



WILLIAM JAMES
COLLEGE

Bachelor of Science in Psychology and Human Services PROGRAM HANDBOOK

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About this Handbook

This Handbook supplements and elaborates upon the material in the William James College *Undergraduate Student Handbook*, providing information specific to the Bachelor of Science in Psychology and Human Service Degree Program.

In order to retain necessary flexibility in the administration of program-specific policies and procedures, William James College reserves the right to change, revise, or eliminate any of the policies or procedures described in this Handbook. Revisions to the policies or procedures contained in this Handbook will only become effective when approved by the Academic Director. When such changes are made the Bachelor of Science in Psychology and Human Service Degree Program community will be informed via appropriate means.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Undergraduate Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Bachelor of Science in Psychology and Human Service Degree Program of William James College.

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Introduction

The following is the programmatic guide for the William James College Bachelor of Science in Psychology and Human Services Degree Completion Program. This programmatic guide is in effect for the Academic Year 2021-2022 and beyond.

All policies and procedures of William James College are subject to change in response to the evolving needs and/or demands of the programs. Appropriate notification of any such changes will be provided to those impacted by any change.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Undergraduate Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Bachelor of Science in Psychology and Human Service Degree Program of William James College.

Accreditation

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. The Department of Higher Education of the Commonwealth of Massachusetts has authorized William James College to award the Psy.D., M.S., M.A. degrees, the Certificate of Advanced Graduate Study C.A.G.S., and the B.S. degree. (Contact information: The Board of Regents of Higher Education of the Commonwealth of Massachusetts, 1 Ashburton Place, Room 1401, Boston, MA, 02108; 617-994-6950.)

William James College is accredited by the New England Council of Higher Education, Inc. (NECHE), the accrediting body for the six New England states. Accreditation by this association signifies that the institution has been determined to have the available resources to achieve its stated purposes through its educational program and gives evidence that it will continue to do so in the foreseeable future. (Contact information: The New England Council of Higher Education, 209 Burlington Road, Bedford, MA 01730; 781-271-0022.)

Director's Message

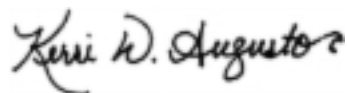
The core mission of Psychology and Human Services Bachelor of Science completion program is to provide a scholarly foundation in social services theory and practical training for undergraduate students who are committed to social justice, diversity and providing culturally competent support to underserved individuals and communities in need. Graduates of this program will be prepared for entry-level clinical and direct care occupations in a variety of community mental health agencies, state and federal assistance programs, and non-profit organizations. Graduates will also be prepared to continue their education, if desired, in mental health counseling, psychology, and related fields in behavioral health.

Operating as a completion program for two-year community college graduates and other selected transfer students with sixty or more earned credit hours of undergraduate instruction, the curriculum will combine third and fourth-year coursework in human services and psychology, and an experiential field experience and seminar designed to prepare graduates for entry-level careers and advancement opportunities as human services practitioners. Skill development will focus on preparing students for entry and mid-level counseling and administrative roles, including counselor, case manager, program director, child welfare specialist, home health aide, and domestic violence agent and employment coach. A hybrid learning model (asynchronous on-line instruction with two synchronous seminar sessions per class, per semester) is planned.

The program consists of 20 three-credit courses for a total of 60 credits. Students will engage in coursework focusing on human services and psychology, as well as their overlap. They will also engage in study of related disciplines, including sociology, biology, and statistics. Across all courses, William James students will consider issues of diversity and culture.

The distribution of courses across semesters is such that the program will be completed in two years full-time or three years part-time, with courses scheduled in the fall, spring, and summer semester of each year. In the final spring semester, students will engage in a field experience within a human service organization for the purpose of applying theories and techniques to real-world problems and people, while under the supervision and mentorship of the internship instructor and partnering-site supervisors.

Please use this program handbook as well as the Undergraduate Student Handbook as a guide for planning your academic career. The two handbooks also contain a road map for the policies and procedures that will affect your matriculation. The handbooks and your advisor will be your best resources to succeed in the College. I am delighted to welcome you to William James College.



Kerri W. Augusto, Ph.D., L.P.
Director, Undergraduate Studies

Mission Statement and Core Values

The Mission of William James College

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

The Core Values of William James College

- *Experiential Education* — The William James College community believes that the integration of rigorous academic instruction with substantial clinical experience is a value-enhancing component of our educational experience, and the institution is committed to providing well-planned, systematic pre-professional experiences throughout the entirety of the various academic curricula.
- *Social Responsibility* — The William James College community has accepted and embraced its responsibility to meet our diverse society's evolving psychological well-being and mental health needs, including assurance of cultural competence and language training. The College develops programs and partnerships to ensure access to mental health care for all persons.
- *Personal Growth* — The William James College community is committed to fostering the development and maintenance of a supportive, challenging, and available learning environment that pays careful attention to personal and professional development.

The Bachelor of Science in Psychology and Human Services: Values in Action

The Bachelor of Science in Psychology and Human Services program is designed to faithfully align with the institutional mission and core values of William James College. The curriculum will include the integration of rigorous and culturally relevant academic instruction with experiential learning opportunities, with the goal of educating individuals to address the evolving behavioral health needs in local, national, and global communities. Underlying this approach to professional training is a sustained focus on the development of the personal and professional self, an orientation towards community service, and respect for colleagues and clients. A developmental model of academic advising will be applied to ensure individuals are provided with continual and appropriate support and guidance toward professional success.

Learning Goals and Objectives of the Bachelor of Science in Psychology and Human Services Program

1. Critical Thinking

- *1a. Students analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.*

2. Ethical and Social Responsibility in a Diverse World

- *2a. Students analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, group, and nations and the relationships among them over time.*
- *2b. Students identify ethical issues relevant to social problems in a diverse society and make reasoned decisions based on professional ethical standards, self-awareness, multicultural awareness, and personal responsibility.*
- *2c. Students cultivate values that build community at local, national, and global levels and articulate and illustrate these values.*

3. Quantitative, Mathematical & Scientific Reasoning

- *3a. Students interpret graphic depictions of data and numerical statistics.*
- *3b. Students create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data, including words, tables, figures, and equations.*
- *3c. Students describe how scientific theories are generated from empirical data and how practical scientific problems are approached and solved using the scientific method.*
- *3d. Students demonstrate information literacy by locating peer reviewed sources of information, distinguishing primary from secondary sources, evaluating the reliability and validity of sources, and critically analyzing claims.*
- *3e. Students use scientific reasoning to interpret psychological phenomena, incorporate sociocultural factors into scientific inquiry, and communicate this understanding in written and oral communication.*
- *3f. Students interpret and design basic psychological research.*

4. Effective Oral and Written Communication

- *4a. Students speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.*
- *4b. Students employ the conventions of writing for different purposes and audiences in the fields of Psychology and Human Services.*
- *4c. Students produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, as is appropriate to the academic context.*
- *4d. Students demonstrate facility in applying the most current standards of APA style to professional writing.*
- *4e. Students demonstrate effective communication with colleagues.*
- *4f. Students exhibit effective presentation skills for different purposes and demonstrate facility in using technology to support presentation of ideas.*

5. Professional Development and Personal Growth

- *5a. Students identify and actively engage in behaviors conducive to individual health, well-being or development and understand the value of maintaining these behaviors throughout the lifespan.*
- *5b. Students identify and apply strategies leading to health, well-being, or development for community members of diverse populations.*
- *5c. Students function effectively and professionally in social and professional environments.*
- *5d. Students interact appropriately as part of a team to design and implement strategy to achieve a team goal and to evaluate the process.*
- *5e. Students describe the inter-relatedness of natural/physical science, social science, mathematics, and humanities, and apply an interdisciplinary approach to the analysis of social problems.*

- *5f. Students identify specific examples to illustrate the building and enhancement of interpersonal relationships within the College community and within the larger community of human service professionals.*
- *5g. Students apply psychological skills and theories to career goals.*
- *5h. Students exhibit self-efficacy, self-advocacy, and self-regulation*
- *5i. Students practice and refine time management and project management skills.*
- *5j. Students develop meaningful professional directions for life after graduation.*

6. Knowledge Base

- 6a. Students will describe key concepts, principles and overarching themes in psychology and apply this understanding to practical problems and real-world events.
- 6b. Students will identify various types of research designs, discuss the purpose and limitations of each design, and apply this knowledge to the analysis and interpretation of published research from a variety of domains within the discipline of psychology, sociology, and related domains of study.
- 6c. Students will identify various factors associated with changes that occur across the life of an individual and explain developmentally appropriate supports a human service provider can provide to individuals in need.
- 6d. Students will differentiate between normal and maladaptive patterns of behavior within the context of the individual, his/her developmental history, and current conditions, inclusive of biological, cultural, social, and psychological factors.
- 6e. Students will identify and differentiate the roles and responsibilities of human services/behavioral health professionals in assisting individuals in need.
- 6f. Students will identify articulate relevant historical events in the development of the fields of Psychology and Human Services in the United States.
- 6g. Students will compare and contrast the disciplines of Psychology and Human Services.

Specific Learning Outcomes for the Bachelor of Science in Psychology and Human Services Completion Program

1. Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles can be used to explain social issues, address pressing societal needs, understand and

- resolve interpersonal and intercultural conflicts, and inform public policy in a diverse society.
2. Students will describe the characteristics and relative value of different information sources (e.g. primary v. secondary, peer reviewed v. non-peer reviewed, empirical v. nonempirical), and demonstrate a comprehensive strategy for locating and using relevant scholarship to explore and understand complex individual, group, system, societal and cultural behaviors.
 3. Students will recognize the systemic influences of sociocultural, theoretical, and personal biases on the research enterprise and evaluate the effectiveness with which researchers address those influences in the design of psychological research.
 4. Students will recognize the systemic influences of sociocultural, political, and personal biases on the development and delivery of human services and evaluate the effectiveness with which legislators and other professionals address those influences in the development and funding of community resources.
 5. Students will demonstrate competence in written and oral communication skills and develop a repertoire of interpersonal skills and approaches that will enable them to be successful in an interconnected, global society.
 6. Students will demonstrate professional skills and behaviors required for post-baccalaureate employment, graduate, or professional school. These include appropriate work habits, career preparation skills, project management skills, self-efficacy and self-regulation, enhanced teamwork capacity, and effective self-reflection.

Admission Requirements

The Undergraduate Degree Program seeks candidates for admission who are academically qualified and prepared to successfully meet the program requirements. The program is designed for mature and motivated adult learners who desire to complete their undergraduate degree within a community of high achieving human service professionals.

Application packets are available on the William James College website. Applications require:

- A completed William James College Undergraduate Program Application for Admission;
- Official transcripts, sent directly to the William James College Admissions Office from each accredited institution attended.
 - *Official transcripts must be requested from the applicant's home institution and sent to:*
William James College
Admissions Office
1 Wells Avenue
Newton, MA 02459
- Applicants should have a minimum of 60 transferable credits from an accredited College or University, including at least 22 credits of general education courses, distributed as follows:

General Education Foundation Course Requirements

| Subject Area | Credits |
|---|---|
| Behavioral and Social Sciences | 3 |
| Humanities and Fine Arts | 3 |
| Natural or Physical Science | 4 (including 1 laboratory science credit) |
| English Composition/ Writing | 6 |
| Mathematics/ Quantitative Reasoning | 3 |
| Additional credits from any one of the categories noted above | 3 |

*Applicants who have earned 45 – 59 credits may be offered conditional admission, which will require

Applications are accepted year-round, with priority consideration going to completed applications received prior to the dates indicated below:

Spring semester entrance:

- Priority Deadline, 1st Wednesday in December
- Rolling admission on space available afterward (maximum admissions = 20)

Fall semester entrance:

- Priority Deadline, 2nd Wednesday in March
- Rolling admission on space available afterward (maximum admissions = 20)

Course-to-Course Credit Transfer

Applicants can transfer a maximum of 90 credit hours. If a student has completed an equivalent course listed in the program curriculum, the student can request a course-to-course credit transfer. To be considered for a course-to-course transfer, students must evidence a cumulative GPA of 2.5 or higher at the institution where the course was taken and must show an official transcript documenting an earned grade of C (73%) or better in the course. In some cases, the Director of Undergraduate Studies may require students to provide a copy of the syllabus from the institution where the course was completed. Decisions regarding course-to-course transfers are determined by William James College and are final.

Application for Courses as a Non-Matriculating Student

Non-matriculating students seek professional growth, licensing compliance, credit transfer, career advancement or to explore William James College. Applicants may enroll in non-matriculating courses for either academic or continuing education (CE) credit. Both options require administrative approval. Since the objectives of our program are to develop specific competencies relevant to professional practice, there is substantial emphasis on continuous comprehensive evaluation. Only certain courses are available to non-matriculating students and are accessible on a space-available basis. Enrollment in specific courses may require prior academic preparation and or professional experience. The application is available on the William James College website.

Prior Learning Assessments (PLA)

As an incoming student in the Bachelor of Science in Psychology and Human Services Completion Program you have already earned 60 credits and may have an Associate's degree. In addition, you may have some important experience in the field of human services. William James College recognizes the value of work/life experience and supports three different approaches to converting these experiences to college credit: Competency Exams, Portfolio Development, and/or Training Programs. Decisions about awarding credit for prior life experience are made by William James College and are final.

- **Competency Exams**

A competency exam is a formal way to measure valuable life experience. These exams are administered by an outside agency, with costs incurred by the student, independent of tuition/financial aid at William James College

Steps

1. Consult with your academic advisor to see which competency exam is right for you
 - a. Determine if exams are comparable to course work and objectives
2. Take competency exam
3. Send results to school

- **Portfolio Assessment**

A second method of earning prior learning credits is through the development of a portfolio. This method allows students to demonstrate that they have obtained knowledge that is equivalent to classroom teachings. This is a personalized option and allows students the flexibility to choose how they would like to showcase their knowledge. William James College will provide students with expected outcomes for courses so that they can tailor their portfolio to meet the expectations. Not all courses are available for portfolio credit. Please check with your academic advisor before beginning your portfolio.

Steps

1. Meet with your academic advisor to discuss general information about the program and to see if the PLA process is right for you.
2. Meet with Director of Undergraduate Studies to create a plan for your portfolio.
3. Begin collecting documents to demonstrate your experience in the field.
4. Submit portfolio for evaluation and present contents.

- **Training Programs**

Students who have obtained significant, related training via corporate programs, military training, or other formal educational programs may be eligible to receive credits for these experiences. Students must meet with their academic advisor and present certifications and training materials for individual evaluation of equivalencies. Approval of the Director of Undergraduate Studies is required for any transfer of credits.

Tuition and Fees

Tuition and fee rates, and all related financial policies are established by the Board of Trustees and are subject to revision at any time. Generally, tuition/fees rates are determined in January for the following academic year and take effect at the start of the summer semester. Please visit our web page to view current tuition & fees.

Program Policies/Information

Note: Undergraduate Student Handbook

Institutional policies and procedures can be found in the Undergraduate Student Handbook, which may be accessed on the Office of Academic Affairs' webpage. Selected policies are highlighted below, with expansions relevant to the Bachelor of Science in Psychology and Human Services completion program.

Course Delivery and Time Commitments

Courses in the Bachelor of Science in Psychology and Human Services program are delivered in a blended model, involving an asynchronous online component and a mandatory synchronous component (1-2 Saturday sessions/course/semester).

Students who are enrolled full-time will take 60 credits over six semesters (Fall/Spring/Summer 1/ Summer 2/Fall 2/Spring 2). Students who are enrolled part-time will take 60 credits over 10 semesters (Fall, Spring, Summer 1, Summer 2, Fall 2, Spring 2, Summer 3, Summer 4, Fall 3, Spring 3). For financial aid purposes, the two summer semesters count as a single semester. However, students will enroll in four (4) accelerated courses during the summer, two at a time, for 8 weeks each.

Most courses run for 15 weeks. Summer accelerated courses run for 8 weeks. Courses are offered in a fixed sequence and students are encouraged to work with their advisor to ensure they are registered for the correct courses each semester.

As the College requires, for every (1) credit-hour taken students are expected to dedicate a minimum of two hours of independent study time per week outside of class. Therefore, students enrolled in a traditional 15-week, 3 credit course should expect to receive 3 hours of instructional time per week and plan to dedicate an additional 6 hours to reading, studying, and assignment completion. Accelerated courses are offered over 8 weeks and involve 6 instructional hours per week, with the expectation that a minimum of 12 hours per week will be allocated to reading, studying and assignment completion.

Ethical and Professional Behavior

- A. Please refer to the Undergraduate Student Handbook for "William James College Guidelines on Professional Behavior". In addition, this section elaborates on other issues important for students in the Bachelor of Science in Psychology and Human Service Degree Program.

- B. Ethics Codes. Students are expected to adhere to the ethical and professional behavior guidelines as established by the American Psychological Association Code of Ethics and the National Organization for Human Services Code of Ethics.
- C. Professional Designation. Students may sign their email signature and any other documents with their year of study and the program in which they are matriculated. For example:

John Smith
3rd year student
Bachelor of Science in Psychology and Human Services Degree Program

At their field placement, they can sign as "Internship Student" or "Intern" according to their status in their placement.

- D. Psychotherapy with Faculty or Supervisors. Students may not establish or continue psychotherapy with any department or affiliate faculty member (including adjunct faculty) under any circumstances while registered in his or her course or while under his or her supervision. Any pre-existing therapeutic relationship with a faculty member should be resolved prior to program matriculation.
- E. Protection of Public Welfare. Our primary responsibility is to the public. Academic integrity is expected in all aspects of the students' work, and this includes scholarship, course work, field work, professional working relationships, collegial relationships, and client contact, as well as participation in any official activity sanctioned by William James College. In addition, students who are pursuing a degree in our department should be suited for professional work in Human Services. Should a student show signs that he or she is likely to cause harm to those we serve, immediate action will be taken to mitigate such risk of harm, ranging from requiring additional education and remediation to disciplinary action. Students who fail to comply with ethical and professional behavior guidelines, or who, despite remediation efforts, fail to demonstrate the appropriate competencies or ethical behavior required for practice in the field of human services are subject to referral to the Academic Policies and Standards Committee, and may face dismissal from the school. Any changes in the student's ability to engage in professional practice, for example, through the commission of a crime, may prompt the Department to determine that completion of the program is not possible, and the student may be dismissed from the school.

Use of Technology

William James College strives to use technology as an integral component of education, training, and communication. Students are expected to be able to use electronic mail (email), computer software (the school uses Microsoft Office programs as the standard, which are provided to students free of charge), the internet, and *MyCampus*, our extranet.

Canvas Learning Management System

Canvas is William James College's online course management system, which serves as the repository for course materials. Announcements and course materials, such as the syllabus, exercises, assignments, readings, and grades will be posted on Canvas. It is the responsibility of the student to check Canvas on a regular basis for announcements, class cancellation notices, and handouts.

Students who are not proficient in the use of technology can, and will, be assisted by the Education Technology Department (EdTech) to obtain the training needed to use the tools required for their work at William James College. If you need assistance, please communicate with this department at edtech@williamjames.edu.

Intellectual Property Rights of Others

The College does not permit the recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose without advance authorization of the course instructor. The posting of lecture notes on for-profit websites is prohibited. Students may not record lectures or presentations without obtaining explicit permission from the instructor.

Cyberspace Etiquette

Students are asked to be mindful of the lack of context that can be involved in online discussion board posts. The inability to see or hear others when they share information can sometimes result in misinterpretation/miscommunication. Students are asked to refrain from posting inflammatory remarks on any public or private forum and are expected to demonstrate respect for all comments and postings in online discussion boards. When in doubt, assume positive intentions and ask for clarification. Ours is a community that embraces diversity in all forms, including thoughts and opinions.

Electronic Communication Etiquette

Students in the Bachelor of Science in Psychology and Human Services program are expected to communicate professionally when contacting professor, administrators, supervisors, or potential employers via e-mail. To practice these formal communication skills, students are encouraged to adhere to the following guidelines.

1. *Use the subject line to list which course or topic you are emailing about.*

- a. *Example: "Subject: FMT325 Exam" or "Internship Question"*

2. *Include a salutation (greeting) that includes a formal address.*

- a. *Example: "Dear Dr. Augusto" or "Dear Professor Augusto"*

Note: As it is our policy to encourage inclusive language in all communications at William James College, students are encouraged to use the inclusive address of "Mx." if unsure of the preferred pronouns or title/credential of the party to whom communication is being directed.

3. *Use proper spelling, grammar, and punctuation.*

This is very important. Unless you are text-messaging a friend (and an email is most certainly not a text message), then proper sentence structure and formatting is required to clearly express your message.

4. *Read the email before you send it.*

It is good practice to compose emails *without* including the address of your recipient. This allows you to read the email as draft and avoid careless mistakes. You can add the

recipient's name and address after proofreading your document to reduce the likelihood of making a poor impression of being misunderstood.

5. *Do not write in ALL CAPITALS.*

Writing in all capitals appears as shouting. Reserve capitals for specific words or sentences that require emphasis and use them sparingly.

6. *Use a signature (closing).*

As a courtesy to your recipient, include your full name at the bottom of the message. Depending on how you have your email address formatted or which email address your message is coming from, your name might not be evident unless you include it. Using a first and last name is simply a good habit to get into!

Late Work Policy

It is expected that all students will complete all work on time. Due dates will be posted on CANVAS.

- Quizzes and exams will not be accepted late and will not be accessible after the posted due date.
- Discussion board assignments turned in after the scheduled due date will be marked with a zero score but may still be required (see below).
- Assignments may be subject to a standardized late penalty, per day or portion of a day after the posted due date. (e.g., 10 points per day or portion of a day late).
- Assignments are graded based upon the submission time stamp created in Canvas when work is submitted.
- Instructors reserve the right to require completion of *all assigned work* by the end of the course. Failure to complete a required assignment may result in failure of the course even if the cumulative average in the course is within a passing range.
 - Assignments may receive a ZERO score if turned in late. However, completion of the assignment, with attention to all requirements, may be required for successful completion of the course.
 - Instructors must issue at least 1 written reminder of missing required work and copy the student's advisor on this communication. Should the student opt not to complete the assignment, a grade of "F" or an incomplete will be issued, at the discretion of the instructor.

Occasionally, life creates obstacles that interfere with even the best of intentions. Late submissions and requests for extensions should not be a regular practice, but should be an exception, carefully negotiated between the student and the instructor when such circumstances arise.

When anticipated circumstances necessitate a late submission, students are expected to communicate with the instructor two days prior to a scheduled deadline. In the event of unforeseen circumstances, students must communicate with the instructor within 48 hours of a missed deadline.

The instructor reserves the right to apply grade penalties or to refuse late work at any time.

A consistent pattern of late submissions will significantly impact student grades and will be brought to the attention of the Director for remediation or possible dismissal from a course.

Attendance and Participation

Class attendance, field placement and appointments with faculty advisors, mentors, and other academic-related meetings are an essential component of the participation in our programs. Students who fail to comply with our attendance and participation policy will be referred to the Director and their standing in the program may be affected.

Students in The Bachelor of Science in Psychology and Human Services should:

1. Come to residency classes prepared to discuss the assigned readings.
2. Complete all course readings and assignments for the dates for which they are assigned.
3. Attend all meeting times. This includes class time, appointments with Faculty Advisors, appointments with Mentors, appointments with the Field Education Office, scheduled times at assigned field placement, and any other required programmatic or William James College activities. Students are expected to contact their instructors or the person they are meeting should an absence be anticipated. Any class time missed due to an unexcused absence (excused absences are defined as due to documented illness, car accidents, and/or death in the family) will impact the student's grade.
4. Missing a residency without "permission of instructor" and appropriate communication of extreme circumstances may result in failure of the course.

Students with Disabilities

Please refer to the *Undergraduate Student Handbook* for detailed information on how to access services through the Academic Resource Center (ARC). It is important that students access any accommodations needed through the office of the Dean of Students/ARC. Individual instructors are not allowed to make ADA accommodations on their own.

Academic Integrity

(Please refer to the *Undergraduate Student Handbook* for a more detailed discussion.)

Academic dishonesty is a very serious matter. It includes plagiarism, self-plagiarism, cheating and fabrication.

In all formal written work -- with the exception of closed-book exams -- sources must be documented through references and citations. Submitted work containing undocumented sources will be considered plagiarism and may result in failure of the course and referral to the student's academic advisor, and academic disciplinary actions up to and including expulsion from the program. Papers submitted for all

courses in the Bachelor of Science in Psychology and Human Service Degree Program may be uploaded to Turnitin.com, a resource to verify the originality of submitted work.

A note on self-plagiarism:

Self-plagiarism occurs when a student “recycles” their own work, handing a document in for more than one course. This is considered plagiarism.

If a student has completed a paper for a class at William James College or any other institution of higher education and would like to re-use a significant portion of that work to meet the requirements of a course taken at William James College, it is necessary to have specific permission from the instructor of the current course. Students should have a conversation about limits and expectations. This is in situations where a student is required to do similar work in two different courses, but also when a student is repeating a course with the same or a different instructor at William James College.

General Academic Requirements

The program consists of 20 three-credit courses for a total of 60 credits. The course sequence is fixed*; therefore, students will complete a prescribed set of courses in each semester. The distribution of courses across semesters is such that the program will be completed in three years, with courses scheduled in the fall, spring, and summer semester of each year. In the final spring semester, students will engage in a field experience within a human service organization that will expose them to the application of psychological, sociological, and other related theories and techniques to actual cases while under the supervision and mentorship of the internship instructor and partnering-site supervisors.

Curriculum Maps

The Bachelor of Science in Psychology and Human Services curriculum maps represent typical course sequences for full-time (2 year) and part time (3-year) students. Both programs are designed to be work-friendly, with blended offerings.

| Two Year Schedule-Sequence of Courses | | | | |
|---------------------------------------|--|---|--|----|
| YEAR I | | | | |
| | FALL | SPRING | SUMMER | |
| | PHS310: Psychological Writing and Communication Skills: 3 credits | PHS330: Ethics in Human Services: 3 credits | SOC360 Substance Abuse and Addictive Behavior: 3 credits | |
| | PHS311: Abnormal Psychology: 3 credits | PHS350: Adult Development: 3 credits | MATH310: Statistics for Psychological and Social Sciences: 3 credits | |
| | PHS340: Child and Adolescent Development: 3 credits | PHS410: Introduction to Behavioral Health Care: 3 credits | PHS400: Psychology of Aging: 3 credits | |
| | PHS380: Cross-Cultural Psychology: 3 credits | PHS420: Introduction to Theories of Counseling and Psychotherapy: 3 credits | PHS401: Psychology of Sex Roles and Genders: 3 credits | |
| TOTAL CREDITS | 12 | 12 | 12 | 36 |
| YEAR II | | | | |
| | FALL | SPRING | | |
| | PHIL320: Introduction to Trauma, Resilience and Crisis Intervention: 3 credits | ANTH320: Ethnic Identity and Social Stratification: 3 credits | | |
| | SOC340: Fundamentals of Social Action: 3 credits | SOC320: Sociology of Social Problems: 3 credits | | |
| | FMT325: Introduction to Family Systems and Family Therapy: 3 credits | PHS402 Senior Internship: 3 credits | | |
| | BIO404: Behavioral Neuroscience: 3 credits | PHS403: Research Design and Methods in Psychological and Social Sciences: 3 credits | | |
| TOTAL CREDITS | 12 | 12 | | 24 |
| | | | | 60 |

| Three Year Schedule-Sequence of Courses | | | |
|---|---|--|---|
| YEAR I | | | |
| | FALL | SPRING | SUMMER |
| | PHS310: Psychological Writing and Communication Skills: 3 credits | PHS340: Child and Adolescent Development: 3 credits | PHS330: Ethics in Human Services 3 credits |
| | PHS311: Abnormal Psychology: 3 credits | PHS380: Cross-cultural Psychology: 3 credits | PHS410: Introduction to Behavioral Health Care: 3 credits |
| TOTAL CREDITS | 6 | 6 | 6 |
| YEAR II | | | |
| | FALL | SPRING | SUMMER |
| | PHS350: Adult Development: 3 credits | FMT325: Introduction to Family Systems and Family Therapy: 3 credits | PHS400: Psychology of Aging: 3 credits |
| | PHS404: Behavioral Neuroscience: 3 credits | SOC360: Substance Abuse and Addictive Behavior: 3 credits | PHS401: Psychology of Sex Roles and Genders: 3 credits |
| | PHS420: Introduction to Theories of Counseling and Psychotherapy | MATH310: Statistics for Psychological and Social Sciences | |
| TOTAL CREDITS | 9 | 9 | 6 |
| YEAR III | | | |
| | FALL | SPRING | |
| | PHIL320: Introduction to Trauma, Resilience and Crisis Intervention: 3 credits | ANTH320: Ethnic Identity and Social Stratification: 3 credits | |
| | SOC340: Fundamental of Social Action: 3 credits | SOC320: Sociology of Social Problems: 3 credits | |
| | PHS403: Research Design and Methods in Psychological and Social Sciences: 3 credits | PHS402: Senior Internship: 3 credits | |
| TOTAL CREDITS | 9 | 9 | |
| | | | 60 |

Notes: 1) William James College reserves the right to make changes in the sequence of courses as well as the actual required courses. All college programs do regular reviews and updates of curriculum.

2) Course Sequences are listed on the website at <https://www.williamjames.edu/academics/undergraduate-programs/psychology-and-human-services-bs/bachelor-of-science-in-psychology-and-human-services-curriculum-map.cfm>

Course Descriptions

Course descriptions are available in the Academic Course Catalog, published by the Division of Academic Affairs, and available on the school website on the program home page.

Field Education

Students will have a supervised field placement experience in their final semester. This supervised experience will provide students with an opportunity to apply their new classroom skills in clinical settings. A field placement coordinator will assist students in finding an appropriate placement and supervisor. In some cases, it is possible for field education to be completed at the students' current work site; however, this determination will be made on an individual basis by the field placement coordinator in consultation with the program Director.

Grading and Evaluation

Grades are assigned for all courses. Course grades assist the school, the Director, the academic advisor and the student to monitor the student's progress in the program. Faculty and academic advisors may discuss students who are having academic or other professional difficulties during programmatic faculty meetings and appropriate referrals may be made for follow up with the Director, the Dean of Students, the Academic Resource Center, and/or the Academic Policies and Standards Committee.

At the end of each academic year, the progress of every student is evaluated informally at a faculty meeting designated specifically for this purpose.

1. Please refer to the Student Academic Policies section of the Undergraduate Student Handbook for institutional standards on grading.
2. Within the Bachelor of Science in Psychology and Human Service Degree Program, evaluation is regarded as routine, regular, ongoing and reciprocal.
 - a. Formal student evaluations are completed by instructors at the end of each term in each class, at the same time grades are submitted.
 - b. Field evaluations are submitted by field supervisors who submit formal evaluations at the end of each term during internship semester. The Internship instructors are responsible for submitting grades for field experiences on the basis of field and instructor's evaluations of the applied work.
 - c. Students are required to submit course evaluations and field evaluations at the end of each term.
 - d. Additionally, students are asked to evaluate their advisors.
 - e. Periodically, students are asked to participate in overall program evaluation through meetings with administration and/or surveys.

Evaluation Completion

Policy Statement on Course Evaluation Completion:

The *Integrative* philosophy of professional education at WJC includes an understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. Equally important is the expectation that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training.

Equally relevant is the systemic need for evaluative feedback. We consider course and faculty evaluations, among other sources of data, as necessary information regarding ongoing quality assurance review of the WJC program. Moreover, accrediting and regulatory bodies and the New England Association of Schools and Colleges (NEASC), require that we regularly generate such information.

It is a requirement of all WJC programs that students complete a Course Evaluation on each of the classes in which they have been enrolled during any given term. The program administration or Office of Institutional Research announces the availability of the online Course Evaluations within two weeks of the end of a given term and provides instructions to the student body regarding access to and completion of the evaluations. All information is communicated via WJC email.

Please note the following:

- *Course Evaluation results are presented anonymously.*
- *Course Evaluation content is received electronically and aggregated. No student feedback is presented with any identifying information.*
- *Program administration generates two kinds of reports:*
 1. *An overall report aggregating all data, including narrative statements, as an evaluative summary for each class.*
 2. *A record of who has or has not completed evaluations based upon course enrollment records during a given academic term. This list is presented administratively to the Registrar's Office and the Department Coordinator; individual course instructors are not informed of who has or has not completed a Course Evaluation.*
- *Course Evaluations must be completed as stipulated in the Academic Calendar.*

Failure to complete Course Evaluations will result the Program Coordinator notifying the student and asking that the evaluations are completed. Repeated non-compliance with this requirement will result in a Notice of Difficulty being filed for failure to meet standards of responsible professional behavior.

Corrective Action Notice (CAN)

In order to respond as quickly as possible to students who are having difficulties at William James College, procedures have been developed to facilitate appropriate intervention in these situations. Instructors of students who are having academic difficulties either in the classroom or in the field and may receive an unsatisfactory grade will file a "Correction Action Notice" in consultation with the Director as early in the semester as possible. The Director will take appropriate intervening or consultative action.

Academic Standards

- Please see the Undergraduate Student Handbook for institutional Academic Standards policies.
- Grievances/Appeals instructions can be found in the Undergraduate Student Handbook.

Student Meetings with Faculty, Administration and Staff

William James College is a graduate school for adult learners. Students conduct many meetings over the course of an academic year with their professors, with staff members and with administration. Our policy is that student meetings are between the student and the William James College professional(s) with whom they are meeting. Students cannot bring outside guests to a meeting. This would include a family member, close friend, or any other party. The College official may invite another staff member(s) or faculty member(s) who can assist with the business at hand. The student may also request that they bring another relevant William James College party (parties) to the meeting. This may include an advisor, a professor, the Director, the Dean of Students, the Title IX Coordinator/Director of Office of Diversity, Equity and Inclusion, or the Director of the Academic Resource Center.

Academic Advising

All matriculated students are assigned an Academic Advisor, who is an instructor in the program. The Academic Advisor will provide academic and career counseling and will serve as the first level of contact in case of academic or personal difficulties.

Advising is not a confidential and/or therapeutic relationship; advisors might need to identify those issues that belong in personal therapy rather than in advising.

Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. As educators, advocates, evaluators, and mentors their responsibilities include:

- Making themselves available for regular contact with advisees. Advisors are allocated an average of ten (10) 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 seems to be quite important, especially as students enter the program.
- Assessing students' academic backgrounds, strengths, training needs, and goals.

- Approving students' registration, coursework selections, field site selections, and field training contracts.
- Monitoring students' progress toward completion of degree requirements.
- Identifying the student's personal issues if they impinge on learning and providing appropriate guidance and/or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitoring student progress toward completion of degree requirements, addressing difficulties as they may arise and facilitating, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Helping address problems; consulting with course instructors, field supervisors, Directors, Deans, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on behalf of the student in such situations when such advocacy is appropriate.
- If necessary, convening an Intermediate Assessment and Planning (A & P) Meeting; this is usually required when some problem or difficulty has arisen academically or in the field. In such cases, the Advisor completes a Corrective Action Notice (CAN). The CAN form is then submitted to the Director, Dean of Students, Registrar's Office and other relevant parties, and a meeting is scheduled with the student, Advisor, Director, and any other relevant parties (e.g., Field Placement).

Assignment of Advisees

Advising assignments are made shortly after the conclusion of the admissions process. Students are generally assigned the same advisor for the entire length of their course of study in the Program. The advising relationship is intended to enrich and personalize the experience of both faculty and students. While we believe students and faculty typically enjoy these meetings, we also value this time as part of the student's overall learning experience. Hence, attendance at advising meetings is considered mandatory and missing advising meetings is deemed a serious problem that will trigger a Corrective Action Notice and a meeting with the Director.

The following milestones represent the minimum mandatory meetings between students and advisors, but additional meetings may be held at the request of either the student or the advisor.

Advising Milestones:

- *Beginning of students' first semester:*
 - *get acquainted*
 - *talk about future plans of study, and career goals*
- *Each Fall and Spring during Registration Planning/Advising (dates posted on Registrar's web page) :*
 - *Meet with advisor to discuss upcoming registration plans*
 - *Routine check-in*
- *Beginning the last Fall semester:*
 - *Start addressing post-graduation plans*
 - *Discuss Internship placement*

- *Complete Application for Graduation*
- *Last semester of study:*
 - *Ensure that students have met all requirements for graduation*

Although students may request a change in Advisor, all such requests must go through the Director for review. A student who wishes to change advisor must fill out a “Petition for Change of Faculty Advisor” form (found in the Registrar’s Office page) to be submitted to the Director. If approved, advisor changes will be implemented in the summer or fall term of the following year.

Certification of Eligibility for Graduation

Certification of eligibility for graduation is determined in the Registrar’s Office. In addition to completing all curricular and field placement requirements, a student must complete the following administrative procedures by the designated deadlines in order to be certified as eligible for graduation:

1. An Application for Graduation must be submitted to the Registrar’s Office by the dates stipulated in the Academic Calendar.
2. An “audit” of the student’s file is conducted by the Advisor, Director, and the Registrar. Certification of eligibility for graduation can be made only when the student’s record has been reviewed and documentation of completion of all degree requirements is on file. Students are then notified whether all degree requirements have been met.
3. Students who are anticipating graduation, and who have not met their financial obligations as outlined in the Undergraduate Student Handbook may, only at the discretion of the President, participate in commencement activities. However, until financial obligations are met, students will not be able to receive services that include, but are not limited to:
 - Receiving a diploma/certificate
 - Obtaining a transcript
 - Verifying enrollment, graduation and/or completion date
 - Certifying other documents e.g., for licensing, insurance, etc.

Between the time that a student is certified to be eligible for graduation by the Registrar and before the Board of Trustees confers the degree, names of potential graduates are presented to the faculty *and/or to the Director of the Bachelor of Science in Psychology and Human Service Degree Program (in lieu of faculty availability)*. In this review the faculty may raise any last concerns before voting to recommend that the Board confer the degrees on the proposed candidates.