensive Oral Examination

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

Oral examinations are scheduled during the Fall semester (generally October or November) for December graduates and the Spring semester (generally March or April) for May graduates. Oral examinations are not administered during summer sessions. The student's oral examination committee will consist of two Departmental faculty members and will take one hour. Students will receive specific information and directions about the Oral Examination approximately 3 months prior to administration. Students will have sufficient time to prepare for the examination. If students successfully demonstrate synthesis and integration of school counseling competencies, they will receive a "Pass". If students do not demonstrate sufficient synthesis and integration of competencies, they will receive a "Fail". If a student receives a "Fail" they will be given the opportunity to take examination again. The second examination will be scheduled approximately 2-3 weeks after the first attempt so that a student can prepare adequately.

Review of Student Performance

In accordance with the American Counseling Association (ACA) Code of Ethics, students' progress in the program is reviewed each semester as a part of an on-going evaluation in counselor training. Students whose semester GPA falls below a 3.0 or who earn a failing grade in a course (i.e., below B-) are placed on academic probation. Students whose semester GPA is below a 3.0 then have one semester to bring their GPA to a 3.0. Students who have a GPA of less than a 3.0 for two consecutive semesters will be terminated from the Master's degree program unless a committee of faculty from the Counseling and Education graduate programs votes to continue the student in the program.

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

The graduate programs in School Counseling prepare students for service to the public. The School Counseling programs have an obligation to the community to ensure that only those students demonstrating academic and clinical competence and professionally responsible behavior are continued in the program. Students failing to meet these criteria may be recommended for withdrawal from the program.

The graduate programs in School Counseling prepare students to provide counseling and clinical services to school-age youth. Therefore, the School Counseling program has an obligation to their clients and the community to ensure that students demonstrating academic and clinical competence and professionally responsible behavior can continue and graduate from the program. Students failing to meet these criteria may be recommended for withdrawal from the program.

SPECIAL EDUCATION

Pre-Practicum

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

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

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

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

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

Licensure

Candidates for *Initial* License

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

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

Candidates for *Professional* License

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

1. Possess a Bachelor of Arts or Bachelor of Science degree;
2. Have a minimum undergraduate grade point average (GPA) of 3.0;
3. Possess an *Initial* license as a Teacher of Students with Moderate Disabilities or Elementary Education from the Commonwealth of Massachusetts;
4. Have at least one year of full-time employment in an educational setting.

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

Office of Educator Licensure
75 Pleasant Street
Malden, MA 02148
(781) 338-3000
www.doe.mass.edu

The following is required for a *Professional* License. For more information, visit www.doe.mass.edu/Educators

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

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

Final Exit Exams

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

Intent to Complete the Program Form

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

Review of Student Performance

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

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

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

FINANCIAL INFORMATION

TUITION AND FEES as of May 1, 2020

TUITION:

Per credit	\$ 740.00
Per 2 credit course	\$1,480.00
Per 3 credit course	\$2,220.00
Per 4 credit course	\$2,960.00

FEES:

Registration Fee <i>(Non-refundable and per semester)</i>	\$ 20.00
Technology Fee <i>(Non-refundable and per semester)</i>	\$ 50.00
Mentorship Fee <i>(Accelerated MBA program only)</i>	\$ 300.00
Graduate Degree Audit Fee <i>(Fee is assessed one time only)</i>	\$ 100.00
Promissory Note Default Fee	\$ 100.00
TMS Payment Plan <i>(Available in the fall and spring semesters only)</i>	\$ 40.00

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

www.assumption.edu/graduate.

PAYMENT

Assumption's policy is that full tuition and fee payments are due in accordance with the Graduate Studies Registration Schedule. Any outstanding tuition and/or fee balances must be paid prior to the start of semester.

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

Please use the Student Account Center in student portal to pay all tuition and fees. To log into your Student Account Center you would log into the student portal at my.assumption.edu. The Student Account Center tab is located on the right under the Self-Service Menu with Web Advisor. One-time payments post in real time 24/7 via checking, statement savings, or credit/debit card. Please note that a small convenience fees is applied to credit/debit card payments.

Students eligible for alternative methods of payment, i.e., financial aid, payment plan, tuition remission, or tuition discount through an established agreement, all arrangements and payment method documentation must

be completed and provided to the University in accordance with the graduate registration schedule. Students who do not remit full payment by the Student Payment Period deadline, as set forth during the graduate registration schedule, will have their registration cancelled for non-payment. This results in a graduate student being automatically removed from all classes for the registration term. Graduate students whose registration is cancelled for non-payment are responsible for any and all registration fees, as these fees are non-refundable.

For more information regarding graduate registration and payment options, please visit the Graduate Studies website and click on <http://graduate.assumption.edu/student-resources/registration-and-payment>.

For billing questions please contact the Finance Office at 508.767.7471.

FINANCIAL AID

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

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

Important Note: Federal financial aid is only available to students that are enrolled in an eligible program. To determine if your program is eligible for Federal financial aid, please contact either the academic department or the Office of Financial Aid at 508.767.7158.

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

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

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

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

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

Financial Aid Satisfactory Academic Progress (SAP)

Graduate students must maintain Financial Aid SAP in order to continue receiving federal, state, and institutional financial aid in subsequent years. Graduate students are required to maintain a minimum GPA of 3.0 and pass 67% of their attempted classes at the end of each academic year in order to maintain/pass Financial Aid SAP. Students who do not pass Financial Aid SAP will lose eligibility for all sources of financial aid for the upcoming academic year.

The Financial Aid SAP evaluation is conducted annually at the end of the spring semester (May) and students are notified in June if they did not pass Financial Aid SAP.

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

ADDITIONAL FINANCIAL RESOURCES

Employer Tuition Reimbursement: Students are encouraged to contact their employer's Human Resource Department to inquire about any available tuition benefits. Students are expected to pay in full at the time of registration and then comply with their individual employer's reimbursement policies for reimbursement. Assumption University will accept third party promissory notes from employees if their employer has a direct bill agreement with the University. For more information please contact the Finance Office at 508.767.7471 to inquire if your employer has a direct bill agreement with Assumption University. Students are required to sign a supplemental Assumption "Promissory Note" and in the unlikely event that the student defaults on their terms of the promissory note, the student will be assessed a default fee.

Payment Plans: *TMS* offers graduate students a low cost extended payment plan. This is not a loan program; there are no interest charges. The enrollment fee for the fall and spring semester is \$40. The first payment for the fall semester is due August 1. The first payment for the spring semester is due December 1. Summer sessions are not eligible. Students are encouraged to enroll through the Student Account Center (SAC) via the Portal. For more information, please contact the Finance Office at 508.767.7471.

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

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

TUITION REFUNDS

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

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

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

Withdrawal prior to the end of the 1st week of the semester.....100%

Withdrawal prior to the end of the 2nd week of the semester90%

Withdrawal prior to the end of the 3rd week of the semester50%

Withdrawal after the 3rd week of the semester0%

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

Withdrawal prior to the 1st class session100%

Withdrawal prior to the 2nd class session33%

Withdrawal prior to the 3rd class session0%

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

SCHOLARSHIPS, FELLOWSHIPS, AND ASSISTANTSHIPS

Scholarships:

Assumption University does not offer any direct scholarships to graduate students other than those noted below. However, students are encouraged to use the vast resources of the Internet to find scholarships that would be applicable.

Charles E. Soule Scholarship in Rehabilitation Counseling:

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

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

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

E-mail: nj.cioe@assumption.edu.

Doyle-Dougherty Family Scholarship for Rehabilitation Counseling

The Doyle-Dougherty Family Scholarship is awarded yearly to a graduate student in the Rehabilitation Counseling program. The scholarship is awarded to an outstanding first year graduate student who has maintained a record of academic excellence and has demonstrated the personal characteristics necessary for professional rehabilitation counselors. The approximately \$1500 yearly award is awarded in the spring for that academic year. Students will be notified about the award availability and applicants must submit an application

letter describing how his/her characteristics match the scholarship criteria as well as two letters of recommendation supporting their candidacy. Please contact the Program Director if you have questions.

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

Clinical Counseling Psychology Fellowships:

The Clinical Counseling Psychology program offers up to 10 Graduate Fellowships annually to students who have strong academic records. Tuition waivers are granted for 30 credits. Fellowship opportunities are available to new and returning counseling psychology graduate students. Graduate fellows work closely with a Clinical Counseling Psychology program faculty member for two semesters on advanced psychological research. Please check the Clinical Counseling Psychology program's website for more details:

<http://graduate.assumption.edu/counseling-psychology/masters>.

Candidates need to apply by letter to Dr. Leonard Doerfler by the established deadline.

E-mail: doerfler@assumption.edu.

Assistantships:

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

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

<https://www.assumption.edu/admissions-financial-aid/graduate-admissions-and-financial-aid/graduate-tuition-and-financial-aid-2> to see what positions are posted and available.

STUDENT RESOURCES

ATHLETICS

Graduate students are able to attend Assumption University sporting events for free with their graduate student ID, except for any playoff games. Bring your family and friends and come cheer for the Greyhounds! Visit: <http://www.assumptiongreyhounds.com/landing/index>.

BOOKSTORE

The Assumption University Bookstore, managed by Barnes and Noble College, is located on the second floor of the Hagan Campus Center. The Bookstore provides the University community with multiple options for the purchase or rental of textbooks, general trade and reference books. In addition, the Bookstore provide a wide array of school supplies, clothing, gift items, and drinks and snacks. For the convenience of students, the Bookstore is open seven days per week and the hours are posted during the start of each semester. Please call 508.767.7249, or visit their webpage for information or purchases: <http://bookstore.assumption.edu>.

CAMPUS MAP

Click here for a copy of the campus map:

<https://www.assumption.edu/sites/default/files/about/CampusMap.pdf>

CAMPUS MINISTRY

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

CAMPUS POLICE / PUBLIC SAFETY

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

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

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

CLASS CANCELLATION POLICY

Potential Messages:

1. Closed for the day – no day, evening or night classes. Online courses are not affected.
2. School is delayed – there will be day classes, but the school will open 1 or 2 hours later.
3. No day classes – we anticipate evening and night classes, but a final decision will be made at 2:30 p.m. and posted in appropriate media.
4. Closed for evening and night classes – that decision is announced after 2:30 p.m.

Media Announcements: Delays or cancellations will be submitted to the following media:

- WTAG (580 AM and 94.9 FM)
- WXLO (104.5 FM)
- WFXT - Fox 25 Boston
- WBZ — Channel 4 and radio (1030 AM)
- WCVB-TV — Channel 5
- WHDH — Channel 7
- New England Cable News (NECN—channel number differs depending on your carrier)

Cancellation Phone Line: Information regarding the delay or cancellation of classes is available at 508.767.7220 after 7 a.m. or after 2:30 p.m. if evening classes/events are affected.

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

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

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

DINING FACILITIES

Assumption Dining creates a community experience centered on culinary expertise, fresh, local ingredients offering healthy, made-to-order meals all served with a sense of environmental and social responsibility.

Taylor Dining Hall is Assumption University’s Resident Dining Facility. The Dining Hall offers an “all you care to eat” program with continuous dining 7:45am—8:00 pm Monday through Thursday and 7:40am – 7:00pm on Fridays.

Charlie’s Snack Bar, our retail operation, is conveniently located in the Hagan Campus Center. Grab a quick meal on the way to class or meet friends for lunch and a relaxing break from the day...either way, you’re sure to enjoy the delicious variety of meals offered! Charlie’s is open 11:00am – Midnight Monday through Friday.

Dunkin Donuts is located on the first floor of the Hagan Campus Center and is open Monday-Friday 7:00am-9:00pm, Saturday and Sunday 9:00am-9:00pm during the Fall and Spring semesters. It is also open with limited hours during the Summer semesters.

Additional information about specific menu options and weekend dining hours can be found on <https://assumption.sodexomyway.com>

EMMANUEL D’ALZON LIBRARY

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

During the academic year the library is open as follows:

Monday-Thursday: 8:00am-1:00am

Friday: 8:00am-6:00pm

Saturday: 10:00am-8:00pm

Sunday: 11:00am-1:00am

Summer hours differ and will be posted on their webpage weekly. Schedule changes are recorded on the Library's voicemail: 508.767.7135. Please visit the Library's webpage for more information and helpful hints: <http://www1.assumption.edu/dept/library/default.html>.

GRADUATE COURSE REGISTRATION

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

Matriculated graduate students, both new and returning students, have the ability to register online for graduate courses through the MyAssumption.Portal at <https://my.assumption.edu> anytime (24/7) during the Graduate Registration period. Non-matriculated graduate students will complete a paper registration with their respective graduate program office during the Graduate Registration period. Visit the "Graduate Registration" webpage under "Student Resources" on the Graduate Studies website for detailed registration information, including graduate registration process overview, instructions, registration calendar, course schedules, and FAQs: <http://graduate.assumption.edu/student-resources/registration-and-payment>

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

HEALTH INSURANCE

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

IMMUNIZATION COMPLIANCE

Assumption University is required by the Commonwealth of Massachusetts to document immunization information for the following students: 1) all full-time graduate students (enrolled in nine (9) credits or more in any one semester); 2) all full-time and part-time health science students; and 3) any full-time or part-time student who is on a student or other visa, including international students attending or visiting classes as part of a formal academic visitation or exchange program.

All required health information must be uploaded and submitted to the Student Wellness Portal via the *MyAssumption.Portal* prior to the first day of classes. ***Failure to comply with the Massachusetts Immunization Requirement will result in a hold on the student's Assumption University course registration.***

Detailed information regarding immunization requirements and compliance, and frequently asked questions can be found on our website at: <http://graduate.assumption.edu/student-services/immunization-health-insurance-requirements>.

Please do not hesitate to contact Brenda Torres, Immunization Compliance Secretary at btorres@assumption.edu, or 508.767.7507. She will be glad to assist with questions and help you toward meeting compliance.

I.D. CARDS

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

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

INFORMATION TECHNOLOGY

Technology Service Locations

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

The **DiPasquale Media Center** houses media center staff, classrooms, studios and the equipment necessary for campus, classroom and student productions. Services include video duplicating, support for the Avid ISIS TV production software, campus cable TV and electronic bulletin board, as well as AV support for campus events.

IT Help Desk

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

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

IT Help Desk Contact Information and Hours

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

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

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

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

Classes Not In Session (includes vacations & summers):

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

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

PORTAL

<http://my.assumption.edu>. This password-restricted site available only to the Assumption University community, allows the student to:

- Access the Student Account Center (SAC).
- View information for Campus Events, FYIs and Announcements.
- Access Student Quick Links for Brightspace, Course Cancellations and other campus resources.
- Connect to WebAdvisor/Self Service, where students can view course schedules and grades.
- Register for graduate courses.

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

For *My.Assumption Portal – How to Log On Instructions*, please visit the graduate student “Student Services” webpage: <http://graduate.assumption.edu/student-services/student-services>. For technical problems with My.Assumption, Houndmail or Brightspace, please contact the IT Helpdesk at 508.767.7060 or via email: HelpDesk@assumption.edu.

MEDIA CENTER

The Media Center provides audio-visual services to the University community and is located in the DiPasquale Building, 508.767.7215. The Media Center houses a television studio which is used for a wide variety of academic disciplines including: psychology, communication skills, history, foreign languages, speech, counseling techniques, and television production. The media center also has video editing systems that can be utilized for DVD authoring and duplication. A Polycom videoconferencing system is also available for academic use.

The Media Center is normally open as follows:

- Monday-Thursday: 8:30am-10:00pm
- Friday: 8:30am-4:30pm
- Sunday: 4:00pm-11:00pm

During the summer the times are the same except closed all day on Sundays.

For more information about Media services on campus, please visit the Media Services Portal Page at: <https://my.assumption.edu/technology/media/>

ACADEMIC SUPPORT

Graduate students are invited to utilize the etutoring.org link found on your Brightspace home page to log in under the *Northeast e Tutoring consortium* for *free* access to online tutoring services, delivered via a dynamic, user-friendly tutoring platform. As a participant in eTutoring, you could have access to:



Online Writing Lab where you can submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's response within 24-48 hours.

Note: eTutors will not edit, correct, or rewrite your paper, but will help you improve your work and writing skills.



Live Tutoring where you can meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment.



Offline Questions where you can leave a specific question for an eTutor who will respond within 48 hours.

PARKING

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

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

Parking in designated areas is on a “first-come – first-served” basis. Unless otherwise specified, all walkways and roadways are considered to be fire lanes. Parking in a fire lane or at a fire chain will result in a fine and may necessitate towing at the owner’s expense. Unauthorized parking in a designated handicapped area results in a fine and may result in towing. The University reserves the right to revoke the privilege of operating a motor vehicle on the campus from any students who fails to abide by these and/or other parking regulations.

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

PLOURDE RECREATION CENTER

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

POST OFFICE

Assumption Post Office is located on first floor of the Hagan Campus Center.

Hours of operation are: Monday through Friday 10:00am - 4:15pm but closed during 12:00pm and 1:00pm. During Fall and Spring semester, selected Saturday’s (posted on portal) will be open from 10:00am – 2:00pm.

REGISTRAR'S OFFICE

Transcripts and grades are available through WebAdvisor via *MyAssumption.Portal*. However, students may review their academic records by appointment. Those wishing to obtain official transcripts of their academic records should visit the website <https://www.assumption.edu/people-and-departments/organization-listing/registrar>. The University uses The Parchment Transcript Service so that transcripts can be ordered, sent, and received electronically.

Official transcripts are withheld if a student has not met all financial obligations to the University. Once posted, grades are accessed by the student through WebAdvisor via *MyAssumption.Portal* on the Portal. Grades are no longer mailed and will not be released over the phone.

RESIDENTIAL LIFE / HOUSING

Graduate housing is available for full-time, unmarried students in the Aubuchon Townhouses. The Aubuchon Townhouses are six-person apartments, three double rooms with a shared bathroom, living room and kitchen. Due to limited space, preference will be given to students currently enrolled in graduate courses on a first come first serve basis. Visit our website for more information at: <http://graduate.assumption.edu/student-resources/graduate-student-housing>

WORCESTER AND SURROUNDING AREAS

Worcester is New England's second-largest city and an exciting, metropolitan location in which to live, learn and discover. Visit the City of Worcester web site: www.worcestermass.org or the Central Massachusetts Convention and Visitors Bureau site: www.centralmass.org, to get a feel for what's happening in and around the city, find accommodations and restaurants, or learn about places to visit in the area.

Greater Worcester is a college town with about 30,000 students living here during the academic year. Assumption participates in the Higher Education Consortium of Central Massachusetts (HECCMA) along with 12 other area colleges and universities. Just 45 miles from Boston and Providence, travel to and from Worcester is very convenient. The Boston commuter rail runs a number of times each day and there is also regular bus service to both cities. Boston's Logan International Airport and the Providence's T.F. Green Airport are each an hour away.

The west side of Worcester, where Assumption is located, is a beautiful, residential neighborhood. Assumption students can take advantage of the many excellent shopping, dining, cultural, and recreational opportunities that are located just minutes from campus. In addition, because Worcester is an important manufacturing, insurance, biotechnology research and transportation center, there are numerous internships and employment opportunities.

Located in the heart of New England, the city continually plays host to countless favored events, such as sporting events and concerts by nationally acclaimed artists at the DCU Center. With Shrewsbury Street's fine dining and fun restaurants, Highland Street's hangouts, Water Street's entertainment district, Lake Quinsigamond's crew races, the Hanover Theatre, and a downtown undergoing a \$1 Billion makeover... Worcester is on the move.

The Greater Worcester Land Trust is a small non-profit organization created to purchase, hold, advocate for, preserve or transfer, critical open space parcels in the Greater Worcester area. For those wishing to walk or hike the area's beautiful trails please visit The Greater Worcester Land Trust's website: <http://www.gwlt.org/lands/index.htm>

Furthermore, the diverse natural beauties of New England are just a short drive away, with mountains to the north and the Atlantic Ocean to the east, both within an hour's drive. Also located within an hour to the east is the world-class city of Boston.

GRADUATE STUDIES DIRECTORY

Name	Title	Ext.: 508-767-	Office Location	Email: @assumption.edu
Graduate Studies				
	Main Line	7387	AH	Graduate
Kimberly A. Schandel, Ph.D.	Dean of Graduate and Professional Studies	7143	KN 209	kschande
Karen Stoyanoff	Director of Recruitment for Graduate Enrollment	7442	AH	km.stoyanoff
Susan M. Cahill	Asst. Dir. of Recruitment for Graduate Enrollment	7365	AH	sm.cahill
Meghan Sweeney	Graduate Admissions Counselor	7511	AH	mc.sweeney
Program Directors				
Michael Lewis, Ph.D.	Business Administration (MBA programs)	7372	TFAC 345	Milewis
Leonard Doerfler, Ph. D.	Clinical Counseling Psychology	7549	KN 133	Doerfler
Nicholas Cioe, Ph.D., CRC, CBIST	Rehabilitation Counseling (RCP)	7063	KN 107C	nj.cioe
Susan Scully-Hill, Ph.D.	School Counseling	7319	KN 107D	Sscully
Nanho Vander Hart, Ph.D.	Special Education	7380	KN 157	Nvanderh
Lea Christo, MSW, LICSW, BCPA	Health Advocacy	7503	KN 107	l.christo
Karen Lionello-DeNolf, Ph.D. BCBA-D, LABA	Applied Behavior Analysis	7498	KN 144	k.lionellodenolf
Program Support Staff				
	Name			
MBA	Shelley Walsh	7426	TFAC 243	Shwalsh
Clinical Counseling Psychology	Sabine Prizio	7297	KN 169	Sprizio
Rehabilitation Counseling	John Landers	7430	KN 107	jm.landern
School Counseling	John Landers	7430	KN 107	jm.landern
Special Education	Sabine Prizio	7297	KN 169	Sprizio
Health Advocacy	John Landers	7430	KN 107	jm.landern
Applied Behavior Analysis	Sabine Prizio	7297	KN 169	Sprizio
Registrar's Office				
Assistant to the Registrar	Deirdre Comeau	7356	DE	Dcomeau
Registration Records Clerk	John Wild	7407	DE	Jwild
Finance Office				
Student Accounts	Main Line	7351	DE	studentaccounts
Financial Aid				
Financial Aid	Main Line	7158	AH	Fa
Graduate Medical				
Graduate Medical Assistant	Brenda Torres	7325	DAL	Btorres
Important Numbers				
IT Hub/Helpdesk		7060	IT130	Helpdesk
EMERGENCY/Campus Police		7777	KN	
Public Safety Office-Parking and Student ID		7225	KN	

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