



WILLIAM JAMES
COLLEGE

William James College Faculty Handbook



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President's Message - Welcome

Dear William James College Community,

Welcome to William James College. In joining our community, you become an important part of a premiere institution dedicated to teaching, working and bringing psychological knowledge to the global community. As a new employee, you are now an essential member of this organization and a contributor to its work and learning environment that has been shaped for over 40 years. I hope that you will have a rewarding and growing experience with us and we expect that you will work with us to fulfill our educational and service mission.

William James College educates professionals to deliver mental health care to the community, trains leaders to improve the quality and efficiency of organizations and equips other professionals with psychological skills to enhance their work. An education here is life changing and prepares our graduates for the challenging, but infinitely rewarding career of assisting others. Some of our faculty members, also work as program administrators, forensic and health experts, school psychologists, coaches, and clinical practitioners and clinical researchers. Many are leaders in the field and we have psychoanalytic, family, systems, feminist, multicultural, developmental, humanistic and cognitive-behavioral theorists working with our administrative staff to create a rich and stimulating learning environment.

A hallmark of William James College is its eagerness to adapt to changes in professional practice and community needs. Some examples of our community specialization programs are the Military and Veterans Psychology Program and our Latino Mental Health Program. Our reputation for excellence in psychology education was forged by the many people who came here before us. By joining this community, you have become part of a legacy of great achievement and even greater potential. Let's work together to realize this promise.

We welcome your interest, ideas, energy and the opportunity to work with you. I expect that you will find us a warm and supportive group and expect that you will contribute significantly to our development for many years to come.

Welcome to William James College.

Nicholas A. Covino, Psy.D.
President

General Information

Introduction

The Faculty Handbook is a guide for William James College Faculty and is designed to present general information about the institution and some of the more important policies and practices as they apply. The Faculty Handbook cannot and is not intended to address all circumstances related to a faculty member's role in the institution nor is the information contained in the Handbook intended to constitute an express or implied contract of employment with the College. Its primary purpose is to provide convenient access to knowledge that is most crucial in one's day-to-day functioning as a faculty member. In some instances, faculty may be referred to other existing documents or portions of said documents may be incorporated into this manual. Members of the faculty are also apprised of the fact that some programs have established additional, program-based procedures and expectations; these are available from the program's designated administrator.

Mission and Values

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

The following three commonly held core values establish the foundation for all academic programming at WJC:

- **Experiential Education** – integrating rigorous academic instruction with substantial clinical experience;
- **Social Responsibility** – educating providers to meet a diverse society's evolving

mental health needs including cultural competence and language training.
Developing programs and partnerships to ensure access to mental health care for all persons; and

- Personal Growth – fostering a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

Inclusive Excellence at William James College

William James College is an institution and a community committed to the principles of excellence, fairness and respect for all people. Making excellence inclusive is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities (AAC&U). As part of this commitment, we have a responsibility to provide and sustain multiple cultures, to encourage scholarship and knowledge, and to demonstrate our commitment to fair and equal access to higher education. For more information, contact the Diversity, Equity and Inclusion office at inclusiveexcellence@williamjames.edu or visit <https://www.williamjames.edu/about/welcome/diversity.cfm>

Principles of Integrative Learning

The faculty of William James College has articulated its commitment to the infusion of several components of effective instruction into its curricula and teaching. These include:

Educational Philosophy: William James College is dedicated to providing students with a unique educational experience, featuring an integrated academic program with intensive supervised clinical practice for students in practitioner programs. This integrative model enables our students to develop a mastery of academic psychology along with the clinical, systemic and organizational skills necessary to succeed in their professional lives. Some of the many

hallmarks of our institution include a commitment to academic excellence and teaching, a focus on individual attention; an eagerness to adapt to changes in professional practice; and, meeting community needs. William James College guarantees to train our students to deliver mental health services in a variety of settings to a culturally diverse widespread population under the close supervision of experienced professionals.

Individual Attention: William James College enjoys a well-deserved reputation for its commitment to addressing the individual needs of students throughout its programs. The learning experience of every student is maximized through the ongoing individual attention that faculty, field supervisors and staff offer to students as teachers, advisors and mentors. This supportive community atmosphere is a critical component of what makes William James College an exceptional choice for school.

Academic Excellence & Engaged Faculty

As an institution, we are committed to creating an optimal learning environment for all our students. Our comprehensive curriculum and wide variety of field placements for applied clinical work in health care, educational and counseling settings as well as in for profit and non-profit settings for our Organizational and Leadership Psychology students. This then provides our students with a breadth of theoretical knowledge and the opportunity for specialized training. We educate professionals who become agents of change through the development of self-awareness, academic knowledge, technical excellence, and awareness of individual and contextual differences. The faculty of William James College is an experienced group of culturally responsive professionals with a range of theoretical perspectives and areas of expertise.

Healthy Campus

William James College is a healthy campus. The campus is drug and alcohol free, cigarette and tobacco free, and firearms free. For details regarding this policy, please refer to the appropriate Student Handbook.

Use of weapons on campus

Consistent with Massachusetts law, the use, possession or sale of weapons of any kind (including replicas) and firearms, whether loaded or unloaded, on campus, by anyone other than law enforcement personnel, even if the person has a legal license or permit to carry the firearm, is strictly prohibited on campus.

Alcohol and drug-free campus policy

In compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989, and the Higher Education Opportunity Act as amended, and pursuant to its commitment to provide students, employees and visitors a safe and healthful campus, William James College has established an Alcohol and Drug Abuse Prevention Program integral to the Alcohol and Drug-Free Campus Policy.

William James College recognizes that alcoholism, drug addiction, and substance abuse may represent illnesses or conditions that require professional counseling, assistance, or treatment. Faculty, students, and staff with problems related to or stemming from alcohol and substance abuse or dependency are encouraged to seek assistance. However, neither addiction nor abuse excuses any member of the College community for violating the rights of others, or for neglecting or performing inadequately academic or job-related responsibilities.

A summary of the conduct prohibited by the institutions Alcohol and Drug-Free Campus Policy is as follows:

- No person may at any time use, possess, sell, manufacture, distribute, store or dispense alcohol on our premises, as part of any college related activity, or in the workplace, except as specifically authorized by the college or under the college's regulations;
- No person may unlawfully manufacture, distribute, dispense, possess or use controlled substances on campus, at any college activity, or on college business;
- No person may bring prescription drugs on campus unless they have been prescribed by a licensed physician, and such drugs can only be used by the person receiving such a prescription in the manner, combination and quantity prescribed; and
- No student employee holding a position which the college considers to be safety sensitive may use prescription drugs at work without first obtaining a statement from his or her prescribing physician that the use of prescription drugs on the job will not impair the individual's work abilities.

Compliance with the Alcohol and Drug-Free Campus Policy is a condition of enrollment and employment at the William James College. If a violation of the Policy occurs, the institution will take the necessary disciplinary measures. Such measures may include, but are not limited to:

- Removal from campus;
- Probation;
- Suspension;
- Expulsion;
- Required attendance at an evaluation session with a professional staff member;
- Successful completion of a mandatory drug or alcohol abuse program;
- Termination of employment; and
- Referral to appropriate law enforcement officials for criminal prosecution.

A copy of the institution's full Alcohol and Drug-Free Campus Policy shall be provided to every student and faculty annually. All students and faculty are urged to read it in its entirety. A copy of the full Policy may be obtained at any other time by contacting Human Resources.

Campus Safety and Support System

For more information on College Safety and Support visit:

<https://www.williamjames.edu/student-life/campus/safety-and-security.cfm>

Social Media Policy

Faculty should be aware of the social media policy that we publish in the appropriate *Student Handbook*. Faculty are bound by the same guidelines.

(<https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=140>) and/or (<https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf#page=143>)

Faculty Classification System and Contracting

Effective January 2016, William James College transitioned to a traditional academic ranking model with the following designations: Professor; Professor of Practice; Associate Professor; Assistant Professor; Senior Instructor, Instructor, Senior Lecturer (adjunct); Lecturer (adjunct); Senior Clinical Instructor; Clinical Instructor and Faculty Emeritus. Please see the Faculty Rank Handbook for details (<https://www.williamjames.edu/academics/academic-affairs/upload/wjc-faculty-rank-and-promotions-guidelines.pdf#page=6>). These designations fit into three categories: core faculty, teaching faculty and adjunct faculty. Please note that new core and teaching faculty receive an initial one-year contract.

Core faculty are employed on a half-time, 80 percent-time, or full-time basis. They are typically contracted for a three-year term. The responsibilities of core faculty include, but are not limited to: teaching; advising; participating in institution-wide service (such as faculty meetings, service on governance committees and/or other special committees or task forces, student-applicant recruitment and review, all faculty retreats and all faculty meetings and graduation); monitoring and mentoring student professional and/or intellectual development (including service on masters and doctoral project committees, evaluation of comprehensive examinations, etc.); and participating in the day-to-day life of the faculty member's program of affiliation.

Teaching faculty are typically employed on a substantial, but less than full-time, basis with assignments that focus on teaching and advising.

Adjunct faculty are employed under individual contracts (by term or by academic year) to teach specific courses for which they are qualified on a one semester or one-year basis; appointments are limited to a less-than-half time basis. While their service to the institution may extend over many years, the actual contractual period is always limited to the duration of the

specific teaching assignment.

After 12 years of employment, qualified faculty are eligible for 4-year renewals of their contract. The contract extension time frame is the decision of the Department Chair based on the faculty member's performance, professionalism and contribution to the College. William James College may offer 4-year contracts to any qualified faculty member after 12 years of service to the institution. The 4-year offer is determined by the Department Chair. The Department Chair considers overall faculty performance and citizenship to the college. A qualified faculty member is an individual who continues to excel in all key domains of their faculty role.

Faculty Appointments

Individuals are appointed to William James College faculty only after the conclusion of a search and screening process that has been reviewed and approved by administrative officers for compliance with all institutional policies (including, but not limited to, applicable equal opportunity/affirmative action employment policies). The employment of faculty becomes official only upon presentation and signed acceptance of an official, written contract of employment that is tendered by the VPAA and the Chief Financial Officer. Contracts are offered for terms of defined length for periods of one semester to four years, depending on the nature and classification of the faculty appointment.

Each initial contract of employment requires that faculty provide required documented evidence of academic degrees and legal ability to work in the United States. The faculty member must also receive Criminal Offender Record Information (CORI) clearance through a CORI check. Other documentation may also be required. Failure to provide required documents in a timely fashion may delay issuance of salary or, in extreme instances, may be cause for cancellation of the offer of employment or term of the contract. Under rare circumstances, a new faculty may be hired following an expedited search process. This would occur when there is an unanticipated opening for a key faculty role and there is not sufficient time to fill the role if all components of the process are followed. An example might be the incapacitation of a full-time faculty member in the first week of a new semester.

Dual Appointment

A dual appointment is defined as employment in excess of one (1) full-time equivalent (FTE) established position or simultaneous payment from two (2) or more departments at the

institution. Dual appointments are possible only if the following conditions are met:

- The Department Chair and the secondary supervisor approves the dual appointment;
- The VPAA and the Chief Financial Officer approves the dual appointment;
- The dual appointment involves activities such as teaching, research, research supervision, advising, governance committee and other assignments.
- The dual appointment does not result in any conflict of interest;
- The dual appointment does not result in any violation of College policy;

Under limited, exigent circumstances requiring immediate attention, the Department Chair or the secondary supervisor, in consultation with and with the approval of the Vice President for Academic Affairs, may authorize a dual appointment. The VPAA, in collaboration with the Department Chairs, determines in which committees the dual appointed faculty serves. No faculty member is required to accept a dual appointment.

Faculty Rights and Responsibilities

Teaching Loads and Teaching Schedules

Each semester, the Department Chairs establish the faculty teaching assignments and schedules that best meet student and program needs. These assignments and schedules may be finalized following consultation with individual faculty members, but the determination of teaching assignments and schedules is a matter of administrative discretion. When enrollment demand, lack of enrollment demand or other unforeseen circumstances require modifications of teaching assignments or schedules, an effort will be made to minimize inconvenience to the faculty member. Faculty members may not change the scheduled meeting times of classes without authorization from the Department Chair or the VPAA in consultation with the Registrar's Office.

Course Syllabi and Canvas

Each faculty member must prepare a course syllabus, using a WJC syllabus template, that addresses each of the following items: course goals/learning objectives; assignments; schedule of assignments; required texts; a list of assigned readings (chapters from books other than required texts, journal articles, etc.); a clear explanation of how grades are determined, and a statement regarding the availability of reasonable accommodations for students with disabilities. In addition, accrediting bodies may require other elements in the syllabus; faculty will be informed of required content specific to their program.

Each program will maintain a template for the program's syllabi, based on the WJC syllabus template. All course syllabi must be prepared according to the program's syllabus template, but may also include other common information, such as policies on plagiarism, use of

technology, among others. The course readings must include the names of the authors, the title of the chapter/article, publication name, date of publication, journal publication date and page numbers in accordance with APA style. At all times possible, books must be identified by ISBN number or DOI.

Each faculty member must submit their course syllabi to the Chair or designee for review according to the schedule provided to the faculty prior to the start of each semester. Some courses have standardized syllabi that address preapproved competencies and assessments mapped to learning/program outcomes. Syllabi for these courses should not be changed (including required textbooks) without prior consultation and approval by/with the Program Director or Department Chair. The Department Coordinators will send information to the faculty about posting syllabi to the course management system (Canvas). Faculty are responsible for coordinating with the library and uploading readings to the reading management system (i.e., ARES) in the course management system. Textbook selection is due two weeks before the opening of registration for each term. This timeline must be met to stay in compliance with federal Department of Education requirements. The college's Head Librarian is Julia Clement, accessible at Julia_clement@williamjames.edu.

Syllabi must state the policy on absences and tardiness according to the appropriate *Student Handbook*.

Faculty are required to use our Learning Management System, Canvas. Canvas pages must include: the syllabus (in PDF format), a faculty bio page (with contact information), course modules, and a link to the Academic Resource Center (ARC). Faculty must also make use of the Canvas Gradebook for grading and feedback on assignments.

Selection of Textbooks and Other Course Materials

Except in instances in which academic programs have adopted specific course textbooks, faculty may select the texts and any supplementary materials that they feel are best suited to their teaching needs. On rare occasions, a Department Chair may request that a faculty member choose an alternate book due to the high cost of the recommended book. As the Higher Education Opportunity Act of 2008 requires the College to post the descriptions of required and recommended textbooks and supplementary materials at the time course schedules are made. Faculty members are required to provide information on texts and materials to Department Chairs well in advance of the semester of assignment. Book lists must be submitted to the Department Chair two weeks prior to registration for the next semester. The College has established a relationship with an online bookstore.

Ordering Textbooks

A **Desk Copy** is a complimentary copy of a textbook that an instructor has already adopted for the class. An **Examination Copy** is a short-term loan from the publisher for review by the instructor who then decides whether to adopt the textbook for class. If the textbook is not adopted, the examination copy may be returned or purchased for full price.

Note: Instructors are responsible for requesting desk and examination copies directly from publishers.

To place an order for a desk or examination copy, visit the publisher's website. Some publishers provide links to order desk copies directly within the page containing the textbook details. Others require that you fill out a separate webform. If you have trouble finding information about how to order a desk copy, please contact the library.

Be prepared to provide the name of the course, its approximate enrollment, and the semester/year it is (or will be) taught. If requested, the name of the College's bookstore is MBS Direct.

Desk and examination copies may be shipped directly to your preferred address, but most publishers will require you to apply using your college email address (@williamjames.edu). Note, not all publishers offer desk or examination copies. Policies vary by publisher and can be found on the publisher's website.

If you cannot obtain a free desk copy after exhausting all possibilities with the publisher, the library can place an order on your behalf through the College's bookstore at no cost to you. For further information, please contact the library.

Teaching Pedagogy and Practice

Inclusive Language

What is inclusive language? [The Guidelines for Inclusive Language, published by the Linguistic Society of America \(LSA\)](#), define inclusive language as language that “acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities.” How language is used, especially by education systems, can deeply impact how we view race, gender, and cultures. Being inclusive with language is about inviting people in for discussions, not making assumptions. We have to try to avoid habits of language that may unintentionally lead to marginalization and the perpetuation of stereotypes. Inclusive language is about more than replacing specific words with more acceptable terms; it is about changing long-held attitudes and habits we do not think twice about but that the youngest of children, who are just learning to speak and read, hear over and over.

Keep in mind that not all groups may agree on what is inclusive language and what is not, and that is because language is a living and ever-evolving thing, which means the terms on this list may shift and change with time. Please visit www.williamjames.edu/diversity to download the entire Inclusive Language Guide.

Triggering Language and Sensitive Topics

If your course contains content that might be triggering in nature, please incorporate a version of the text below either in your syllabus or verbally during the first 2-3 classes:

I will not give trigger warnings for individual readings and assignments for the following reasons. First, it is hard to know what will trigger whom. Second, you are training to become a mental health professional. I want the classroom experience to mirror, to the extent possible, your experience in the field. Clients do not, and should not, be expected to give their mental health providers trigger warning about their more difficult life experiences. An important part of training to become a mental health professional is to learn to hold and contain the challenging (i.e. triggering) content that clients share with us. However, I still want us to find a way to address potentially triggering content for the overall course. In the field, you would be able to talk about being triggered by a client's disclosures with a supervisor. In this class, you would come to me, your professor, to figure out how to deal with feeling triggered. Course content will address multiple forms of violence, which may include rape, child abuse, physical assault and murder, genocide, as well as systemic violence derived from racism, ethnocentrism, ableism, homophobia/heterosexism, and/or transphobia. Please be aware of this, take care of yourself, and support each other. This material will push us intellectually and emotionally. I want you to understand the difference between feeling bad about something and recognizing your emotional response vs. being triggered, experiencing symptoms of PTSD, flashbacks, or reliving past trauma. If you feel yourself being triggered, you may leave the room without explanation, excuse yourself from a conversation, and then contact me to figure out next steps.

Because this is a course in which we will be working with materials in sexuality studies, gender studies, race and ethnicity studies, and disability studies, the assigned readings and film/video viewings may include mature language, racially charged content, sexually explicit materials, visual representations of bodies in various states of dress and/or sexual acts, and descriptions of sexual activity. If you have any personal concerns about viewing or reading such materials, please talk to me individually. We should all work together to foster a respectful atmosphere for discussion (“safe space, brave space”). I recognize that the theme of this course can bring sensitive topics to the fore, and I hope that you will communicate with me by email or during office hours to work together to address any concerns you might have.

Instructional strategies such as the following can also help students approach challenging material:

- Give your students as much advance notice as possible about potentially disturbing content. A day's notice might not be enough for a student to prepare emotionally, but two weeks might be.
- Try to “scaffold” a disturbing topic to students. For example, when beginning a history unit on the Holocaust, do not start with graphic photographs from Auschwitz. Instead, begin by explaining the historical context, then verbally describe the conditions within the concentration camps, and then introduce the photographic record as needed. Whenever possible, allow students to progress through upsetting material at their own pace.
- Allow students to interact with disturbing material outside of class. A student might feel more vulnerable watching a documentary about sexual assault while in a classroom than in the security of their home.
- Provide captions when using video materials: some content is easier to watch while reading captions than while listening to the audio.
- When necessary, provide written descriptions of graphic images as a substitute for the actual visual content.
- When disturbing content is under discussion, check in with your students from time to time: ask them how they are doing, whether they need a break, and so on. Let them know that you are aware that the material in question is emotionally challenging.
- Advise students to be sensitive to their classmates' vulnerabilities when they are preparing class presentations.
- Help your students understand the difference between emotional trauma and intellectual discomfort: the former is harmful, as is triggering it in the wrong context (such as in a classroom rather than in therapy); the latter is fundamental to

a university education – it means our ideas are being challenged as we struggle to resolve cognitive dissonance.

If you have further questions about trigger warnings, scaffolding, and sensitive topics, please contact [Jason Osher@williamjames.edu](mailto:Jason.Osher@williamjames.edu), Director of the Office of Educational Development and Innovation.

Slurs, Pejoratives, and Hate Speech

Slurring is a type of hate speech meant to harm individuals simply because of their group membership. It not only offends but also causes oppression. Slurs are noted for their “offensive autonomy” (they offend regardless of speakers’ intentions, attitudes, and beliefs) and for their “offensive persistence,” as well as for their resistance to cancellation (they offend across a range of contexts and utterances). They are also noted for their “offense variation” (not all slurs offend equally) and for the complicity they may induce in listeners.

We define hate speech as a direct attack on people based on what we call protected characteristics — race, ethnicity, national origin, religious affiliation, sexual orientation, caste, sex, gender, gender identity, and serious disease or disability. We protect against attacks on the basis of age when age is paired with another protected characteristic, and also provide certain protections for immigration status. We define attack as violent or dehumanizing speech, statements of inferiority, or calls for exclusion or segregation.

William James College denounces the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. Slurs, pejoratives, and hate speech is contrary to the College’s Mission Statement, Core Values and Inclusion Excellence Vision. Individuals determined to have participated in

using slurs, pejoratives, and hate speech, will be held accountable through our [Bias Incident Protocol](#).

Sometimes people share content/articles/readings/videos containing someone else's hate speech for the purpose of raising awareness or educating others. Please refer to the section about on **Triggering and Sensitive Topics**.

Faculty Schedule and Coverage of Responsibilities

The College maintains a 12-month academic calendar. The College expects all faculty members to be on campus (virtually for faculty teaching exclusively online) four days per week during teaching periods to meet their duties throughout the year. Faculty will provide the Department Chair with written notice (e.g., via email) about their availability during non-teaching periods, including participation in immersions, traveling out of town and other times when they are unavailable.

Any absence to a scheduled class must be communicated to the faculty's supervisor with as much notice as possible to arrange for coverage (please see Faculty Class Attendance section below).

During summer sessions, while faculty may not be teaching, they are expected to be available for admissions, governance committee work, faculty meetings, advising, supervision of research (including doctoral project committee work) and continued attention to their own scholarship as well as planning for the coming academic year. This includes checking email and voicemail at the same frequency as during the regular school year.

Faculty contracts specify that faculty are required to maintain office hours. It is the faculty member's responsibility to be available either virtually or in-person for student access. Faculty should make an effort to meet in person if the student desires and it is practical. Some

meetings may require in person attendance, at the discretion of the Chair.

The College also expects faculty to participate in the following: departmental and All Faculty meetings; faculty retreat; Orientation week; admissions events and interviewing days; webinars and other activities related to student enrollment; graduation; training sessions; and requests to represent the College at a community or college speaking engagements or events.

Temporary Coverage of Responsibilities:

If you find yourself in a situation where you are unable to engage in your contracted responsibilities due to acute unforeseen circumstances lasting fewer than two weeks, please do the following:

1. Notify your department chair immediately of the disruption to your responsibilities and the likely timeframe.
2. Your department chair will work with you to develop a plan for coverage of responsibilities to the extent possible.
3. For courses, you are encouraged to have “backup” materials handy so that you may post a recorded lecture or activity for your class to perform during the scheduled class meeting time.
 - a. It is generally not feasible for your department to locate a substitute professor to conduct your class unless given more than 24 hours notice (even in these situations in-person coverage cannot be guaranteed).
4. All other responsibilities may be postponed, and your department chair will make efforts to have pressing matters covered.
 - a. Given the nature of many faculty responsibilities such as review of

doctoral projects, it is likely that when the faculty member returns there will be work to be made up. It may be possible in these instances to work with your chair around relief from other responsibilities that can more readily be reassigned.

If you will be unable to perform your assigned duties for greater than two weeks, please consult with both your department chair as well as the Human Resources Department.

Attendance at Graduation

All members of the core and teaching faculty are expected and required to attend commencement exercises. This is held typically on the first Sunday in June. Adjunct faculty are invited and encouraged to attend.

Faculty Responsiveness to Students

Faculty are expected to reply to students' requests for meetings within 24 hours, and 72 hours during the weekend and during non-teaching periods. When faculty are on vacation or unavailable, they should activate an out-of-office message in their outgoing email with a return date.

Meetings with students should be held at the WJC campus, or electronically (e.g., phone, Zoom, FaceTime), if appropriate.

Faculty Class Attendance

Whenever it is necessary to miss class, each faculty member must make every attempt to contact students and their Department Chair/Program Director in advance in order to minimize personal disruption and avoid unnecessary travel. Individual faculty members must establish reasonable procedures for notifying students in such instances and are required to notify their

students of said procedures. The Department Chair or designee will consult with the faculty member on appropriate approaches to compensating for the loss of scheduled instructional time. Options include: providing content on the Canvas page with activities or discussion boards; rescheduling the class; asking another faculty member who teaches another section of the same course, the program director, or TA to cover the class; assigning students as group leaders for activities in class.

Faculty are encouraged to consult with the Educational Technology Department to utilize available technology (contact William James College Support, support@williamjames.edu). It is strongly suggested that all faculty create content that can be delivered asynchronously in the event of inclement weather or faculty illness or emergency. Faculty can pre-record a lecture, create readings and post questions for a discussion board. The topic can be a supplement or augmentation to the course content. The use of a live webinar format is another acceptable modality to use. All faculty are automatically provided a Zoom account by the Educational Technology Department, accessible from OneLogin. The college asks faculty teaching on campus to provide remote delivery or an asynchronous class on an inclement weather day rather than cancel a class. Remote delivery classes should be recorded in case students lose power and cannot attend.

While emergencies and illnesses do occur from time-to-time, students deserve to receive the instructional time that has been allocated for every course. To the greatest extent possible, neither the emergencies nor illnesses of faculty should detrimentally impact or inconvenience students.

Monitoring and Reporting Student Attendance

In traditional, 15 weeklong semesters, students may not miss more than two classes. Due

to Federal Department of Education requirements, it is critical that **faculty must** inform their Department Chair if any student misses more than two classes **at the time** of the second absence. In briefer modular courses, no absences are typically allowed. Rather, the student who is absent must make up the class time hour for hour.

Providing Feedback to Students and Grade Submission

Faculty will provide timely and clear feedback to students related to academic and clinical (or practice) performance. Such feedback may be consultative and through discourse but must also be provided in writing no later than at the time of grade submission. In order to remain in compliance with the U.S. Department of Education's requirements for timely reporting of Student Academic Progress, the **faculty is required to submit grades no later than three days after the conclusion of a semester.**

Please note that when students experience academic and/or professional difficulties, faculty should inform them with timely and specific feedback and with suggestions for improvement and remediation. It may be appropriate depending on the level of the teacher's concern, the student's responsiveness to the initial feedback and/or the magnitude of the student's challenge, that a formal process be initiated. This is accomplished by the faculty member completing a Corrective Action Notice (CAN). Please refer to the graduate or undergraduate student handbook for further information and guidance.

Most college programs have a formal end of the academic year conference with the student. This meeting is called an Assessment and Planning meeting (A&P). Please refer to your departmental handbook for further information.

Faculty Overloads

Faculty overloads may be offered within or outside the faculty's department. Before a faculty member agrees to take assignments outside of their department in addition to those specified in their contracts, they must discuss this with their Department Chair. This includes clinical supervision, teaching, participating in committees, and other duties. The Department Chair will consult with the person or department making the request for the overload and will determine whether this is approved. This will be evaluated at least on an annual basis. Teaching overloads in other departments will be approved only after the needs of the faculty's department are fulfilled.

Faculty Advising

Advisors serve as consultants to their advisees in creating a logical and sequential course of study, in choosing practicum and internship sites, in discussing career planning and in helping students on managing the complexities of life while matriculating. The advisor's role is to be a mentor. Advisors hold the dual role of advocate for their advisees and representing the college and their particular program.

The relationship between advisor and advisee is not a confidential relationship. The student will be informed that their progress in the program is discussed on a regular basis by the program faculty. The student needs to be informed that confidentiality cannot be maintained if there are questions of unprofessional, unethical or illegal activity, if there are issues related to the student's safety or the safety of others, or when necessary to comply with state or federal law. Faculty should reference their program handbook for specific guidelines and timelines on advising functions, including assessment and planning (A&P) conferences.

Classroom Maintenance

Faculty members are free to arrange classrooms in order to accommodate specific instructional purposes. As a courtesy to the next faculty member coming into a classroom, however, faculty are asked to always return chairs and tables to their original configuration at the end of a class period. Faculty members are also free to allow eating in classrooms. As a courtesy to the next faculty member coming into a classroom, however, any leftover food, beverage bottles or cans, wrappers, and other waste should be disposed of or recycled properly. In all instances, tables should be cleared of all papers and other materials, and the marker boards should be erased.

Whenever a classroom maintenance need or any other maintenance need is noticed, faculty members are asked to email a notification to Kevin.Costello@williamjames.edu. Please finish your class on time; **10 minutes** of preparation time are scheduled for the next instructor to set up their classroom.

Faculty Responsibility for Completing Evaluations and Trainings

Faculty are required to complete mandatory evaluations and trainings within the assigned timeframe.

Faculty Evaluation

Department Chairs and faculty are strongly encouraged to discuss job performance and goals on an informal, on-going basis. The faculty member will be formally evaluated at the time of contract renewal. This evaluation shall be conducted in accordance with any applicable policy or as the College may particularly direct. The College may require that the faculty member, either generally or with respect to any such services, be evaluated more frequently than is required by contract. Please refer to the current faculty contract for details.

Progressive Discipline

The purpose of this policy is to state the institution's position on administering equitable and consistent discipline for unsatisfactory conduct and performance in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

The College's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Progressive discipline means that, depending on the severity of the problem and the number of occurrences, these steps will typically be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment.

William James College recognizes that there are certain types of employee problems that are serious enough to justify either a suspension or termination of employment, without going through the usual progressive discipline steps.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and the institution.

Institutional Review Board

Please refer to:

[https://mycampus.williamjames.edu/SitePages/Institutional%20Review%20Board%20\(IRB\).aspx](https://mycampus.williamjames.edu/SitePages/Institutional%20Review%20Board%20(IRB).aspx)

Department Chair Responsibilities

The Department Chair responsibilities include:

- Faculty management and evaluation
- Curriculum management
- Student management
- Outcome measurement
- Scheduling
- Marketing
- Field Education oversight
- Registration
- Faculty responsibilities
- Admissions
- Accreditation

Departments with program directors and/or associate chairs may distribute these responsibilities differently (at the discretion of the chair) and communicate to faculty accordingly.

College Governance

The Board of Trustees

The Board of Trustees of William James College constitutes the policy-making authority of the institution. The Board relies on the College's executive and administrative staff, as well as on the faculty, to carry out the educational mission of the institution within the parameters of the Board's established policies. In order to ensure a rich environment of consultation, a system of institution-wide faculty governance has been established.

Faculty Participation in College Governance

William James College is cognizant of its organizational need to establish a well-defined set of faculty rights and responsibilities. Fundamental to all the several responsibilities delineated below are the rights of each faculty member to work in an environment that respects the intellectual, professional, and personal integrity of all of its citizens. The College is committed to maintaining an atmosphere of collegial civility where all topics are open to consideration, but where all such considerations are conducted in a professional manner of respectful tolerance.

As an institution of higher learning, the College values the variety of socio-cultural, professional, and intellectual perspectives that are held by a diverse faculty. Consequently, the institution does not restrict the academic freedom traditionally afforded to individual faculty members. However, the collective faculty and the institution as a whole does reserve the right to stipulate standards for faculty and/or student performance, common course content and/or pedagogical processes, and program and/or school-wide assessments of student learning.

In the spirit of meeting these ends, the following faculty standing committees' principles

and goals are as follows:

- Recognition of the role and place of the faculty in shaping the culture, values, and direction of the College;
- Recognition of the College's history of and need for agile, entrepreneurial responsiveness to external circumstances, opportunity, and change;
- Recognition of the social responsibility of a College of Professional Psychology to develop educational programs that train mental health and applied psychology practitioners and meet the evolving needs of the community;
- Recognition of the need to clearly outline policy and decision-making processes and the respective roles of key stakeholders;
- Recognition of the role of College-wide committees and entities in setting minimum standards for the programs, setting College-wide policy, ensuring fairness, and addressing College-wide concerns including, but not limited to, planning, facilities, and resource allocation (in some cases, College-wide committees may also act as an appellate body in matters of process and adherence to policy);
- Recognition that there are unique challenges and opportunities for an institution that employs a percentage of its faculty on a less than full time basis;
- Recognition that the faculty has primary responsibility for: managing the curriculum and setting academic standards; admission and matriculation of students; and graduation of students.
- Recognition that the faculty provide a key voice in matters including, but not limited to, resource allocation, planning, direction-setting, key hires, and other matters related to the overall health of the institution;

- Recognition that, in accordance with the *AAUP Statement*, final authority for decisions resides with the governing Board of Trustees, as it is delegated to the President, who will only in rare occasions make decisions that are contrary to faculty recommendations regarding those responsibilities outlined above, and who will clearly communicate the rationale for such decisions to the faculty.

Standing Committees Composition

Standing committees ensure faculty participation in critical areas of operation.

Membership is comprised of one faculty representative from each academic department that enrolls more than 40 FTE students. Except in the case of the Academic Policies and Standards Committee (for which the committee chairperson will be appointed by the Vice President for Academic Affairs), each committee will select its chairperson from among the committee membership on an annual basis. Faculty standing committees are described here:

<https://mycampus.williamjames.edu/SitePages/Governance%20Committees.aspx>

Academic Standards and Policies

Please refer to the appropriate *Student Handbook*. <https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=14> and/or <https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf#page=8>

Student Course Evaluations

Student Faculty and Course Evaluation surveys are to be completed by every student in every course each semester. All departments are to have end-of-course evaluations during the final week of the course and prior to course grades being posted. Some departments (OLP and School Psychology) will also have mid-term evaluations for faculty to gauge areas of strength and to correct issues raised. These surveys ask the students to comment on their experience with both the course and with the teacher. The College's Research Department is responsible for administering the evaluations which are conducted online, through a system designed to ensure anonymity. Evaluation results are distributed to individual instructors, the appropriate Department Chair or designee, and the Vice President for Academic Affairs.

Student Participation in Meetings

We are a college with adult learners. During a student's matriculation at the college, they will hold a number of meetings with faculty, advisors, research and clinical or applied psychology or counseling supervisors, Department Chairs, library staff, the Dean of Students Financial Aid and possibly an appeals committee among others. Students attend these meetings independently and must act on their own behalf. Students cannot bring a parent, friend or significant other or other parties. With prior permission, a student may bring their advisor. The faculty or staff convener of the meeting may choose to invite relevant staff or faculty member to

join the meeting. Examples may include another faculty member, the Department Chair, or the Dean of Students.

The sole exception to the above provision occurs when a student is a party to a complaint of discrimination, discriminatory harassment, sexual violence, sexual gender-based harassment, domestic and dating violence, stalking and or retaliation brought pursuant to the college's complaint investigation and resolutions procedures. In such cases, parties have the right to an advisor of their choice and the role of the advisor is described in the Complaint Investigation and Resolution Procedures.

Student Privacy: FERPA

The College complies with all requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. As employees of the institution, faculty members must not disclose students' individually identifiable information in violation of FERPA. Faculty must take every reasonable precaution to ensure that student grades, evaluations, and other private/personal information are kept secured and confidential, both electronically and in hard copy. Faculty must comply with the mandatory FERPA training. Questions about FERPA compliance should be directed to the Department Chairs or the Registrar.

FERPA Guidance

The [U.S. Department of Education](#) has provided guidance to schools and colleges regarding the sudden transition to distance learning due to the COVID-19 outbreak and issues of student privacy covered by the Family Educational Rights and Privacy Act (FERPA).

What is an Educational Record:

- **Any medium in which personally identifiable information relating to a student is fixed,** such as audiotape, visual recordings, transcripts of spoken words, chats, emails, and any other record maintained by WJC

When Classroom Recordings may be a FERPA record:

- If any student, or information about a student, is **identifiable in a recording of a class** (name, image or voice) or other educational event maintained by WJC, it most likely constitutes an educational record protected under FERPA.

When Classroom Recordings may not be a FERPA record:

- Recordings of the instructor **without any student interaction** and/or disclosure of any student’s personally identifiable information is most likely not an educational record.

To ensure FERPA compliance in virtual classrooms and other educational recordings, WJC has established the following guidelines:

- **Limit access to remote/virtual instruction** to only students enrolled in the course and other officials as needed (teaching assistants, faculty supervisor, sign language interpreters, captionists, etc.). For your online platform, Instructors should review the privacy tips here.
- **Instruct all students enrolled in the course, in person and in your syllabus, that students must protect passwords and are prohibited from recording or sharing recordings of the class sessions or meetings unless the student has a Student Disability Services approved accommodation to record.**
 - **Include in your Syllabus a statement as follows:**

Class Recordings: Students are expected to follow appropriate College policies and maintain the security of passwords used to access recorded lectures. Unless ARC Services has approved the student to record the instruction, students are prohibited from recording any part of this course. Recordings may not be published, reproduced or shared with those not in the class, or uploaded to other online environments except to implement an approved Student Disability Service accommodation.

- **If the Instructor records any part of a course, the Instructor needs to do the following:**
 - **Update the Class Recording Syllabus Statement as follows:**

Class Recordings: The Instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate College policies and maintain the security of passwords used to access recorded lectures. Unless ARC Services has approved the student to record the instruction, students are prohibited from recording any part of this course. Recordings may not be published, reproduced or shared with those not in the class, or uploaded to other online environments except to implement an approved Student Disability Service accommodation. If the instructor or a WJC office plans any other uses for the recordings, consent of the students identifiable in the recordings is

required prior to such use unless an exception is allowed by law.

- **Plan the recordings so that they do not show students or any of their personally identifiable information.**
- **If a student appears on camera by name, image or voice and you plan on sharing the recording outside the current classroom, you can:**
 - Edit the recording to remove any portion in which a student appears or blur the student's image and distort the student's voice. If the recording de-identifies students and their personally identifiable information, the recording may no longer be an educational record subject to FERPA or requiring prior student consent; or
 - Obtain individual written consents from the students appearing in the video (name, image or voice) if you plan on disclosing the recording to either third parties not listed as exceptions to the general rule requiring student consent prior to disclosing FERPA records or WJC officials for a non-educational purpose or to students outside your current class that semester. FERPA consent can be requested of all students at the outset of a semester, class or event.. You do not need a FERPA consent/release if you only make the recording available to your students in that current class.
- **Store recordings only on College-approved devices and servers.**

When is Student Consent Required?

Generally, student consent is required* when:

- You record the class; **and**
- A student's name, image or voice appears in the recording; **and**
- You plan to share the recording with anyone outside the current class of registered students for that semester.

Generally, student consent is not required* when:

- You do not record the class; **or**
- A student's name, image or voice does not appear in the recording; **or**
- The recording is only available to the registered students within the current class for that semester.

* FERPA allows for many exceptions to the general rule requiring consent such as when the recording is shared with other WJC officials with a legitimate educational interest in the recording, with federal or state programs auditing or evaluating the education program, organizations conducting evaluations to improve instruction and other defined exceptions.

What Constitutes Student Consent to Release a FERPA Record?

- A student’s consent allowing the release of the recording to persons outside the classroom must be both informed and voluntary.
 - **Informed** means that the request for consent must inform the student of all of the intended uses of the recording.
 - **Voluntary** means that consent is freely given without persuasion or coercion and that the student receives neither advantage nor disadvantage by providing consent.
- The student’s consent must be documented in writing by a signature and date of signature. In addition, the consent must specify the records that may be disclosed, the purpose of the disclosure, and identify the parties to whom disclosure must be made.

What Happens if a Student Does Not Consent to be Recorded?

- A student who does not consent to appear in a recording must have the same educational experience as a student willing to be recorded.
- If a student refuses to provide consent, a recording may still be made as long as it contains no record of that student.
- A student’s consent or lack thereof may not be tied to a student’s grade in the course in any way.

Electronic Communications

All communications, including electronic email communications, generated in the service of clinical training, regarding descriptive and/or sensitive clinical material, whether in class discussions or presentations, or in written assignments, will be conducted within the ethical codes applicable to the professions represented at the College, and with respect to the national standards of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule (see: www.hhs.gov/ocr/privacy).

Purchasing

College purchases may be made only by administration, academic unit head, administrative directors or their appointees, and then only when said purchases satisfy WJC purchasing policies and procedures. Faculty who wish to request authorization for purchases should consult with their Department Chair. Reimbursements are generally not provided without

prior purchasing authorization.

Academic Integrity

Please refer to the appropriate *Student Handbook* for specific information. Faculty must abide by the Academic Integrity standard. <https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=15> and/or <https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf#page=13>

Academic Resource Center (ARC)

Please refer to <https://www.williamjames.edu/student-life/services-resources/academic-resource-center.cfm> .

Audio-Visual Equipment and Classroom Technology

The Library offers lending services of technology equipment, including conference pods, digital video cameras and digital audio recorders for academic use by students and faculty. Due to the limited amount of equipment for circulation, faculty are requested to coordinate with the Library staff when submitting semester syllabi, prior to making an assignment that will require recording equipment so that the Library can reserve equipment and schedule the use of equipment to make sure it is available when needed.

The borrower is responsible for equipment that s/he has used. Any damage to the equipment or problems with its use must be reported immediately to the Library. Borrowers will be held responsible for any damage due to improper use or mishandling, and responsible of any cost for repairing or replacement. It is the borrower's responsibility to make sure s/he knows how to use the equipment properly.

Research Activities at WJC

There are three entities at William James College that address research activities: Office of Academic Data, Development & Institutional Effectiveness (ADDIE), the Center for Psychological Science (CPS), and the *Office of Program Development, Monitoring and Evaluation (PDME)*.

Office of Academic Data, Development & Institutional Effectiveness

The Director of ADDIE reports to Vice President for Academic Affairs.

As a growing institution, it is increasingly important to ensure that decisions are based on sound quantitative and qualitative evidence. ADDIE is called upon to complete research to demonstrate that William James College is accomplishing its stated mission, that there is ongoing improvement and that our students are successful (among other institutional goals). Through self-studies, ADDIE uses institutional data to assist in program improvement, institutional planning, and policy development.

- Provides reports for Senior Leaders and Administrators on all academic programs, evaluating academic program goals, objectives, and outcomes and ensures the program's efficiency, effectiveness, and relevance.
- The quality, integrity, and effectiveness of our academic programs are the central focus of ADDIE.
- This office provides a systematic method for assessing student learning and outcomes, and this data is regularly distributed to and reviewed by Department Chairs.
- Coordinates with the Office of Information Technology (IT) to maintain centralized record-keeping through our databases, which are used for analysis and planning.
- Responsible for supporting the ongoing assessment of educational outcomes and conducting alumni surveys for each academic program and the college as a whole.
- Provides external indicators to support institutional planning such as peer institutions, and contemporary trends in the field of psychology from the Bureau of Labor Statistics and the National Association of Colleges and Employers.

Center for Psychological Science

The Director of CPS reports to Vice President for Academic Affairs.

The William James College [Center for Psychological Science](#) was created in 2020 to facilitate the integration of psychological science into all aspects of the WJC Community and ensure that research is conducted in accord with best practices for research design, methodology, and ethical conduct. The center provides a single access point for the WJC Institutional Review Board, institutional grants and awards, dissemination of info on current research studies and presentations, and standards, policies and procedures for the conduct of psychological research. The center is guided by the WJC commitment to evidence-based practice. All

investigators (faculty, staff, students, and study affiliates) must comply with these policies while conducting research at William James College.

The Director of CPS reports to Vice President for Academic Affairs.

The CPS consists of four areas which may be accessed through the [CPS MyCampus site](#).

1. The William James College Institutional Review Board (IRB)

William James College maintains a Federally Qualified Institutional Review Board (IRB) operating as an independent body to ensure the protection of the rights, safety, and well-being of human subjects involved in research studies. The IRB operates in compliance with the guidelines of [Federalwide Assurance](#) (FWA #00017733) and [Title 45 Code of Federal Regulations Part 46 \(45CFR46\)](#). The IRB is charged with the institution-wide responsibility and authority to review and approve all human subjects research conducted by or with members of the William James College community prior to beginning any research-related activities. The MyCampus page contains: the IRB membership, the CITI Certification process used to assess and establish ethical competencies in human research, policies and procedures **for research protocol ethics reviews, policies and procedures for human research, and the application process for protocol review.**

2. Research Support and Recognition

WJC aims to facilitate, support, and recognize the scientific and scholarly activities of its faculty, staff, and students through the Research Support and Recognition Program within the Center for Psychological Science. This is accomplished through a portfolio of internal research awards designed to support the entire research pipeline from project inception to conference presentations and publications. In addition, this page provides information on external resources such as obtaining external research funding, support for conferences and presentations, locating archival data, and selecting a target journal for publication, as well as opportunities for student research assistantships in faculty labs. There are also sections for resources regarding research design and data analysis.

3. Research Dissemination

The Center for Psychological Science seeks to encourage dissemination of WJC community publications, presentations, and ongoing research studies. This page contains information on each of the following areas:

- Doctoral Projects in Process
- Recent and Upcoming Faculty and Student Publications
- Recent and Upcoming Faculty and Student Presentations
- Upcoming Professional Psychology Conferences and Submission Dates
- Upcoming Doctoral Project Colloquia Schedule

4. Research Standards, Policies & Procedures

WJC CPS coordinates the setting of standards, policies, and procedures for research at WJC. The center advises and consults to institutional and departmental committees regarding the integration of psychological science into all aspects of curricula. The center aims to ensure the

quality of research studies conducted in all academic departments, facilitate the formation of research labs, and encourage use of open science approaches. This page provides centralized access to doctoral project and capstone manuals and accompanying forms, a list of faculty research labs and interests, intellectual property policies, information on open science approaches, and links to professional organizations that foster research. Policies regarding internal and external research participant recruitment

Office of Program Development, Monitoring and Evaluation

The Office of PDME provides oversight, maintenance and management of databases created through the WJC community programs in compliance with FERPA and HIPPA requirements, completes regular reporting of this data to WJC program directors, and conducts research studies regarding the data from these programs.

The Director of PDME reports to the *Managing Director of Forensic and Clinical Services*

PDME activities include:

- Providing research support for all institutional grant-funded programs, evaluating program implementation to measure program reach, goals, objectives, and outcomes and ensures the program's efficiency, effectiveness, and relevance.
- Providing program directors and clinical trainees with logic models, key performance indicators, and target objectives for each program.
- Developing data collection tools and methods and conducting quantitative, qualitative, and mixed-method data analyses in line with program and institutional goals.
- Routinely highlighting data trends, monitoring program development and outcomes, and identifying opportunities for growth.
- Providing monthly and quarterly reports to program directors to monitor individual data entry compliance and accuracy for clinical training and didactic learning.
- Working with WJC Information Technology (IT) staff and database developers to establish secure, encrypted, online databases that collect, process, and track data which monitor, manage, and improve program implementation.
- Providing WJC students with work-study opportunities and experience with evaluation and research.

Library – Faculty Guide to Collection and Services

Please refer to the most updated information at <http://guides.williamjames.edu/Faculty>.

Technology and Information Services

Information on IT Services and policies can be found in the William James College

Employee Handbook.

Final Note

Faculty are employees of William James College. Faculty are expected to follow the policies, procedures and guidelines in both this Faculty Handbook as well as in the Employee Handbook. <https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf>.

Appendices

Appendix A

Title IX policy

A full copy of the institution's Title IX Policy is available here:

<https://www.williamjames.edu/about/human-resources/Title-IX-Policy.html>

Appendix B

Student Disability Services, Accommodations & Procedures

Policy overview

Please see the Appendix A for William James College Student Disability Services Accommodations and Procedures. Please note that the determination of the need for an accommodation only occurs when the student meets with the Academic Resource Center (ARC) Director and requests an accommodation and provides the relevant documentation. The ARC Director will then provide the student with an Accommodation Plan that the student **must** present to the faculty member or members who are their teachers and or research supervisors in order to receive accommodations. Students are expected to submit their Accommodation Plan to the instructors at the beginning of the semester unless the Accommodation Plan is issued later in the semester. The accommodation plan must be submitted prior to missing an assignment and/or deadline.

Complaint procedures

William James College has established specific, internal Discrimination Complaint Procedures to help resolve complaints of discrimination on campus. These procedures specifically address complaints of disability discrimination, including claims that the institution

failed to properly accommodate a student's disability. The Discrimination Complaint Procedures will serve as a system of review and resolution for both informal claims and formal complaints of disability discrimination. Any student who believes they have been a victim of discrimination or has failed to receive a proper accommodation may initiate an informal claim or formal complaint as outlined below. Further advice or information may be obtained by contacting the Dean's Office.

Informal procedures

Any student who believes they have been the victim of disability discrimination may arrange to meet with the Section 504/ADA Coordinator (as identified in this Policy below) or other person that the President may designate. The purpose of the meeting shall be to ascertain the nature of the acts or events upon which the allegations of disability discrimination are based, and the names of any employees or students alleged to have committed such acts. It shall be the further purpose of this meeting to seek to resolve the issues raised by the allegations or to determine what remedy, if any, the complaining student believes is appropriate. The Section 504/ADA Coordinator (or the President's designee) may discuss the allegations of disability discrimination with other persons only with the consent of the person making the claim.

Any student who believes themselves to have been discriminated against on the basis of disability in violation of this Policy, and who wishes to make use of these informal procedures, shall give written notice to the Section 504/ADA Coordinator of their desire to meet for that purpose. Such notice shall be given within ninety (90) days following the date on which the events or actions complained of were first known, or should first have been known, to the person making the complaint. The time limit may be extended if the act complained of is continuing or where circumstances beyond the student's control prevented the filing of an otherwise timely

complaint.

While the School encourages the use of this informal procedure as a means for resolving a complaint of disability discrimination, any student who believes they have been the victim of such discrimination may initiate a formal complaint in accordance with the provisions of the following paragraph B. Additionally, if the informal procedures fail to resolve the complaint to the satisfaction of the person making it, they may elect to make use of the formal procedures set forth in the following paragraph B.

Formal procedures

Any student who believes, in violation of the School's Policy, that they have been discriminated against on the basis of disability by any of the School's officers, agents, or employees, or by another student, may file a written complaint with the President. The written complaint shall set forth the basis upon which the person making it believes themselves to have been discriminated against, the acts or events that they believe evidence such discrimination, and any other factual information that is relevant to the claim such as times, dates, and witnesses. The complaint should be signed and dated by the person making it. A copy of this procedure shall be given to the student initiating the complaint.

Any student wishing to initiate these formal procedures shall do so by filing a written complaint within one hundred and twenty (120) days following the date on which the events or actions complained of were first known, or should first have been known, to the person making the complaint. The time limit may be extended where the act complained of is continuing or where circumstances beyond the control of the complaining student prevented the filing of an otherwise timely complaint.

It shall be the usual practice for the President to refer any such complaint to the Section

504/ADA Coordinator. In any case in which the President thinks it appropriate, the President may designate another School official to process the formal complaint, or may elect to discharge the responsibilities hereinafter described themselves.

The 504/ADA Coordinator, President's designee or the President, as the case may require, shall investigate the allegations made in the complaint. It shall be the normal practice for any such investigation to include, at the outset, a meeting with the person who has filed the complaint; it shall also be the normal practice for any such investigation to include a meeting with any other person who is alleged to have been responsible for or to have participated in the conduct complained of. It shall also be the normal practice for any such investigation to include a meeting with any persons identified as witnesses by the complaining student or employee.

Whenever the 504/ADA Coordinator, President's designee or the President shall have determined that any person has been discriminated against on the basis of disability in violation of this Policy, they shall render a decision in writing to that effect and shall set forth in such decision the remedy for such discrimination, provided, however, that no such decision shall be rendered by the 504/ADA Coordinator or President's designee without the prior approval of the President.

Whenever the 504/ADA Coordinator, President's designee or the President shall have determined that any person who has filed a complaint hereunder has not been discriminated against in violation of this Policy, they shall render a decision in writing to that effect, provided, however, that no such decision shall be rendered by the 504/ADA Coordinator or President's designee without the prior approval of the President.

Unless impracticable to do so, a decision shall be rendered within thirty (30) days following the date on which a formal complaint has been filed with the President. In addition to

the formal procedure described herein, the President reserves the right to initiate an investigation when the President has cause to believe the School's Policy has been violated.

Appeal procedures

If the formal procedures described in the foregoing Paragraph B shall have failed to resolve the complaint to the satisfaction of the person making it, they may elect to appeal the matter to the Committee on Non-Discrimination and Affirmative Action of the Board of Trustees. Every such appeal shall be made by giving notice thereof to the President in writing within seven (7) days following receipt by the complainant of the decision from which the appeal is taken. The President shall transmit such notice to the Chairman of the Committee together with a copy of such decision.

The Chairman of the Committee shall convene a meeting within thirty (30) days following receipt of the notice of appeal. If a request is made on the notice of appeal that the person making such appeal be given an opportunity to be heard by the Committee, the Committee shall give such person not less than three (3) days advance written notice of the time, date, and place of its meeting and shall grant such person an opportunity to be heard before making its decision. The respondent and any witnesses may be given an opportunity to be heard or interviewed by the Committee. The meeting of the Committee shall be held in executive session unless the Committee shall otherwise determine.

The decision of the Committee shall take the form of a recommendation to the Board of Trustees regarding final disposition of the complaint and shall include a brief statement of the reasons for the recommendation. Such recommendation shall be placed on the agenda of the next meeting of the Board of Trustees or of its Executive Committee, whichever is sooner scheduled. That item on the agenda shall be considered in executive session unless the Board or its

Committee shall otherwise determine. The decision of the Board or of the Executive Committee, as the case may require, shall be final.

Transfer of function

If the 504/ADA Coordinator is named as the respondent in any complaint, the President either shall designate another individual to conduct the informal or formal stages of this procedure or shall personally conduct these stages of this procedure.

If the President is named as the respondent in any complaint, the student complaining may arrange to meet with the Chairperson of the Committee on Non-Discrimination and Affirmative Action who shall receive any complaint and conduct the informal or formal stages of this procedure.

Retaliatory action prohibited

The School prohibits retaliatory action against persons who file claims, complaints, or charges under these procedures, under applicable local, state, or federal non-discrimination statutes, who are suspected of having filed such claims, complaints, or charges, who have assisted or participated in an investigation or resolution of such claims, complaints, or charges, or who have protested practices alleged to be a violation of the non-discrimination policy of the School, or of local, state, or federal non-discrimination regulations or statutes. Such retaliation is cognizable under these procedures as well as under state and federal law. Retaliation, even in the absence of provable discrimination in the original complaint, charge or allegation, constitutes a violation as serious as proved discrimination under the original claim, complaint, charge, or allegation. Any person who believes they have been retaliated against in this manner is encouraged to immediately file a claim or complaint under these procedures.

Other administrative options

While it is the intent of the School to actively respond to all claims/complaints of discrimination with the hope that it can fully, quickly, and adequately resolve them internally, the School recognizes the right of all complainants to file charges of unlawful discrimination with the appropriate federal, state, or local agency with or without first pursuing a resolution of the claim/complaint through the School's complaint procedures.

These agencies include:

Office of Civil Rights, Region One
U. S. Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
(617) 289-0111
OCR.Boston@ed.gov

U.S. Equal Employment Opportunity Commission
JFK Federal Building
Boston, MA 02203
(800) 669-4000

Massachusetts Commission Against Discrimination
One Ashburton Place
Boston, MA 02108
(617) 727-3990
(617) 720-6054 TTY

Pursuant to several federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and Massachusetts Gen. Laws c. 151C, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to enjoy equal access to academic programs, services or activities.

The College is fully committed to: complying with the laws regarding equal opportunity

for all qualified students with disabilities; promoting the full participation of all qualified students in all aspects of campus life; and making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability.

William James College therefore prohibits discrimination against any individual on the basis of physical or mental disability. It is also the College's policy to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question.

Students with disabilities at the College are required to meet the same academic standards as nondisabled students at the College. Moreover, it is only through a student's voluntary disclosure of their disability and request for accommodation(s) that the College can support the student's needs. This Policy extends to all rights, privileges, programs and activities, including admissions, financial assistance, and educational programming. The College encourages all students with disabilities to self-identify.

Definitions

A. An ***individual with a disability*** is a person with a physical or mental impairment that substantially limits one or more "major life activities." Physical or mental impairments include, for example, specific learning disabilities, emotional or mental illness, blindness and visual impairments, deafness and hearing impairments, mobility impairments and some chronic illnesses.

A person is considered to be an individual with a disability and legally protected if the person has the disability, has a record of having the disability, or, for certain purposes, is regarded as having the disability. An impairment that is episodic or in

remission is a disability if it would substantially limit a major life activity when active.

- B. ***Major life activities*** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- C. ***Substantially limits*** means a material restriction of the duration, manner or condition under which an individual can perform a major life activity when compared to the average person's ability to perform that same major life activity. Temporary impairments that take significantly longer than normal to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe. The College will evaluate whether the impairment substantially limits any of the major life activities of a specific student, not whether the impairment is substantially limiting in general.

The College also will determine whether an impairment substantially limits a major life activity without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, etc. For example, a student with hearing loss will still qualify as an individual with a disability, even though the individual may substantially improve their hearing impairment while using hearing aids. The one exception to this rule is eyeglasses or contact lenses. Because so many individuals

wear corrective lenses, the effects of corrective lenses on one's vision shall be considered in determining substantial limitation. Thus, a student with good vision with corrective lens will not be considered disabled for the purposes of this Policy.

- D. A ***qualified student with a disability*** means an individual who, with reasonable accommodations to rules, policies or practices, the removal of barriers or the provision of auxiliary aids and services, meets the eligibility requirements for the receipt of services and the participation in programs or activities.
- E. ***Accommodation*** refers to an adjustment or modification in the academic environment that enables an individual to enjoy equal access to the College's programs, services or activities. An example of an accommodation would be one that allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not alter in any significant way what the test or assignment measures.
- Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions.
- F. ***Reasonable accommodation*** is a modification or adjustment to a course, program, or activity or facility that allows the student with a disability to participate as fully as possible in the programs and activities offered by the College. Accommodation may be necessary where the student has, or has a record of having, a disability.
- G. ***Auxiliary aids and services*** refer to a wide range of devices and services that provide effective communication for students with disabilities. Examples of auxiliary aids and services are taped texts, note takers, interpreters, readers, videotext displays,

television enlargers, talking calculators, electronic readers, Braille calculators, printers or typewriters, and telephone handset amplifiers.

H. ***Fundamental Alteration***. While the College makes every effort to provide reasonable accommodations, it is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of its academic programs. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the program administrator should consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the challenged components are consistent with the program standards, and how the requested accommodations would be inconsistent with the academic goals and standards of the program.

For example, where a course requirement is essential to the program of instruction taken by the student, the College is not required to waive the requirement.

More specifically, in accordance with the College's Guidelines on Professional Behavior, all students, including those with documented disabilities, must sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training, and are expected to adhere to the same Guidelines on Professional Behavior as previously articulated.

I. ***Essential Element***. An accommodation is not reasonable if it means making a substantial change in an essential element of a course or a given student's curriculum. It is the College's responsibility to demonstrate both that the change requested is substantial and that the element targeted for change is essential to the conduct of the

course or program curriculum. Whether or not the change requested is substantial/essential may be based on pedagogical precepts and/or documented in the class syllabus. Sometimes the question hinges not on the course of study but the manner in which a specific course is conducted.

- J. The College need not accommodate a student who poses a ***direct threat to the health or safety*** of others, which means a significant risk to health or safety that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether a student poses a direct threat to health or safety, the College must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available objective evidence, to ascertain: (a) the nature, duration, and severity of the risk; (b) the probability that the potential injury will actually occur; and (c) whether reasonable modification of policies, practices, or procedures will mitigate the risk.
- K. ***Undue Burden***. The College need not make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in the context of the overall financial resources of the College.

Procedures to obtain accommodations

Students with disabilities who wish to make a request for accommodations, modifications, auxiliary aids and/or disability-related services must do so through the through the ADA/504 Coordinator, who also administers the College's Academic Resource Center, which serves all students of the College, including those with visual, mobility and hearing impairments, and learning and psychiatric disabilities. The ADA Coordinator works with students on an

individual basis to determine which, if any, accommodations, modifications, auxiliary aids and/or services would be most effective to help them achieve academic success. For the purposes of these Accommodation Procedures, William James College will refer to accommodations, modifications, auxiliary aids and/or services collectively as “accommodations.”

Registering for services

To receive accommodations, students must register with the ADA Coordinator through Academic Resource Center (ARC). Students are encouraged to register with the ARC prior to arrival on campus for the upcoming semester. With very few exceptions, no student is entitled to accommodations unless they self-identify and register with the ARC. To begin the process, each student must submit an Intake Form and medical documentation of his or her disability to the ARC. Once the documentation and intake form are received, the ARC will invite the student to schedule an intake appointment to officially register for services and to determine the student’s eligibility for accommodations. During the intake meeting, the ADA/ARC Coordinator will review the student’s documentation and discuss which types of accommodations, modifications, aids and/or services may be reasonably necessary. The ARC may request additional documentation if it is incomplete, or if there are questions or inconsistencies with the student’s current impairment status and a requested accommodation(s). If the ARC determines that the student is eligible, an accommodation plan will be developed. All accommodations are determined on a case-by-case basis.

Documentation requirements

Appropriate medical documentation of disability must be provided so that the ARC Coordinator, as a representative of the Dean’s Office may: (1) determine the student’s eligibility for accommodation; and (2) if the student is eligible, determine appropriate academic

accommodations, modification, aids and/or services. Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation. At a minimum, the documentation must:

1. Clearly identify the diagnosed disability or disabilities.
2. Describe the functional limitations resulting from the disability or disabilities.
3. Be current within 6 months for a psychiatric impairment, within 3 years for a diagnosis of ADHD or, provide a documented history and assessment for specific learning disabilities.
4. Be current for visual, hearing or mobility-related impairments. (Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of many physical disabilities, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator.)
5. Include a complete educational, developmental and medical history relevant to the disability.
6. Include a list of all test instruments used in evaluation and relevant subtest scores. (This requirement does not apply to psychiatric, visual, hearing or mobility-related impairments.)
7. Describe the specific accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services requested.
8. Be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis, including licensure or certification and area of specialization.

Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the above guidelines will be required to send a revised evaluation before being considered for accommodations.

Determining eligibility

If the ADA Coordinator determines that the student has a disability and is a qualified student with a disability, it will determine the student's reasonable accommodations on a case-by-case basis, taking into account the needs of the student, the course standards and essential requirements, and the educational environment. Eligibility for accommodations is determined through an examination of the student's description of need and the thoroughness of the student's disability documentation. More particularly, accommodations are determined by the ARC Coordinator in consultation with the student and with input from the faculty and staff, where needed. In general terms, the ADA Coordinator makes determinations regarding reasonable accommodations by examining the following:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove the barriers;
3. Whether or not the student has access to the course, program, service, activity or facility without an accommodation; and
4. Whether or not essential elements of the course, program, service, activity or facility are compromised by the accommodations.

In reviewing the specific accommodation requests by the student or recommended by the physician/evaluator, the Coordinator may find that while a recommendation is clinically

supported, it is not the most appropriate accommodation given the requirements of a particular student's academic program. In addition, the ADA Coordinator may also propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

Accommodation requests

Accommodations may include, but are not limited to: tape recorders; signing interpreters; note-takers; extended time testing; distraction-reduced testing setting; oral exams; use of computer/word processor for testing; and alternatively formatted texts. Under certain circumstances, course substitutions may be appropriate modifications. For *each semester* in which a student seeks accommodations, the student must submit their Accommodation Plan to each instructor. If a modification of the prescribed accommodations is deemed necessary for a given course, the Accommodation Plan will be revised to address that need. Requests for new accommodations or amendments to an existing Accommodation Plan should be made as early as possible to allow the sufficient time to review requests and documentation, and to make proper arrangements. Accommodations may be compromised or denied if a request is not made in a timely manner. A disclosure of disability or request for an accommodation made to a faculty member, administrator or staff member, other than the staff of the ARC, will not be treated as a request for an accommodation.

Denial of accommodations

The College reserves the right to deny services or accommodations in the event that documentation does not comply with its guidelines for service eligibility or documentation (*sections B. and C. above*), is out-of-date, incomplete or otherwise insufficient. If the documentation provided by a student does not support the existence of a disability or the need for

an accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist or other specialist. The College is not required to provide an accommodation that compromises the essential requirements of a course or program, imposes an undue burden or that poses a direct threat to the health or safety of the student or others.

Confidentiality

The College recognizes that student disability records contain confidential information and are to be treated as such. Therefore, documentation of a student's disability is maintained in a confidential file in the Academic Resource Center and is considered part of the student's education record. Information related to a disability may be disclosed only with the permission of the student, or as permitted by the College's student records policy and federal law.

At the same time, however, a student's right to privacy must still be balanced against the College's need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the student, the provision of services may involve the Dean's Office staff disclosing disability information provided by the student to appropriate College personnel participating in the accommodation process.

Information may also be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This is limited to a specific situation that presents imminent danger to a student, other students, or other members of the College community. Any release of information must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. The amount of information that may be released is determined on a case-by-case basis.

Section 504/ADA coordinator

Joan Axelrod, (617) 327-6777 x1341, Fax (617) 477-2003,

Joan_axelrod@williamjames.edu.

Inquiries regarding this Policy and all other disability-related issues, including the physical accessibility of the College and its grounds, should be directed to the Section 504/ADA Coordinator.