



**WILLIAM JAMES
COLLEGE**

FACULTY HANDBOOK

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WILLIAM JAMES COLLEGE

Presidents Message ~ Welcome

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 researchers. Many are leaders in the field and we have psychoanalytic, family, systems, feminist, 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

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.

William James College Beginnings

In 1972, a group of psychologists from the Massachusetts Psychological Association and its affiliate, the Massachusetts Psychological Center, headed by Drs. Stanley Rosenzweig, Herbert Hoffman, and Michael Rossi, initiated plans that would lead to the establishment of the Massachusetts School of Professional Psychology. The next year (1973), the American Psychological Association endorsed the concept of a new terminal degree: the Doctor of Psychology (Psy.D.) that would be more responsive to society's need for psychologists to function in a variety of professional roles. In May, 2015, the Massachusetts School of Professional Psychology formerly became William James College.

William James College's first class of Psy.D. students were admitted in 1976, with the first graduation being held in 1980. Since then, programs have been expanded to the master's, graduate certificate, and advanced graduate certificate levels in a variety of psychology practitioner fields. The institution now boasts of over 1000 alumni.

Mission of the School

The Board of Trustees has established a Statement of Mission for William James College and has determined that this established mission is to guide and inform all of the institution's programs, services, and activities. Consequently, faculty members are expected to be familiar with the institutions mission and should find opportunities to incorporate it into their teaching.

The Mission of William James College

William James College strives to be a preeminent institution 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.

Core Values

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.

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

Faculty members are expected to demonstrate attention to these core values in their teaching and in other interactions with students, colleagues and other institution-related constituents.

Diversity Statement

William James College is an affirmative action/equal opportunity employer with a strong institutional commitment to recruitment and retention of diverse and inclusive campus community.

William James College has an active Faculty Diversity Committee. Diversity education and diversity issues are addressed by this group.

The center for Multicultural Global Mental Health develops educational programming to promote successful and productive relationships in a diverse world.

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 beginning in the first year of training. 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 graduate school. Compared with a national average of 50% for graduate school completion, more than 90% of those who enroll at William James College have successfully completed their graduate education.

Professional Field Education Office

A trademark of William James College is our eagerness to provide all of our students with a diverse portfolio of experience upon graduation. Students from all programs are immersed in practicum training during their education at William James College. These learning experiences allow students to apprentice themselves to skilled practitioners in real-life situations and to receive hours of individualized instruction from experienced practitioners. William James College has a professional Field Education office with a comprehensive network of more than 300 training sites. Student placements include community mental health centers, hospitals, child guidance clinics, juvenile and probate court clinics, college counseling centers, correctional facilities, schools, private agencies, and corporate, government and non-profit settings. New sites are developed each year to meet the evolving needs and interests of our students and programs. Our experienced Field Education staff meets with each student to facilitate the best match of student learning needs and practicum opportunities.

Service to the Community

As our students learn, they bring more than 180,000 hours of direct service to underserved populations in more than 300 placement sites. Students at William James College are challenged to integrate knowledge from diverse sources to become professionals who approach and synthesize what is unfamiliar to them and bring mental health care to a wide range of people. Our commitment to culturally and linguistically competent mental health care led to the creation of the Latino Mental Health Training Program and our summer Spanish immersion programs as well as our Global Mental Health summer program in Haiti.

Student Body

William James College welcomes applications that will result in a diverse student body reflecting the institutions dedication to creating a learning environment that appreciates differences in race, religion, national and ethnic origin, sex, age, sexual orientation, political belief, social class and disability. The capacity to engage diverse points of view and to learn from unfamiliar cultures, persons and experiences is an essential element of excellence in education and professional practice. An education at William James College strives to develop such competency in all of its students.

Alumni

The Alumni of William James College are the most dramatic evidence of our programs' strengths and benefits. Our alumni hold professional positions in a wide variety of settings including outpatient clinics, schools, community mental health centers, hospitals, universities, corporations, and private practice. Alumni report great satisfaction with the education they received at the institution and with their career since graduation. Our alumni are involved with students beginning at the application process until the time they also become practicing professionals.

Academic Excellence & Practitioner Faculty

As an institution, we are committed to creating an optimal learning environment for all of 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 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 professionals with diverse cultural 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.

There are two exceptions to the alcohol policy. Students may send an email request to the VPAA seeking an exception to serve an alcohol toast at the time they present their final research project. (Capstone or Doctoral Project) at a formal academic colloquium.

There are occasional events sponsored by the Office of Advancement or the Office of the President which includes Board members and outside guests where alcohol may be served. A TIPS certified bartender is required at these events. (A TIPS certified bartender is not required at a colloquium)

Social Media Policy

Faculty should be aware of the social media policy that we publish in the Student Academic Policy Handbook. Faculty are asked to follow these same guidelines.

Faculty Classification System

Prior to the 2015-2016 academic year, faculty at William James College were classified into three types: core faculty, teaching faculty and adjunct faculty. The 3 designations below are still useful and will continue to be used to define responsibilities

Core faculty - are employed on a half-time, 80 percent-time, or full-time basis. They are typically contracted for a three-year term. After 12 years of employment, 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. 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. The employment of teaching faculty is usually for a two-year contract period.

Adjunct faculty -are employed under individual contracts (by term or by academic year) to teach specific courses for which they are particularly qualified.

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 Lecturer (adjunct); Lecturer (adjunct); Senior Clinical Instructor; Clinical Instructor and Faculty Emeritus.

Core Faculty- Professor of the Practice- Recognizes the accomplishments of select, long standing faculty members who have made seminal contributions to the success of William James College over time. Candidates will be practitioner faculty who demonstrate the ability to transfer experience into action through a record of unparalleled excellence reflected in teaching, *mentoring, leadership and service. These individuals will have a substantial basis of experience equal to a professor (normally a minimum of 12 years) and a regional/national/international reputation for excellence reflected in a record of significant accomplishments, which may or may not include a list of distinguished publications. Initial appointment is for one year; subsequent appointments are for three years each*. Appointment Criteria: Bestowed upon select faculty members by the Institutional Promotions Committee in consultation with the VPAA and the President of the school.*

Professor - Generally not used for an initial appointment, except for individuals who have previous faculty experience as professors at a recognized institution (with the length and verifiable quality of that experience being generally equivalent to that expected of William James College personnel who advance from associate to professor); individuals receiving their initial William James College appointment at this rank, will be contracted for one year with subsequent appointments being for three years each*. Typically, a professor will have served in rank as an associate professor at William James College for at least six years before being advanced to professor. Appointment Criteria: (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Attains metrics for two designated areas of excellence commensurate with the rank of a professor.

Associate Professor - Generally not used for an initial appointment, except for individuals who have previous faculty experience as associate professors at a recognized institution (with the length and verifiable quality of that experience being generally equivalent to that expected of William James College personnel who advance from assistant to associate professor). For William James College personnel who have advanced from assistant professor, the term of appointment shall be for three years; individuals receiving their initial William James College appointment at this rank will be contracted for one year with subsequent appointments being for three years each*. Typically, an associate professor will have served in rank as an assistant professor at William James College for at least five years before being advanced to associate professor. Appointment Criteria: (1) Member of the teaching or core faculty; (2) Holds a recognized doctoral degree; (3) Attains metrics for two designated areas of excellence commensurate with the rank of an associate professor.

Assistant Professor - Initial appointment is for one year; subsequent appointments are for three years each*. Appointment Criteria: (1) Member of the core faculty; (2) Holds a recognized doctoral degree; (3) Attains metrics for two designated areas of excellence commensurate with the rank of an assistant professor.

Senior Instructor - Generally is not used for an initial appointment. Term of initial appointment is for one year, with subsequent appointments being for three years each*. Appointment Criteria: (1) Will have served in rank as an instructor at William James College or another accredited

institution for at least five years; or (2) He/she shall have previously served as a higher-ranked faculty member at William James College; and (3) He/she possesses demonstrated professional competence related to the teaching assignment; and (4) He/she holds at least a Master's Degree in their field.

Instructor- While their service to the institution may extend over multiple years, the initial teaching faculty appointment is for one year; with subsequent appointments being for two years each*. Appointment Criteria: (1) Possesses demonstrated professional competence related to the teaching assignment; and (2) He/she holds at least a Master's Degree in their field.

* William James College may offer four year contracts to any qualified faculty member after 12 years of service to the institution. The four 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 her faculty role.

Adjunct Faculty

Adjunct faculty members are employed to teach one or more specific courses 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. The rank categories for adjunct faculty are described below:

Senior Lecturer - Generally is not used for an initial appointment. Term of appointment is for one semester or one year, and then only for the teaching of a particular course or courses as specified in the contract; unlimited reappointment. Appointment Criteria: (1) Member of the adjunct faculty; (2) Will have served in rank as a lecturer at William James College for at least five years; or (3) He/she shall have previously served as a member of the ranked faculty at William James College; and (4) He/she possesses demonstrated professional competence related to the teaching assignment; and (5) He/she holds at least a Master's Degree in their field.

Lecturer - Term of appointment is for one semester or one year, and then only for the teaching of a particular course or courses as specified in the contract; unlimited reappointment. Appointment Criteria: (1) Possesses demonstrated professional competence related to the teaching assignment; and (2) He/she holds at least a Master's Degree in their field.

Clinical Faculty

Field education supervisors participating in the William James College pre-doctoral APA internship consortium are eligible to be awarded a professional courtesy, non-compensated faculty appointment. The categories for such appointments are as follows:

Senior Clinical Instructor - May be used as the initial appointment level for especially well-qualified clinical faculty, as determined by the Director of Field Education in consultation with the VPAA. Clinical faculty will hold a master's degree or doctoral degree in their field. Term of appointment is between 1 and 3 years, and is determined on an individual basis; unlimited reappointment. (Unless specifically contracted for a teaching or other compensated assignment, there is no remuneration associated with this rank.)

Clinical Instructor - Generally is used as the initial appointment level for clinical faculty. Clinical faculty will hold a master's degree or doctoral degree in their field. Term of appointment is between 1 and 3 years, and is determined on an individual basis; unlimited reappointment. (Unless specifically contracted for a teaching or other compensated assignment, there is no remuneration associated with this rank.)

Faculty Emeriti

At the time of retirement from William James College, and at the discretion of the President, ranked faculty members who have served the College for at least 10 continuous years may be designated as Professor Emeritus.

Emeritus professors who teach on a part-time basis after their retirement will receive a salary at 25% above the established adjunct rate.

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 (or secondary employing unit) 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;
- The Dual Appointment is offered first to a qualified faculty member before any external candidates are considered.

Under limited, exigent circumstances requiring immediate attention, the Department Chair (or secondary employing unit), in consultation with and with the approval of the Vice President for Academic Affairs, may authorize a Dual Appointment.

No faculty member is required to accept a Dual Appointment.

Faculty Appointments and Contracts

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 documentary evidenced of academic degrees and legal ability to work in the United States. The faculty

member must also receive 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.

Faculty Rights and Responsibilities

Teaching Loads and Teaching Schedules

Each semester, the heads of the academic program units establish the faculty teaching assignments and schedules that best meet student and program needs. Said 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 appropriate academic unit program head or the VPAA in consultation with the Registrar's Office.

Course Syllabus

Each faculty member must prepare a course syllabus that addresses each of the following items: course goals; assignments; schedule of assignments; required texts; a list of assigned readings (chapters from books other than required texts, journal articles, etc.); and a statement regarding the availability of reasonable accommodations for students with disabilities.

Each department will maintain a template for the department's syllabi. All faculty syllabi must be prepared according to the department's syllabus template, but may also include other common information, such as policies on plagiarism, use of technology, a clear explanation of how grades are determined, etc. The course readings must identify the names of the authors, the title of the chapter/article, publication name, date of publication, journal publication date and page numbers. At all times possible, books must be identified by ISBN number.

Each faculty member must submit their course syllabus to chair for review according to the schedule provided to the faculty prior to the start of each semester. The department chair will forward approved syllabi to the librarian and to the distance learning staff for preparation of online course readings. Syllabi are due each semester two weeks prior to the opening of registration. This timeline must be met to stay in compliance with federal Department of Education requirements.

Syllabi must state that no more than 2 absences are allowed in a 15 week course. No absences are allowed in a briefer modular class. If there is an absence, it must be made up hour for hour.

All faculty must comply with the syllabi due dates each semester.

Selection of Textbooks and Other Course Materials

Except in instances where academic program units 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 academic program unit heads 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 MBS Books (www.mbsbooks.com), an online bookstore that sells hard copy, paperback and electronic editions of books, as well as new and used books. MBS Books has a buyback program, and will tell the customer what the buyback price is if the book is returned in good condition.

Faculty Schedule

The College maintains a 12 month academic calendar. The College expects all faculty members to meet their duties throughout the year.

In June, July and August, while faculty may not be teaching, they are expected to be available for governance committee work, faculty meetings, advising, supervision of research and continued attention to their own scholarship as well as planning for the coming academic year.

The College also expects faculty to participate in the following: departmental and All Faculty meetings; faculty retreat; Orientation/Fundamentals 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.

Attendance at Graduation

All members of the core and teaching faculty are expected and required to attend commencement exercises. Adjunct faculty are invited and encouraged to attend.

Office Hours

Faculty are expected to maintain four (4) regularly scheduled office hours each week for student consultation. Members of the faculty who are employed on a less than half-time basis are expected to maintain hours in proportion to the time commitment of their contract with the College.

Adjunct faculty are not required to schedule specific office/consultation hours, but are expected to make themselves reasonably available to students outside of class on an individually-arranged basis.

Faculty Class Attendance

Whenever it is necessary to miss class, each faculty member must make every attempt to contact students 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.

In addition, faculty members must report every class absence to the academic unit head as soon as possible, preferably in advance of the absence if possible. The academic unit head will consult with the faculty member on appropriate approaches to compensating for the loss of scheduled instructional time.

Faculty are encouraged to consult with the Educational Technology department to utilize available technology if they know that they will be absent from a class. It is strongly suggested that all faculty create one class section 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 probe questions for a threaded conversation. 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. Faculty must register with Educational Technology to set up a Zoom account. The college asks faculty to provide a live webinar or a synchronized class on a snow day rather than cancel a class.

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.

Student Attendance

In traditional, 15 week long semesters, students may not miss more than 2 classes. Due to Federal Department of Education requirements, faculty **must** inform their department chair if any student misses more than 2 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.

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 end your class promptly, so as to allow the next teacher **10 minutes** to set up their classroom.

Faculty Advising

All half-time or more faculty are assigned advisees. Advisors serve as consultants to their advisees on 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.

The relationship between advisor and advisee is a private but not a confidential relationship. The advisor will be able to hold most issues as private matters. The student, however, 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.

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 of 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 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 large percentage of its faculty on a part 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.

Composition of Standing Committees

Standing committees ensure faculty participation in critical areas of operation. Membership is comprised of one faculty representative from each academic program 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. The faculty standing committees are described below.

Academic Policies and Standards Committee (APSC)

Charge: The Academic Policies and Standards Committee (APSC) is responsible for assuring the College's academic quality to facilitate positive student outcomes. In addition, the APSC may seek to promulgate new standards as needed.

Scope: The APSC monitors and manages issues regarding students' adherence to program and College-wide academic standards and policies. The APSC reviews departmental practices regarding matriculation and student performance and recommends related institutional policies and standards. The APSC also acts as a check and balance on new policies or standards put forward by other committees or programs.

The Work - The APSC will review and act on students' requests for variances with, exceptions to, or waiver of existing College-level policy guidelines for academic compliance. The APSC also will review and act on students' appeals for variances with, exceptions to, or waiver of existing program level guidelines for academic compliance, if not granted at the program level. Students seeking variances with, exception to, or waiver of existing program academic policies or standards should first request such through their program director or a program level committee designated by the program director to hear such requests.

If the request is denied by the program director, the student may appeal to the APSC. In such instances, the program director will provide information to the ASPC as to the reasoning behind the denial. The APSC will then consider this information, in addition to information provided by the student, before making a decision. The APSC will respond to

both the student and the program director.

The APSC has the authority to take action in matters of student compliance. As requested, APSC may provide advisory recommendations to Deans, Program Directors, or faculty around issues of College- or program-level academic and professional standards. At the policy and standards level, the committee provides recommendations to the Vice President of Academic Affairs.

Leadership - The Chair is appointed by the Vice President of Academic Affairs for a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the chair's term. No faculty member may serve as Chair in the first year of his or her committee membership. The Registrar (or his or her designee) serves *ex officio* with no voting privileges on the committee.

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one third of members turn over in one year. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Diversity Committee (DC)

Charge -The Diversity Committee (DC) promotes awareness of diversity and difference at the College. The DC works with faculty, staff and students to create a curriculum and a learning environment that prepare students to be culturally competent professionals who can meet the mental health needs of the world.

Scope - The DC promotes inclusion of knowledge about diversity and difference in curriculum, clinical training, and professional development. Diversity is broadly defined as including race, national origin, age, disability and physical difference, gender, sexual orientation, gender identity and expression, socioeconomic status, veteran status, political beliefs, religion and spirituality, and any other ideologies.

The Work - The DC, working together with the Diversity Strategic Planning Group, develops recommendations regarding College activities and an educational program related to diversity and difference, and serves an advisory function in the development and implementation of College policies and programs.

Leadership - The committee chairperson is elected by the committee for a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the chair's term. No faculty member may serve as Chair in his or her first year of committee membership. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one third of members turn over in one year. Terms for committee members from the staff and student body will not be limited. However, in order to make it possible to stagger terms, the procedure for the first round of

the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Faculty Advisory Committee (FAC)

Charge- the Faculty Advisory Committee (FAC) serves as the primary liaison between the faculty and the administration on matters of strategic importance and institutional viability. It also provides general oversight of the faculty governance process and assumes responsibility for the faculty governance document in consultation and concordance with the college administration.

Scope - The FAC engages in discussion with the President and Vice President for Academic Affairs on matters of institutional vision, direction, strategy, and budget. The FAC may also provide guidance on the management of matters that do not clearly fall into the scope of the standing committees by:

- assigning the matter to a standing committee;
- creating an *ad hoc* committee to deal with the matter; or
- discussing the matter within the committee as a whole.

The Work - The FAC meetings provide the primary forum for the administration's consultation with the faculty on macro-level items and for matters not naturally addressed by the Curriculum Committee or the Faculty Stewardship Committee. The FAC is responsible for reviewing the governance document in an ongoing way and seeking feedback from faculty member. The ultimate authority for all governance documents rest with the administration.

Leadership - Chairs are elected by the committee for a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the chair's term. No faculty member may serve as Chair in the first year of committee membership

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one third of members turn over in one year. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Faculty Stewardship Committees (FSC)

Charge - The Faculty Stewardship Committee (FSC) promotes the growth and professional development of a talented and competent faculty. Its charge is to support the goals of the institution in establishing guidelines and shaping policy related to ongoing faculty development.

Scope -The FSC works with the Vice President for Academic Affairs to set College-wide policy and practices related to faculty-based issues: faculty hiring; faculty development; faculty compensation; faculty standards for ethics and conduct; faculty evaluation and peer review; faculty workload; and, the fair and equitable treatment of faculty.

The Work - The FSC sets faculty policy and standards that are enacted upon at the programmatic level. This process is dependent upon input and feedback from faculty at large, as well as from other institutional constituents (e.g., trustees, administrators, general staff, students, alumni, etc.) when necessary. The FSC strives to be inclusive in mission and transparent in function. New programming will be initiated that addresses the orientation of new faculty, as well as faculty development related to pedagogy and classroom learning. Further, the FSC maintains the Faculty Handbook, editing and revising document to reflect the ever-changing landscape of the College. Revisions to the Faculty Handbook occur in consultation and collaboration with the college administration. The college administration maintains final authority for all policy, procedures and handbooks.

Leadership -The committee chairperson is elected by the committee for a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the chair's term.

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one-third of membership turns over in one year in any given year. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Charge - The Scholarship and Research Committee (SRC) is responsible for the oversight of all research conducted through William James College.

Scope - The SRC oversees the professional, ethical, and safety standards necessary for the conduct of research with the use of human subjects and under the auspices of the institution. Currently, the HRC operates within the spirit of the so-called —Common Rule as articulated in the Code of Federal Regulations (CFR). While it is not the intent of the SRC to be fully compliant with the CFR at this time, the long-range plan is to bring WJC into full compliance as resources permit.

The Work - The SRC reviews all Doctoral Project proposals for the Psy.D. Program and any other William James College sponsored research conducted by students or faculty. In addition to initial reviews, the SRC is responsible for proposed modifications, ongoing monitoring and oversight, including reports of adverse events. Research projects may not be implemented and/or data collected until the SRC approves the proposal. The SRC is available to consult with students and faculty members regarding their research.

Leadership - The Chair of the SRC serves a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the Chair's term. No faculty member may serve as Chair in the first year of committee membership.

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one third of members turn over in one year. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Curriculum Committee (CC)

Charge - The Curriculum Committee (CC) provides faculty stewardship of and primary responsibility for the curriculum College-wide. It ensures coordination across programs, establishes standards and broad policy parameters, accuracy and logic in the catalogue, and consultation on new initiatives involving the academic program.

Scope- The CC will review and make recommendations to the Vice President for Academic Affairs on curricular changes that will come to be reflected in the catalogue, including, but not limited to: course revisions; changes in course titles; changes in course numbers; changes in prerequisites; credit allocation changes; standards for field work; credit-bearing external learning experiences; the academic calendar; and matters with cross-programmatic implications. The CC will also consult with the Vice President of Academic Affairs and the President on new academic program initiatives.

The Work - Typically, curriculum matters will arise at the programmatic level. The programs will retain authority over their program curriculum and decide for themselves how to process curricular matters at that level. All such matters will require approval of the program director, who will bring such matters to the CC for review. The CC has 30 days to complete their review and then has two options:

- It can forward the matter to the Vice President of Academic Affairs with its review and recommendations; or
- It can request that the program chair provide additional information or revision to the proposal. In this case, upon resubmission by the program dean/director, the committee has 30 days for continued review and will forward its recommendations to the vice president for academic affairs.

Because curricular changes often have implications for resource allocation, facilities, and staffing, the Vice President of Academic Affairs has the authority to approve or deny the CC's recommendations. However, the Vice President will endeavor to reach consensus with the CC in recognition of its primary responsibility for the curriculum and denial of committee recommendations should be rare.

Leadership - The committee chairperson is elected by the committee for a term of two years. In cases where the two-year chairmanship exceeds the faculty member's remaining time on the committee, his or her term will be extended to coincide with the end of the chair's term. No faculty member may serve as Chair in the first year of committee membership. The Registrar (or his or her designee) serves *ex officio* without vote on the committee.

Terms - Faculty members serve for a term of three years with no more than two consecutive terms. Terms are to be staggered so that no more than one third of members turn over in one year. However, in order to make it possible to stagger terms, the procedure for the first round of the cycle will be one person serves one year, two people serves two years, and two others serve three years.

Voting Privileges on Matters of Faculty Concern

On matters that are brought forward for consideration by the entire faculty, any teaching faculty or faculty member at .5 FTE or more is entitled and is encouraged to participate in deliberation and debate of issues. Voting privileges are extended as follows:

1. All members of the faculty as described in the preceding paragraph are entitled to vote on any matter that comes before the faculty.
2. Members of the teaching faculty who are contracted on at least a one-half time basis are entitled to vote on matters that are brought forward from either the Academic Policies and Standards Committee or the Curriculum Committee.
3. Members of the teaching faculty contracted on less than a half-time basis, and all adjunct faculty members may vote on matters that are brought forward from either the Academic Policies and Standards Committee or the Curriculum Committee, after three years of continuous service at the School.

The Vice President for Academic Affairs shall prepare a list of eligible voting faculty by category and will present it to the Faculty Stewardship and the Faculty Advisory Committee on an annual basis.

Academic Standards and Policies

Grading

William James College courses employ one of two distinct systems for recording final course grades. The first is a traditional system that is built on the A-F structure. These grades and their descriptions are as follows:

- A** Represents distinguished, superior quality work that exceeds course expectations in every respect (94 – 100%). (In calculating the grade-point-average, a grade of A is worth 4 quality points.)
- A-** The quality of the student's work clearly meets or exceeds course expectations and is outstanding in nearly all respects (90 – 93%). (In calculating the grade-point-average, a grade of A- is worth 3.7 quality points.)
- B+** The quality of the student's work clearly meets the minimum course standards and is good or very good in most respects (87 – 89%). (In calculating the grade-point-average, a grade of B+ is worth 3.3 quality points.)
- B** The quality of the student's work clearly meets the minimum course standard with no glaring areas of deficiency. The student's work is generally good, but undistinguished (84 – 86%). (In calculating the grade-point-average, a grade of B is worth 3 quality points.)
- B-** The overall quality of the student's work meets the minimum course requirements and is marginally acceptable by graduate school standards. The student's performance may be deficient or substandard in particular areas (80 – 83%). (In calculating the grade-point-average, a grade of B- is worth 2.7 quality points.)
- C+** The overall quality of the student's work closely approaches but fails to meet the minimum course standards and raises questions regarding the student's preparation for more advanced work in the discipline (77 – 79%). (In calculating the grade-point-average,

a grade of C+ is worth 2.3 quality points.) *Credit earned in a course for which this grade has been received may not be applied to a degree program.*

- C** The student's work fails to meet course standards. Although aspects of the student's work may be acceptable by graduate and professional standards, the overall quality suggests inadequate preparation for more advanced work in the discipline (74 – 76%). (In calculating the grade-point-average, a grade of C is worth 2 quality points.) *Credit earned in a course for which this grade has been received may not be applied to a degree program.*
- C-** The quality of the student's work fails to meet course standards and is poor or clearly substandard in nearly all respects, raising serious questions about the student's preparation for more advanced work in the discipline (70 – 73%). (In calculating the grade-point-average, a grade of C- is worth 1.7 quality points.) *Credit earned in a course for which this grade has been received may not be applied to a degree program.*
- D** The quality of the student's work fails to meet course expectations and is very poor or substantially substandard in all respects (64 – 69%). (In calculating the grade-point-average, a grade of D is worth 0 quality points.) *No academic credit is granted for a course in which this grade has been received.*
- F** The quality of the student's work fails to meet course expectations and is grossly deficient (below 64%). (In calculating the grade-point-average, a grade of F is worth 0 quality points.) *No academic credit is granted for a course in which this grade has been received.*

In other courses, a more general scheme of student grade recording is used. The grades and their respective designations are as follows:

CR Credit: Course requirements were satisfactorily completed at a qualitative level judged to be at least equal to that of B- in more traditionally graded systems. (In calculating the grade-point-average, a grade of CR is worth 4 quality points.)

CP Credit: Problematic: Course requirements were completed and credit was granted, but work was done in some degree of substandard, marginal or problematic fashion. The CP grade is generally judged to be of lesser quality than that of B in more traditionally graded systems. (In calculating the grade-point-average, a grade of CP is worth 2.7 quality points.)

NC No Credit: Course requirements were not completed at a level sufficient to award academic credit. (In calculating the grade-point-average, a grade of NC is worth 0 quality points.)

There are four other grade designations, none of which carry the award of academic credit that can be recorded on student transcripts.

AU Audit: designates a course for which was attended by the student, but for which no assignments were graded and no course grade was awarded. (The grade of AU is not included in calculation of the grade-point-average.)

I Incomplete: Course requirements were not completed within the required time frame, but an arrangement has been made with the instructor to complete all requirements by a mutually agreed upon date. Grades for courses in which an I is not removed by the end of

the following semester will be converted to WF. (The grade of an “I” is not included in calculation of the grade-point-average.)

W Withdrawal without Evaluation: Awarded when the student withdrew from a course after the drop/add period but before the end of the eighth week of the semester. (The grade of W is not included in calculation of the grade-point-average.)

WF Withdrawal with a Record of Failure: Awarded when the student did not officially withdraw before the end of the eighth week of the semester, but stopped attending and did not complete course requirements. (In calculating the grade-point-average, a grade of WF is worth 0 quality points.)

Student Course Evaluations

Student Faculty and Course Evaluation surveys are to be completed by every student in every course each semester. These evaluations should be completed during the final week of the course and prior to course grades being posted.

These surveys ask the students to comment on their experience with both the course and with the teacher. The College’s IT Department is responsible for administering the evaluations which are conducted on-line, through a system designed to ensure anonymity.

Evaluation results are distributed to individual instructors, the appropriate department chair, and the Vice President for Academic Affairs.

Student Participation in Meeting

We are a graduate school with adult learners. During a student’s matriculation at the college, he or she will hold a number of meetings with faculty, advisors, research and clinical or applied psychology 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 and under extraordinary circumstances a student may bring an advisor or another faculty member. 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 or 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

Program and Curricular Requirements

Waivers to Institutional Policy

Waivers to institutional academic policies other than routine curricular waivers as described below may be granted to students when special circumstances warrant. Such waivers are submitted to and reviewed by the Academic Policies and Standards Committee (APSC).

The APSC send their recommendation to the Vice President of Academic Affairs (VPAA). The VPAA has the final determination on waivers of academic policy.

Routine Curricular Waivers

Waivers of established course prerequisites or other course enrollment restrictions (e.g., allowing students from another program to enroll in a course that is not open to such students, allowing students to take courses out of a planned sequence), is a matter for the appropriate program chair or director. When such waivers are granted, the department chair will notify the Registrar's Office.

Transfer Credit from another Institution

Credits earned in graduate-level courses completed at another accredited institution no more than five years prior to matriculation at William James College, for which a grade of "B" or better was awarded are eligible for transfer to the institution. Said transfer credit may be applied to degree requirements subject to the following two provisions:

1. No more than 20 percent of the total credits comprising a student's degree program may be satisfied through transfer credit; however, various degree programs may establish policies that further limit the acceptability and application of transfer credit.
2. The determination of the actual acceptance and applicability of potentially eligible transfer credit is the responsibility of the appropriate department chair.

NOTES: (1) Accredited institution refers to any college or university that holds accreditation from an association that is recognized by the Council for Higher Education Accreditation (CHEA). (2) Upon the recommendation of the appropriate department chair exceptions to the five year limitation may be approved by the Vice President for Academic Affairs. (3) The grade of a "B-" is less than B and not eligible for transfer. Credit for coursework in which a traditional letter grade is not recorded will not be considered for transfer unless the student can present compelling evidence that recorded grades are at least equivalent to a "B" quality. (4) Program-based policies on transfer credit require approval by the Institutional Curriculum Committee. (5) Appeals of negative decisions will be heard by School Academic Policy and Standards Committee.

Waiver of Course Requirements

Based on prior academic experience (including, but not limited to recognition of knowledge and skill acquired in previously completed courses which may not be eligible for transfer credit), a department chair may waive one or more required courses, and will then designate a suitable curriculum replacement(s). However, in no case will said waivers constitute a reduction in the number of overall credits required for a degree program. The decision to grant waivers and apply substitute course credits is a matter for the program dean/director and is not subject to appeal.

Advanced Standing

Advanced standing is a formal status granted to newly matriculated students in a Psy.D program who enters William James College with a previously completed, recognized 60-

credit master's degree in counseling, psychology, or other closely related field.

Students with advanced standing status enter with a concomitant reduction in the overall minimum number of credits required for the degree. The appropriate department will determine precisely how previously completed coursework will apply toward the Psy.D. curriculum requirements. Students will then be responsible for satisfying all remaining components of William James College's doctoral degree curriculum.

Students will be notified of the curriculum applicability of their advanced standing status as soon as possible following their admission to the School, at least no later than one week prior to the date of the first required enrollment deposit.

Application of Courses Completed as a Non-Matriculated Student

Students may apply up to four courses completed at William James College in a non-matriculated student status toward Psy.D. degree requirements, and may apply up to two such courses toward either an M.A. or C.A.G.S. degree. In order to qualify for degree applicability, credits earned while in non-matriculated student status may be no more than five years old at the time of full matriculation.

Transfer of Credits Earned at other Institutions Following Matriculation at the College

Only with prior approval of the appropriate department chair, a student may apply graduate credits earned at another institution subsequent to matriculation at William James College. Credits earned in this status are subject to the limitation on total transfer credit described in the section **Transfer Credit from another Institution**.

Withdrawal from a Course

If a student wishes to withdraw from a course after the drop/add period and before the mid-point of the course term, he/she must inform the Registrar's Office via email, with a "cc" to the advisor and instructor. The student will receive a confirmation email when the transcript has been noted accordingly. A grade of W will be recorded for approved course withdrawals. In instances where students discontinue attendance without completing the course withdrawal process, a grade of WF will be recorded

Withdrawal from Program

Students may withdraw from a program and withdraw from the institution at any date by completing and submitting the Notification of Full Withdrawal Form found on MyCampus- Registrar link to the Registrar's Office.

Readmission of Student

Readmission is the process by which a previously matriculated student who has withdrawn from the program is considered for re-enrollment. Previous enrollment at William James College does not guarantee re-admission. Former students who withdrew while in good standing, who seek to be readmitted to the institution, should schedule an appointment with their department chair. Students in this category receive a transcript designation of WP (withdrawn/passing).

Students who withdrew and were not in good academic standing must formally re-apply to William James College. Students in this category receive a transcript designation of WF (withdrawn/failing). The re-applicant's essay should include thoughtful introspection from the former student in regard to relevant experience, growth, and change since the original application and subsequent withdrawal from the School. The Director of Admissions will inform and consult with the appropriate department chair. A readmission committee (comprised of the Director of Admission and two faculty representatives designated by the appropriate department chair) will be constituted to evaluate all pertinent materials and consult with the appropriate faculty and administrative offices as needed. If written materials warrant, the committee will invite the applicant for an interview in order to elaborate on specific components of the application, as well as his/her previous and interim experiences. The readmission committee will make a decision on the candidate's admissibility. In instances where it is determined to readmit the student, the department chair can determine whether any special terms or conditions will be established for the readmission.

Readmitted students who wish to appeal said special terms/conditions may do so with the Academic Policy and Standards Committee. Readmitted students may be required to satisfy new curriculum requirements and/or—because of particular licensing requirements—may be required to repeat previously completed coursework. All previous financial obligations must be settled

Readmission of Dismissed Students

Former students who have been dismissed for any reason must petition and receive permission from the Academic Policies and Standards Committee prior to submitting an application for readmission. If permission for admission reconsideration is granted, the process described above (**Readmission of Students in Good Standing**) will be followed.

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.

Questions about FERPA compliance should be directed to the academic unit heads or the Registrar.

Community 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 APA Code of Ethics, the NASP Code of Ethics and the ACA Code of Ethics and with respect to the national standards of the Health Insurance Portability and Accountability Act (HIPPA) Privacy Rule (see: www.hhs.gov/ocr/privacy).

Faculty Responsibilities

Faculty members are responsible for instruction (in the classroom, in preparation of classes, and in supervision of research and/ or training experiences, and timely grading). Additional duties include advising, program planning, evaluation, governance committee participation and engagement in other program needs, as prescribed contractually and as described in this handbook. Faculty are required to attend departmental faculty meetings, the once per semester All Faculty Meetings, the annual Faculty Retreat, and their student's end of the academic year evaluation conferences. Faculty are also required to participate in the Admissions process and Admissions events including Open Houses, online webinars as well as attend Graduation. In addition, faculty are required to attend and participate in Orientation/ Fundamentals week. From time to time, faculty may be asked to give a presentation to a community group or at another college to forward the mission of William James College. Faculty have 12 month contracts and are responsible for student advising, research advising, governance, and their own scholarship throughout the year.

Faculty will provide timely and clear feedback to students related to academic and clinical performance. Such feedback may be consultative and through discourse, but must also be provided in writing as dictated by evaluative procedures identified as policy. 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. Faculty are also required to report a student who has not been present in class or in their field experience as soon as the faculty member realizes this is occurring. To be clear, this refers not to a student with a transitory illness or an absence that the teacher is aware of, but rather to a student who has discontinued coming to class or to their field site. Please report this to your Department Chair and to the Office of the Registrar as soon as you know.

Faculty Advising: Department of Clinical Psychology

All members of the core faculty and selected additional faculty or administrative staff are assigned responsibilities for student advising. Whether inquiries or needs are of an academic, personal, or professional nature, each advisor is expected to provide advice and counsel appropriate to his/her knowledge and level of skill.

Advising assignments are made over the summer following the conclusion of the admissions process. Advisors are assigned by the program chair/director on the basis of recommendations made by admissions teams and specified concentration but are limited by the availability of openings any given faculty member has each year.

Role of the Advisor: The Advisor has a crucial role in the development of the student's program and can greatly influence his/her progress through the School. Acting as an educator, an evaluator, and an advocate, the advisor:

- a. Makes him/herself available for regular contact with advisees. Advisors are allocated ten hours per student per academic year. The frequency of this contact may vary over the course of a student's years at WJC, but regular contact scheduled by the Advisor is quite important, especially in the first year.
- b. Assesses the student's academic needs and strengths as well as field placement experience needs.
- c. Approves the student's registration, including approval of all coursework and Directed Studies, thus reflecting an awareness of and understanding of the student's

educational needs, career goals, and personal development.

- d. Chairs the annual Assessment & Planning (A&P) Conference or other Annual Review meeting, and, during such, negotiates with and/or communicates to agency representatives the student's field learning goals as the basis of the field placement contract for the coming year.
- e. Identifies the student's personal issues if they impinge on learning and provides appropriate guidance and/or action.
- f. Monitors student progress toward completion of degree requirements, addresses difficulties as they may arise and facilitates, where possible, resolutions of problematic situations. Both the Advisors and students are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's program.
- g. Collaborates with the Directors of Field Training to help resolve problematic field situations should they arise.
- h. Reviews the student's evaluations.
- i. Convenes an Intermediate A&P Conference when required.
- j. Consults with the Academic Policies and Standards Committee when appropriate or necessary, regarding Council actions on behalf of the advisee.
- k. Submits evaluations of the student to the Academic Policies and Standards Committee regarding the student when appropriate or necessary.

Should students require advice or services beyond those that can readily be provided through the faculty advising process, students should be referred to the Dean of Students

In instances where individual faculty members are concerned about particular student problems or behaviors—especially if those concerns relate to issues of health and safety—the Dean of Students should be consulted immediately

Changing Advisors. Generally, students retain the same advisor throughout the program. However, students may initiate a change without prejudice if, during the course of the relationship a change is desired. If the advisor, advisee and the Dean of Students agree that a change seems advisable, a request is made of the Program Chair, who must be consulted regarding the availability of faculty to be recruited by the student seeking a new advisor. Final approval for all requested advising requests/changes rests with the Program Chair and in most cases will not commence until the beginning of the upcoming academic year. Petition for Change of Faculty Advisor forms are available in the form boxes in the Main Office as well as MyCampus.

Faculty Advising: Assessment and Planning (A&P) Meeting for Students in the Counseling Department

At the end of each year in the program, each student has an individual review by his/her advisor. This is known as the Assessment & Planning Meeting (A&P Meeting). This meeting serves two essential functions: (1) the overall assessment of a student's performance in all competency and professional areas of the program and (2) a continuation of the individualized degree planning. This meeting establishes and assures clear academic and professional standards, while identifying and assessing a student's

unique background, interests, learning goals, and professional aspirations.

The A&P Meeting provides the occasion to assess the level of a student's performance in the program and monitor progress toward the completion of program requirements. The advisor collects information generated by the student's grades, course evaluations by faculty, field evaluations by field supervisors, the completed Professional Counseling Performance Evaluation forms by the clinical seminar faculty, and any other correspondence generated by the faculty and/or the student. The advisor provides the student with a copy of the A&P Meeting form, and asks the student to self-rate before coming to the meeting.

At the meeting, typically held after the summer session is completed, the student's progress in all competency and professional areas are discussed, in terms of strengths and areas for improvement. Once the A&P form is completed, the student gets a copy and the original is archived in the student's record in the Counseling Department.

An Intermediate A&P Meeting may be convened by the advisor or the Department Chair to address deficiencies in academic performance, field training, and/or professional behavior during the course of the school year. These are usually triggered by a Notice of Difficulty.

Role of the Advisor:

- a. Makes him/herself available for regular contact with advisees.
- b. Assesses advisees' academic backgrounds, strengths, training needs, and goals.
- c. Approving your registration, coursework selections, field site selections, and field training contracts.
- d. Manages advisees' First Year Student Review.
- e. Monitors advisees' progress toward completion of degree requirements.
- f. Helps address problems; consulting with course instructors, field supervisors, Program Directors, Deans, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on your behalf in such situations when such advocacy is appropriate.
- g. Contact advisees via phone or email during the late spring/early summer to get acquainted and discuss advisee's first year placement.

Faculty Advising: Department of Organizational and Leadership Psychology

Faculty mentorship and faculty and student interaction are the cornerstones of higher education. Faculty advisors in the Organizational and Leadership Psychology Program play a central role in the student's teaching, learning, and development. All students are assigned a Faculty Advisor who will oversee the student's progress throughout his/her course of study and who will assist in the student's academic achievement and professional development. In the case of doctoral students, advisors will work closely with students in considering a practicum site and doctoral project topic. For the master's programs, advisors are central to developing a capstone project.

Role of the Advisor:

- a. To develop a useful mentor/mentee relationship that aids in the student's academic achievement and professional development.
- b. Provides guidance with courses, academic challenges, and capstone (MA) OR doctoral project development (PsyD).
- c. Monitors advisees' progress towards degree completion.
- d. Assures familiarity with William James College resources and services.
- e. Help address problems; consulting with course instructors, field supervisors, Program Directors, Deans, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on your behalf in such situations when such advocacy is appropriate.

Faculty Advising: Department of School Psychology

Students in the MA/CAGS and PsyD programs are assigned to an advisor who is a core faculty member. Assignments are made so as to equalize advisors' responsibilities, although consideration is also given to minimizing multiple relationships (e.g., a student who works with a faculty member as a project assistant or clinical supervisee might be assigned to a different faculty member) and matching subject area interests.

Students remain with the same advisor throughout the Program unless they seek a change. However, PsyD students are free to request a new advisor after completing MA/CAGS-level coursework (*i.e.*, end of Year 2) in order to expand their faculty mentorship/support network. Students are encouraged to request a change in advisor if their faculty advisor becomes their doctoral project committee chair. New advisor assignments are made by the chair of the School Psychology Department.

Faculty advisors meet with advisees at least once per semester (not including the A&P Conference) and more often as needed to discuss program planning, professional interests and any matters of academic or personal concern. The advisor chairs the student's annual A&P Conference and reviews his/her portfolio in advance. In addition, the Dean of Students and Associate Dean of Students are available to students to discuss personal and interpersonal concerns of a confidential manner. For matters concerning academic matters or relationships with faculty, students should first make reasonable efforts to resolve the matter with the party in question and/or the faculty advisor, with consultation from the Department Chair as needed.

An MA/CAGS program-wide meeting for students and faculty is held at the beginning of fall semester. Two PsyD program-wide meetings for students and faculty are held each year. Advising issues of general concern (*e.g.*, curriculum options, field placement search, obstacles to meeting program requirements) are addressed with students as a group, either in clinical seminars or program-wide meetings. Information regarding professional credentials and licensure is routinely addressed in the Internship Seminar.

Faculty Advising: Assessment and Planning (A&P) Meeting for Psy.D in Clinical Psychology

William James College believes that in order to promote an enriching, optimal learning

experience for students, there needs to be communication between faculty, advisors, students, and field placements. At least once per year, generally at the end of the spring semester, students convene meetings to discuss their program progress.

A&P Conferences/Meetings serve two essential functions: (1) overall assessment of a student's performance in all areas of the program and (2) individualized degree planning. The primary purpose of these conferences is to uphold clear academic and professional standards while identifying and assessing a student's unique background, interests, learning goals, and professional aspirations. In this conference the student is actively engaged with a community of professional and student colleagues who participate in assessing and shaping the student's program.

Another purpose of these meetings is to provide feedback, evaluation, and planning. In addition to validating a student's accomplishments, the conference is intended to assess the level of performance for the current year with particular attention paid to the student's progress toward meeting the institutions program requirements. Deficiencies as well as strengths are discussed, and recommendations for professional growth and development are made. The conferences are designed to be confirming experiences, with equal emphasis on education and evaluation. Lastly, the meeting should be used to shape and give approval for the student's plans for the coming year.

Results and Follow-Up. The results of the A&P Conference are: (1) an assessment of whether the student has made satisfactory progress to date and can continue toward a degree at William James College; (2) feedback about strengths and weaknesses as well as areas in which further work is needed before completing the degree (e.g., skill areas or field experience to gain needed depth or breadth); and (3) approval or modification of an educational plan for next year including a Field Placement contract.

The Summary Record of A&P Conference/Meeting form is completed by the Advisor after the A&P and return to the Dean's office where it remains part of the student's permanent record. This constitutes an agreement with the student about his/her progress toward a degree and is not to be regarded as an immutable contract, but as basic guidance. All conference decisions are contingent upon satisfactory completion of spring semester courses for that academic year.

Some questions may remain after the A&P; for example, transfer of credit requests, exemptions regarding field placement policies, etc. (although it is preferable to have initiated action on these matters sufficiently prior to the A&P Conference in order that a decision is ready by the time the committee meets). The Conference Summary must note that these matters are to be dealt with by the Academic Policies and Standards Committee or other appropriate bodies within the program.

Faculty Advising: Assessment and Planning (A&P) Conference for Psy.D and CAGS in School Psychology

Each student has an individual review at the conclusion of each year in the program in the form of an A&P Conference. A&P Conferences serve two essential functions: (1) overall assessment of a student's performance in all areas of the program and (2) individualized degree planning. These conferences establish and assure clear academic and professional standards, while identifying and assessing a student's unique background, interests, learning goals, and professional aspirations.

The A&P Conference provides the occasion to assess the level of a student's performance in the program and monitor progress toward the completion of program requirements. Both strengths and areas needing improvement are discussed, and recommendations for professional development are offered. Another purpose of this conference is to provide an opportunity for general feedback and discussion. The student is encouraged to reflect upon personal and professional development, and conference participants use this occasion to recognize the student's accomplishments and leadership activities.

The A&P Conference is typically held in June for the continuing students and in May for the intern who is scheduled to graduate in June. A minimum of three participants attend the A&P Conference: the student, the advisor, and a second faculty member. The student may invite the primary field supervisor from the concluding year or the following year to attend. Additional participants may be invited with advance permission of the advisor. The student is responsible for scheduling the conference at a time when the required participants can attend, and for bringing the A&P Conference form to the meeting with the indicated parts completed in advance.

See the A&P Conference forms on MyCampus- Psy.D. School Psychology link. There are two versions of the form, as an abbreviated version is used at the A&P Conference prior to graduation. In preparation for the A&P Conference, the advisor brings the partially-completed Portfolio Evaluation form to the conference. Following the conference, the completed Portfolio Evaluation becomes part of the A&P Conference record. Leadership activities may also be surveyed for program assessment purposes (see sample form in Appendix).

An intermediate A&P Conference may be convened by the advisor to address deficiencies in academic performance, field training, and/or professional behavior during the course of the school year

Department Chair Responsibilities

- Responsible for academic quality of their program offerings.
- Responsible for hiring, supervising, mentoring, performance evaluation and renewal of contracts.
- Responsible for compliance with all William James College institutional policies and procedures.
- Responsible for compliance with the Department of Higher Education, Commonwealth of Massachusetts rules and regulations.
- Responsible for compliance with other accrediting bodies.
- Responsible for the quality of the curriculum and curricular enhancement.
- Responsible for monitoring academic progress of students in the program (including Notice of Difficulty (NOD), Satisfactory Academic Progress (SAP), dismissal and withdrawal).
- Responsible for collaboration and cooperation with the other Department Chairs.
- Promotes faculty scholarship and research.
- Promotes best practices in pedagogy.

Academic Standards

All matters of conduct at William James College must comply with generally accepted principles of professional behavior and ethics as recommended by national professional associations (e.g., the American Psychological Association, the National Association of School Psychologists, CACREP, the American Counseling Association, etc.) and the requirements for professionals as stated by the Massachusetts Professional Licensing Boards. law.

Students are referred to the Code(s) of Conduct on matriculation as well as to their specific program(s) Policy and Procedure Manuals. During Orientation Week, the Dean of Students presents these materials and discusses their availability and utility. It is the intent of the institution to generate an atmosphere of professional collaboration, objectivity, support, and fairness in the review of all matters of professional evaluation and responsibility in the management of teaching and training in professional psychology.

Interim Notice of Academic Difficulty

In order to respond as quickly as possible to students who are having academic difficulties, procedures have been developed to facilitate appropriate intervention. It is strongly recommended that instructors of students who are having academic difficulties - either in the classroom or in the field- and who may receive a grade of No Credit, Credit Problematic, C, D, F, or Incomplete, file an Interim Notice of Academic Difficulty (NOD) with the Registrar as early in the semester as possible. The Registrar will distribute the Notices to the appropriate parties for review. It is the Advisor's responsibility to convene an intermediate interim A&P.

Assessment of Student Learning Outcomes

The College is committed to maintaining a system of both program and institution-based assessment that (a) demonstrate the intellectual and professional efficacy of instructional programs, and (b) provide useful information for ongoing program improvement. From time to time, faculty will be asked to participate in assessment-related activities and may be required to (a) cooperate in the assignment/evaluation of common course learning activities/assessments, (b) provide student work samples that demonstrate achievement of learning outcomes, or (c) collaborate on the development of rubrics for the assessment of achievement within or across academic programs. In addition, faculty will regularly be asked to report on how they have used assessment results to improve their teaching, and programs will be challenged to demonstrate the use of assessment results in ongoing program improvement deliberations.

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 program academic unit head. Reimbursements are generally not provided without prior purchasing authorization.

Student Rights and Responsibilities

Students are responsible for meeting the requirements and obligations of their programs of study as described in the Student Handbook and/or Program Guides of the particular program in which they are enrolled.

Faculty with questions regarding student behavior is urged to consult with the Dean of Students. Issues relating to academic standards/procedures should be then posed to the Academic Standards and Policies Committee

Student Professional Behavior and Academic Integrity Policies

Professional Behavior

Students at William James College are required to sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. Each has been made aware of the following attitudes and attributes expectations:

1. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of psychology.
2. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience (peers, colleagues, supervisors, patients/clients, other professionals, faculty, advisors, administrators, support staff, etc.).
3. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
4. A demonstration of and willingness to meet professional obligations in a timely and responsible manner.
5. A sustained awareness of one's effectiveness and functioning in clinical and academic settings, as well as an awareness of one's personal/professional impact on others.
6. A receptivity to constructive commentary and/or criticism with a demonstration of a capacity to address such issues that may have been identified.
7. A demonstration of the capacity for perceptiveness and empathy and a growing sense of how to use these qualities effectively in the service of others or of professional role responsibilities (i.e., in both clinical and applied work as well as in general commerce within school, field, or other work settings).
8. A demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and of others.
9. A demonstration of the capacity to evaluate one's self and others honestly, fairly, and sensitively (e.g., in supervision, in classroom exchanges and exercises, during A&P

conferences, etc.).

10. A recognition of; appreciation of; and, sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of psychology.
11. A desire to provide human services and to acknowledge and address both individual and broad psychosocial issues within the scope of psychological knowledge, practice, and professional responsibility.

These guidelines constitute a basis for a domain of evaluation of all students participating in the College's graduate training program in professional psychology, but evaluation is not limited to these considerations alone.

Academic Integrity

The College is committed to developing professionals who accept responsibility for demonstrating personal and academic integrity. In order for there to be a strong learning and functioning academic environment, there must be honesty and trust among all the institutions constituencies. The College expects all students to conduct themselves with professionalism and honesty. Academic dishonesty violates the principles of any academic institution. Incidents will be immediately reported to the program chair/ director for investigation, intervention, and possible sanctions. The program chair /director will notify the student's advisor and any other faculty/staff that s/he deems appropriate. Sanctions may include, but are not limited to, probation, suspension, dismissal. Assisting or attempting to assist in the violation of this policy is in itself a violation and considered academic dishonesty

Academic dishonesty includes, but is not limited to:

1. *Plagiarism*: the use of another's work without acknowledgment. Plagiarism includes, but is not limited to, the use by direct quote or paraphrase the work, published or unpublished, of another without proper attribution. William James College expects students to produce their own work in coursework, papers, dissertations and/or any other academic work with the proper citations.
2. *Cheating*: attempting to use unauthorized materials, information, or study aids. Giving or receiving assistance on tests or materials prior to distribution and/or copying another student's test responses.
3. *Fabrication*: inventing or falsifying any information, including research data, or citations in a clinical or academic exercise or in clinical supervision.

Hazing Policy

The College neither condones nor allows student hazing. The following policy at the institution is in effect to comply with Massachusetts General Laws Chapter 269, §§ 17 and 18: Any student involved in organizing, participating in, or witnessing without reporting an act of hazing shall be subject to disciplinary action, including dismissal from the program. Any faculty member who becomes aware of hazing incidents is required to report same to his program dean/director or the dean of students.

Leaves of Absence

A full-time student in good academic standing may request a leave of absence from the institution for financial, medical, or other emergency personal reasons. With the approval of the department chair, any full-time student in good standing will automatically be granted a leave of absence of up to one semester provided the application is made prior to June 15 for a leave which begins in the fall semester and prior to December 1 for a leave which begins in the spring semester. If the program department chair does not approve of the leave, the student may appeal the request to the Academic Policies and Standards Committee.

If the student wishes to extend the leave of absence beyond one semester or if the student is in part-time or reduced-load status, the request for leave must be submitted to the Academic Standards and Policies Committee.

STUDENT DISABILITY SERVICES ACCOMODATIONS AND 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 a Letter of Accommodation that they **must** present to the faculty member or members who are their teachers and or research supervisors in order to receive accommodations

Faculty Support and Instructional Services

Copying and Printing

The Library Technology Center (adjacent to the main reading room) includes a combination photocopier, scanner and printer. Full text articles from WJC's databases and other electronic documents created on the library computers may be printed. The copier also has scanning capabilities. This machine is primarily used by students so large printing/copying jobs initiated by faculty members may be delayed. There are other photocopiers near administrative areas reserved for faculty use.

Academic Resource Center (ARC)

The College maintains an Academic Resource Center where services are available for students to address specific learning challenges and/or a documented learning disability. Services are provided by the ARC staff which also includes peer tutors (students). Faculty members may refer students to the ARC using referral forms which are available on MyCampus on the ARC page which can be found under the Library link.

Faculty members are also encouraged to provide samples of excellent writing which can be used as demonstration models in the ARC (with any information identifying the author removed). Contact the Librarian for more information about the ARC.

Audio-Visual Equipment and Classroom Technology

The CMS office offers lending services of digital video cameras and digital audio recorders for academic use by students and faculty in recording trial therapy sessions, mock-session, supervisory purpose, and interviews etc.

The available borrowing time is a maximum of two weeks, except the Mac VGA adaptors, which must be returned on the same day. Due to the limited amount of equipment for circulation, faculty are requested to coordinate with the CMS staff when submitting semester syllabi, prior to making an assignment that will require recording equipment so that the CMS can reserve equipment and schedule the use of equipment to make sure it is available when needed.

All equipment is circulated on a First Come, First Served basis. Advanced reservations (e.g., two to four weeks in advance) and consultation with CMS staff are highly recommended.

Students and faculty members using Macintosh computers can check out Mac VGA adaptors needed to link their laptops to the LCD projectors in the classrooms. CMS office also recommends purchasing personal Mac VGA adaptors.

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 CMS. 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.

The recorded content files can be transferred via USB cable to a personal laptop for presentation in class. CMS staff is available upon request to provide training for using the AV rental equipment. The borrowers are responsible to archive the content and erase the files before returning.

Conference Bridges and Phone Pods

The CMS office manages the conference phone bridges and phone pods. There are a total of four bridges shared in the community by all staff, faculty and students. A bridge may be utilized without a conference pod or a classroom or conference room. For further information or reservation, please contact the CMS staff or visit CMS website: <http://mycampus.WJC.edu/cms/>

Library and Media Services

The library provides services and materials to support the instructional and research needs of faculty and students. The library maintains a collection of physical items including books, tests, videos and electronic access to books and journals.

The library provides students and faculty with a starting point for their research. A basic reference collection, online database instruction, interlibrary loan and bibliographic instruction services are all intended to help members of the WJC community begin their research efforts. The comprehensive collections our online resources and of our library affiliates then provide students with the resources they need to complete their projects. The library contains a core collection of current professional journals. These journals allow students and faculty to stay abreast of the latest developments in psychology. This collection helps foster an awareness and interest in the scholarly literature of the field.

In addition to our internal collections WJC offers library services through interlibrary loan. WJC faculty who wish to use Harvard's Francis A. Countway Medical Library can gain one-day

access through a coupon system available through the librarian.

To find library materials and services go to the library home page on MyCampus. The page includes a link to the library catalog, tutorials, and access to the library research databases, electronic books, and journals.

Materials

Library materials are listed in the library catalog, available on the Library home page on MyCampus. The catalog has listings of the items sorted by subject category.

Course readings:

The library provides access to assigned readings in digital form on the course pages created on MyCampus. These usually include book chapters (other than a required text) or journal articles. Each semester the library works with the academic program directors and faculty to review syllabi for the semester and locate the items (either in the WJC collection, borrowed via interlibrary loan or borrowed from the faculty member). The library can scan items to convert them into digital form.

WJC has an Annual Academic Copyright License through the Copyright Clearance Center to license the use of readings. The librarian is available to answer questions regarding copyright compliance.

Textbooks:

Each semester the library works with the academic program directors to publish a list of required textbooks when the course catalog is distributed to students prior to course registration. Faculty members fill out a textbook form and return it to their program director.

The library arranges with a local bookseller, Professional Books, to come to campus the first week of classes and sell required textbooks. The library has also arranged for an online bookstore for students in blended courses that take place online.

WJC has an Annual Academic Copyright License through the Copyright Clearance Center to license the use of readings. The librarian is available to answer questions regarding copyright compliance.

Course reserves:

The library maintains a course reserves shelving area for required textbooks and other items designated by faculty members as reserve materials. Students are allowed to sign out these materials for a two-hour period to be used in the library.

Faculty members are asked to fill out a reserve form and submit it to the library to indicate which materials they would like to be placed on reserve for their course.

Library Holdings

The library offers students and faculty access to materials useful for research and instruction. The collection includes:

Books (print and electronic)
Journals
Student publications (Capstone Projects and Doctoral Projects)
Tests
Videos

A detailed statement of the subject areas covered by the collection can be found in the Collection Development Policy written by the Librarian.

Faculty members are invited to recommend books, journals, videos and other materials for the collection. A request can be initiated by filling out an online form available in the main library area on MyCampus or by sending an email to the Librarian.

Books

The library's print collection is housed in the library area. Faculty members can log into the library's catalog to search for items by author, title, or subject. They can place requests for items.

Print items can be checked out at the library circulation desk. Print items usually circulate for three weeks.

Access to electronic books varies according to the license terms of the publisher/service provider. Some items are viewed onscreen while others can be checked out and downloaded to a computer or digital device for a specified loan period.

Journals

All of WJC journal subscriptions are in electronic form so faculty and students may access them from any location with Internet access. Faculty members login to MyCampus, go to the library page and look in the research section for links to the databases.

When logging in while off campus, faculty members may be prompted to enter their WJC user name and password to access electronic resources.

WJC students and faculty have access to a suite of databases and individual journal subscriptions from a variety of publishers including Ebschost, Proquest, Sage, Science Direct, Taylor & Francis and Wiley.

When conducting a search via the library's subscription to PsycInfo, users are directed to either the source of the material (for those articles where the library has a subscription) or directed to the interlibrary loan system to enter an interlibrary loan request.

Reference materials: The library has print copies of the DSM IV, the APA Publication Manual and other reference tools on the reserve shelf. Other reference materials are available either in print (in the reference section of the library stacks) or in electronic format via the library MyCampus page.

Student Publications (Capstone Projects and Doctoral Projects):

Students in the Masters Counseling and Forensic programs complete a Capstone research paper in their final year in the program. Electronic copies of these projects will be available

via the library catalog.

Doctoral students complete a Doctoral Project. The project differs from traditional dissertations in that it can take several forms. A bound copy of the doctoral project is kept in the library (shelved by year then alphabetically by author's last name). Copies of projects from 1997 to the present are also available in digital form. See the library MyCampus site for information on how to search for doctoral projects in the library catalog.

Psychological Assessment Materials:

Test kits for psychological assessment and associated record forms are available to students and faculty on a limited circulation basis. During the fall and spring semesters, circulation of test kits will be limited to students and faculty in the assessment courses in each program. Prior to the start of the semester in which assessment kits are needed, faculty members should contact the Librarian to review the materials needed and schedule their use for class assignments.

Advance planning is needed so the library can share access to the assessment resources in the collection. In most cases the library does not have sufficient numbers to loan a kit to each member of the class. The Library works with assessment faculty members to schedule usage, assigning kits to teams of students so materials will be available in time for class assignments.

Please be sure to remind students that they must bring back assessment materials when requested so that the materials are available to other classes to complete their assignments.

Students should not keep a kit past their assigned/scheduled usage period in order to complete scoring. The library keeps copies of scoring manuals for most assessments on the reserve shelf so students can use them in the library for scoring. Scoring software for many assessments is also available on the computers in the Library Technology Center.

When borrowing testing materials, students and faculty should check to be sure their test is complete by comparing its contents with the library's check-list before leaving the library. They should also ask library staff for any record forms needed to complete the administration of the assessment. Borrowers are likewise responsible for reporting any damaged or missing pieces when they return a kit. Students will be required to pay for replacement parts.

Online administration of some tests is available so that students can complete the test via computer from any location with Internet access. Consult with the Librarian to see which assessments are available in this fashion.

Videos

Videos are available in both physical and electronic formats. Videos in the circulating collection are cataloged in the library catalog (by title and subject). They can be borrowed for up to a week. Faculty members should reserve videos in advance of the date they plan to use the video in class.

The library also has an electronic collection of training videos, the Counseling and Psychotherapy in Video which is available online via the library MyCampus page. The videos are delivered via the Internet as a streaming video similar to YouTube.

Faculty members can show the videos during class or they can assign students to watch the videos on their own time and then participate in a discussion. Each video has an onscreen transcript.

In those cases where faculty members do not want to show an entire film, they can capture snippets of the film and share those snippets with students. Contact the library for more information on how to construct these customized viewings.

Interlibrary Loan

WJC offers a full range of interlibrary loan (ILL) services. The WJC library belongs to a computerized, cooperative resource-sharing network which links libraries and institutions of learning throughout the United States. With this service, WJC students and faculty can borrow books, articles, technical reports, government documents, and some dissertations from libraries throughout the country. Please consult with the Librarian to find out more about accessing these services, and read the following sections on library policies.

Students and faculty members can initiate an interlibrary loan in two ways. When performing a search in PsycInfo (available on MyCampus in the Library section under Database Search), citations that are not available in the WJC collection will have a link to the library's interlibrary loan system. Users enter their WJC user name and password to login to the ILL system. The request will be sent via email to WJC library staff who will then process the order.

If the request is a book that is delivered to WJC, users will be notified via email that the book is available for pickup at the library circulation desk.

If the ILL request is an article or book chapter, these are usually sent electronically to the library's ILL system. Users are notified when materials arrive and they login to the ILL system to retrieve the item.

It takes approximately 2 weeks for an article or book to be received at WJC after it has been requested, depending on its availability. Overdue ILL books may be assessed a fine of \$50.00 if they are not returned promptly to ensure that we remains in good standing with other lending institutions.

Computer and Software Resources

The Library at WJC owns 12 computers available for student use in the Library Technology Center adjacent to the main reading room. All computers have internet and email access, word processing, statistical analysis (SPSS), and psychology software (assessment scoring software) packages.

A computer instruction classroom, the Academic Computer Lab, is also located in the library (next to the Library Technology Center where the copier/printer is located). It is equipped with 20 computers. Each computer has SPSS installed and the room also has the standard audiovisual equipment (instructor computer, projector, VCR/DVD player, link for laptop computer).

Regular classes are held in the Academic Computer Lab and a schedule is posted outside the door and in the online room reservation system.

The Academic Computer Lab can be reserved for use in instruction such as the demonstration of a particular software package or an in-class workshop. Faculty members must reserve the room at least a week in advance with Sonji Paige.

When classes are not scheduled for the room the Academic Computer Lab is available to students.

Research Capacities

The library provides students and faculty with a starting point for their research. A basic reference collection, online database instruction, interlibrary loan and bibliographic instruction services are all intended to help students begin their research efforts. The comprehensive collections of our online resources and of our library affiliates then provide students with the resources they need to complete their projects. The library contains a core collection of current professional journals. These journals allow students and faculty to stay abreast of the latest developments in psychology. This collection helps foster an awareness and interest in the scholarly literature of the field.

WJC students and faculty have access to a suite of databases including EBSCOhost (which includes: PsychInfo, PsychArticles, PsychBooks, PsychExtra, Psychology and Behavioral Sciences, Sociological Collection, MEDLINE, Nursing and Allied Health, ERIC, Professional Development Collection, Mental Measurements Yearbook), Lexis Nexis Academic (which includes legal materials), Proquest (which includes ABI/Inform, Psychology collection), Sage Periodicals, Newspaper Source, and Health Source—Consumer Edition. These databases are accessible offsite from remote computers. WJC also has access to the Gale databases through the Boston Regional Library System, which include Academic Search Premier, among others. Many of these databases contain full text articles.

Audio-Visual Equipment and Technology

The Library at WJC owns 12 computers available for student use in the Library Technology Center adjacent to the main reading room. All computers have internet and email access, word processing, statistical analysis, and psychology software (assessment scoring software) packages.

The library also loans digital video cameras and digital audio recorders for use by students and faculty in recording trial therapy sessions, interviews etc. The recordings can be transferred via USB cable to a student's laptop for presentation in class. Since the library has a limited number of equipment to loan, faculty members are requested to coordinate with the Librarian 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. Students and faculty members using Macintosh computers can check out adapters needed to link their laptops to the LCD projectors in the classrooms.

The computers in the Library Technology Center can be reserved for use in instruction such as the demonstration of a particular software package or an in-class workshop. Faculty members must reserve the room at least a week in advance with the Librarian or Circulation Coordinator. Advance reservations are needed so the student body can be notified that the Technology Center will not be available during the reserved time. Faculty members are responsible for cleaning the room (returning any extra chairs that are brought into the Center).

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 financially responsible for damage due to improper use or mishandling, and will be billed for repairs necessitated by such use. It is the borrower's responsibility to make sure s/he knows how to use the equipment properly, so plan well in advance.

The Library Technology Center includes a combination photocopier, scanner and printer. Full text articles from WJC databases and other electronic documents created on the library computers may be printed. Otherwise, copies are available for \$0.05 per page or with the use of a copy card. The copier also has scanning capabilities. This machine is primarily used by students so large printing/copying jobs initiated by faculty members may be delayed. There are other photocopiers near administrative areas reserved for faculty use.

Circulation Policy

General Collection:

Materials in the general collection circulate for three weeks. They may be renewed for two more periods of three weeks each unless they have been requested by another borrower. Doctoral Projects and Doctoral Project Proposals follow the circulation policy.

Reserve:

Materials placed on reserve are those required for a course and designated by the instructor as a reserve reading. Faculty must notify the Librarian of materials they wish placed on reserve at least two weeks prior to the beginning of the semester. Reserve books do NOT circulate and do not leave the library. A student may check out a reserve book for library use only by filling out the blue card and leaving it with the Library staff at the circulation desk.

Audio-Visual Material:

Audio-visual materials, including videotapes and audiotapes, circulate for a period of one week. However, for videos that are used in WJC courses, students will only be able to borrow the video overnight when it does not conflict with instructors' scheduling requirements. Video materials, particularly training videos, are also available online in the Library area on MyCampus in the Database Search section.

Closed Collection:

- (1) Reserve materials do not circulate.
- (2) Reference materials will not circulate.
- (3) WJC doctoral projects prior to 1997 do not circulate.
- (4) WJC documents placed in the library for archival purposes will not circulate.
- (5) Periodicals will not circulate. They may be signed out to other parts of the building for photocopying.
- (6) Reserve materials and those in the closed collection will not be eligible for lending through interlibrary loan.

Technology and information Services

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

Appendices

Appendices

Appendix A: Student Disability Services, Accommodations & Procedures

STUDENT DISABILITY SERVICES ACCOMODATIONS AND 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 a Letter of Accommodation that they **must** present to the faculty member or members who are their teachers and or research supervisors in order to receive accommodations

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 he or she has 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 that he or she has 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 himself or herself 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 his or her 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 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.

While the School encourages the use of this informal procedure as a means for resolving a complaint of disability discrimination, any student who believes that he or she has 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, he or she 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 he or she has 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 himself or herself to have been discriminated against, the acts or events that he or she believes 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 himself or herself.

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, he or she 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, he or she 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 he or she 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, he or she 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 he or she has 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

APPENDIX A

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 his or her 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 he/she 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 his or her 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 William James College's Academic Resource Center (ARC), which serves students with all types of disabilities, including visual, mobility and hearing impairments, and learning and psychiatric disabilities. The Dean's Office 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."

- A. **Registering for Services** – To receive accommodations, students must register with the 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 he or she self-identifies and registers 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 ARC 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.
- B. **Documentation Requirements** – Appropriate medical documentation of disability must be provided so that 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 three (3) years for learning disabilities and ADHD, and within six (6) months for psychiatric impairments.
 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 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 ARC 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 his or her disability documentation. More particularly, accommodations are determined by the ARC in consultation with the student and with input from the faculty and staff, where needed. In general terms, the ARC makes determinations regarding reasonable accommodations by examining the following:

9. the barriers resulting from the interaction between the documented disability and the campus environment;
10. the possible accommodations that might remove the barriers;
11. whether or not the student has access to the course, program, service, activity or facility without an accommodation; and
12. 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 ARC 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 ARC 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.

- C. ***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, he or she must submit an Accommodation Request Form and a copy of his or her course schedule. Students should submit their Accommodation Request Form prior to the start of the semester. Otherwise, requests for accommodation should be made as early as possible to allow the ARC sufficient time to review requests and documentation, and to make proper arrangements. Accommodation 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.

- D. **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 or ARC@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.

APA Ethical Principles and Psychologists Code of Conduct

<http://www.apa.org/ethics/code/>

NASP Principles of Professional Ethics

<https://www.nasponline.org/standards-and-certification/professional-ethics>

ACA Code of Ethics

<http://www.counseling.org/knowledge-center/ethics>

Guidelines on Multicultural Education

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

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