

**William James College
One Wells Avenue
Newton, Massachusetts 02459**

College Catalog

2015 - 2016

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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 School 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.

Accreditation and Institutional Recognition

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. **The Board of Higher Education of the Commonwealth of Massachusetts** has authorized William James College to award the Psy.D., M.S., and M.A. degrees and the Certificate of Advanced Graduate Study C.A.G.S. (Contact information: The Board 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 Association of Schools and Colleges, Inc.** (NEASC), 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 Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730; 781-271-0022.)

The Psy.D. program in Clinical Psychology is accredited by the **American Psychological Association (APA)**, demonstrating that it complies with the *APA Criteria for Accreditation* implemented in a manner consistent with its publicly stated goals and objectives. (Contact information: The Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, D.C., 20002-4242; 202-336-5979.)

The program leading to the Certificate of Advanced Graduate Study (C.A.G.S) in School Psychology is accredited by the **National Association of School Psychologists (NASP)**. (Contact information: National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, Maryland 20814; 301-657-0270.)

Campus Environment

Alcohol and Drug-Free Campus

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

Smoking

William James College is committed to providing a safe and healthful work environment. In accordance with the Massachusetts Clean Indoor Air Act, which prohibits smoking in many public areas, including schools, colleges and universities, William James College prohibits smoking throughout the workplace. This policy applies equally to all employees, faculty students and visitors.

Pets in the Building

No animals or pets are allowed at William James College except for service animals.

William James College Equal Opportunity and Affirmative Action Philosophy Statement

The Massachusetts School of Professional Psychology shall make efforts to assure that its students receive preparation to function in a multi-cultural, multi-racial society. This can best be accomplished by having a curriculum and field placement opportunities that demonstrate a respect for cultural and individual differences and impart knowledge and skills relevant to human diversity. The institution must also have Trustees, faculty members, students, administrators, and staff who are sensitive and knowledgeable in these areas and who are representative of these cultural differences.

The major purpose of the Massachusetts School of Professional Psychology is to improve the quality of life by training and educating psychology practitioners to be capable of providing high quality human services.

The School must seek to train practitioners who are sensitive to underserved populations, and an essential first step in that training is an awareness of one's own cultural biases. The School must be committed to the development of education and training experiences that provide students with competence in providing psychological services within a framework that acknowledges and respects cultural diversity.

Unlawful Discrimination

William James College is committed to a policy of equal opportunity, non-discrimination and diversity. The School does not discriminate on the basis of race, gender, national origin or ancestry, religion, age, disability, sexual orientation, gender identity, marital status, familial status, atypical hereditary cellular or blood trait, genetic information, or liability for service in the Armed Forces of the United States. Additionally, the School is committed to providing a working and learning environment for our students, employees and other members of the College community, which values the diverse backgrounds of all people and is free from all forms of discrimination and unlawful conduct that is harassing, coercive, or disruptive, including sexual harassment.

Unlawful Harassment, Including Sexual Harassment

William James College has a no tolerance policy towards any kind of harassment in the School community. This Policy prohibits harassment on the basis of sex, race, color, national origin, age, religion, gender identity disability, sexual orientation, and every other legally protected characteristic. Harassment refers to behavior that is personally offensive, impairs morale and interferes with the work effectiveness of employees or the academic performance of students. Harassment includes verbal or physical conduct that may or does offend, denigrate or belittle any individual because of, or due to, any of the characteristics described above. Such conduct includes pictures, jokes, comments, innuendo or any other behavior that creates an environment that is offensive to any reasonable person.

Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature, which has the effect of interfering with a person's academic, employment or other status, or of creating a sexually intimidating, hostile or offensive environment. The definition of sexual harassment is broad and includes many forms of offensive behavior as well as gender-based harassment of a person of the same sex as the harasser.

Retaliatory Action

William James College prohibits retaliatory action against persons who file claims, complaints or charges under its Discrimination Complaint 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 in 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 the School's Discrimination Complaint 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 the School's Discrimination Complaint Procedures.

Organizations that Hear Harassment Claims

It is the intent of William James College to actively respond to all claims/complaints of discrimination with the hope that it can fully, quickly and adequately resolve them internally. William James College also 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 Discrimination Complaint Procedures. These agencies include:

United State Office of Education
Office for Civil Rights
McCormack Post Office and Court House Building
Room 222
Boston, MA 02109

U.S. Equal Employment Opportunity Commission
One Congress Street – 10th Floor
Boston, MA 02114

Massachusetts Commission Against Discrimination
One Ashburton Place – Room 601
Boston, MA 02108.

Support for Victims of Sexual Harassment:

Jane Doe Inc.

JDI is a coalition of 60 local member programs working together with our allies to find lasting solutions that promote the safety, liberty, and dignity for victims and survivors of sexual and domestic violence. We work for social change to help create a world free of violence and abuse.

<http://www.janedoe.org>

Find support for you, family members, and friends. *Services are free and confidential.*

In Massachusetts: SafeLink 1-877-785-2020 TTY: 1-877-521-2601

Outside Massachusetts: National Domestic Violence Hotline 800-799-SAFE (800-799-7233)

Guidelines on Professional Behavior

Students at William James College are expected to demonstrate and sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. These attitudes and attributes will include but not be limited to the following:

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. Professional Attire: Students are expected to dress professionally both at school and at their field sites. Business dress or business casual is expected at the site depending on the expectation of the facility. Business casual is expected at William James College. Appropriate modesty is required.
10. Cell Phones, Computers, and any Other Audible Devices: In order to maintain an academic and professional environment conducive to learning, students must turn off or silence cellular phones, audible beepers and any other audible devices during classes and in any other areas where personal boundaries need to be respected and discretion of personal communication needs to be maintained. In the event that an emergency or potential emergency requires modification of this regulation, prior arrangements should be made with faculty or other appropriate personnel.

Use of computer during class is at the discretion of the professor when computers are allowed in class, they should be used exclusively for note taking and task directly related to the course. Social networking, shopping, emailing is disrespectful and prohibited. Use of assistive technology is allowed if prior approval from academic resource center.
11. 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.).
12. 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.
13. 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 William James College graduate educational programs in professional psychology, but evaluation is not limited to these considerations alone.

Business Ethics and Conduct

The successful business operation and reputation of William James College is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of William James College is dependent upon our students' trust and we are dedicated to preserving that trust.

William James College will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and if necessary, with HR for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every William James College employee.

Shared Governance at William James College

Using the *AAUP Statement on Government of Colleges and Universities* as a set of framing principles, the William James College governance model adapts the *Statement* for William James College's realities and describes in practical detail the application of those principles. The governance principles are applied in an institutional framework that encompasses our range of programs, our growth, and the need to create a unified faculty culture.

Campus Safety

Emergency Closings

At times, emergencies such as severe weather, fires, power failures, or other like events can disrupt the School's operations. In extreme cases, these circumstances may require the closing of the school. In the event that such an emergency occurs during nonworking hours, the following local television stations will be asked to broadcast notification of the closing on air and on their websites: WHDH (Boston 7), CBS (Boston 4), WCVB (Boston 5), Fox 25 News. The closings will also be posted on the William James College website (www.WilliamJamesCollege.edu). Student, Staff and Faculty can also sign-up to be notified through our emergency notification system.

In addition, the main phone line (617-327-6777) will be updated by 7AM whenever possible.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. In cases where an emergency closing is not authorized, employees who fail to report for work will not be paid for the time off.

Evacuation Policy

In the event of a fire or other emergency at either William James College campus, an audible alarm will sound to alert everyone to exit the building. ALL PERSONNEL *MUST* EXIT THE BUILDING.

Emergency Management Guide

An emergency management guide is located in every classroom and in strategic locations around the building.

Financial Aid

The Financial Aid Office at William James College administers five types of student financial aid programs: the Federal Direct Loan Program (specifically, Stafford and GradPLUS loans), Federal Work Study,

alternative loan programs, Veterans Benefits and William James College institutional aid.

Other sources of educational funding include, teaching assistantships, William James College work study position and in some cases field placement stipends employment. For many students, stipends or salaries derived from part-time outside employment continue to be an important source of financial support.

Library Services

William James College offers library services through its own library and through an affiliation with Harvard's medical library. William James College students who wish to use Harvard's Francis A. Countway Medical Library can gain one-day access through a coupon system available from the Librarian. Students are also encouraged to use the excellent collections in psychology available at other area libraries, including Boston University and Boston College.

Non-William James College Students and Alumni Use of the Library

William James College alumni and non-William James College students, with the permission of the Librarian, may use the library and library resources. However, assessment/psychological tests, books, and other materials may not be checked out of the library.

Information Technology

William James College provides access to the computer network to students, faculty, staff, and alumni. This network provides communication as well as academic and administrative functions. Technology resources are provided by William James College to support the mission of the institution. As such, these resources are to be solely used for relevant academic, administrative or research purposes and may not be used for commercial purposes. Policies are in place to insure that William James College constituencies are served and that network rights and responsibilities are observed; serious policy violations may result in restricted access to the network.

Advising

All members of the core faculty and selected additional faculty or administrative staff are assigned responsibilities for student advising. Advisors are expected to provide students with assistance in course selection and registration in order to meet curriculum requirements, and to confer on broader academic, personal, or professional matters. Students who require advice or services beyond those that can readily be provided by faculty should be referred to the Dean of Students Office. In instances where individual faculty members are concerned about particular student's problems or behaviors—especially if those concerns relate to issues of health and safety, the Department.

Ethical/Legal Confidentiality Restrictions on Communication

All communications (electronic or otherwise) generated in the service of clinical training that contain descriptive and/or sensitive clinical material—whether in class discussions or presentations, or in written assignments—must be conducted in accordance with the Ethical Principles of Psychologists and Code of Conduct and with respect to the national standards of the Health Insurance Portability and Accountability Act (HIPAA).

William James College subscribes to several Outside Associations for Ethical Principles and Code of Conduct

American Psychological Association Ethical Principles of Psychologists and Code of Conduct

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant,

administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

National Association of School Psychologists Principles for Professional Ethics

The formal principles that elucidate the proper conduct of a professional school psychologist are known as *Ethics*. By virtue of joining the Association, each NASP member agrees to abide by the *Ethics*, acting in a manner that shows respect for human dignity and assuring a high quality of professional service. Although ethical behavior is an individual responsibility, it is in the interest of an association to adopt and enforce a code of ethics. If done properly, members will be guided toward appropriate behavior, and public confidence in the profession will be enhanced. Additionally, a code of ethics should provide due process procedures to protect members from potential abuse of the code. The NASP *Principles for Professional Ethics* have been written to accomplish these goals.

The principles in this manual are based on the assumptions that 1) school psychologists will act as advocates for their students/clients, and 2) at the very least, school psychologists will do no harm. These assumptions necessitate that school psychologists "speak up" for the needs and rights of their students/clients even at times when it may be difficult to do so. School psychologists also are constrained to provide only those services for which they have acquired an acknowledged level of experience, training, and competency. Beyond these basic premises, judgment is required to apply the ethical principles to the fluid and expanding interactions between school and community.

There are many different sources of advice for the proper way to behave; local policies, state laws, federal laws, credentialing standards, professional association position statements, and books that recommend "Best Practices" are just a few. Given one's employment situation and the array of recommendations, events may develop in which the ethical course of action is unclear.

The Association will seek to enforce the Ethical Principles with its members. NASP's *Guidelines for the Provision of School Psychological Services* are typically not enforced, although all members should work toward achieving the hallmarks of quality services delivery that are described therein. Similarly, "position statements" and "best practices" documents are not adjudicated. The guidance of the *Ethical Principles* is intentionally broad to make it more enduring than other documents that reflect short-term opinions about specific actions shaped by local events, popular trends, or recent developments in the field. The member must use judgment to infer the situation-specific rule from the general ethical principle. The lack of a specific reference to a particular action does not indicate permission or provide a defense against a charge of unethical practice. (For example, the document frequently refers to a school psychologist's relationships with a hypothetical "student/client." Because school psychologists work in a wide variety of settings, there is no single term that neatly identifies the "other" individual in the professional relationship. Therefore, one should apply *Ethical Principles* in all professional situations, realizing that one is not released from responsibility simply because another individual is not strictly a "student" or a "client.")

The principles in this manual are organized into several sections as a result of editorial judgment. Therefore, principles discussed in one section may also apply to other sections. Every school psychologist, regardless of position (e.g., practitioner, researcher, university trainer, supervisor, state or federal consultant, administrator of psychological services) or setting (e.g., public or private school, community agency, hospital, university, private practice) should reflect upon the theme represented in each ethical

principle to determine its application to her or his individual situation.

For example, although a given principle may specifically discuss responsibilities toward “clients,” the intent is that the standards would also apply to supervisees, trainees, and research participants. At times, the *Ethics* may require a higher standard of behavior than the prevailing policies and pertinent laws. Under such conditions, members should adhere to the *Ethics*. Ethical behavior may occasionally be forbidden by policy or law, in which case members are expected to declare their dilemma and work to bring the discrepant regulations into compliance with the *Ethics*. To obtain additional assistance in applying these principles to a particular setting, a school psychologist should consult with experienced school psychologists and seek advice from the National Association of School Psychologists or the state school psychology association.

Throughout the *Principles for Professional Ethics*, it is assumed that, depending on the role and setting of the school psychologist, the client could include children, parents, teachers and other school personnel, other professionals, trainees, or supervisees.

Procedural guidelines for filing an ethical complaint and the adjudication of ethical complaints are available from the NASP office or website (www.naspweb.org).

American Counseling Association Code of Ethics

The American Counseling Association makes the ACA Code of Ethics available via link only.

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

The Dr. Leon O. Brenner Center for Psychological Assessment & Consultation

The Dr. Leon O. Brenner Center for Psychological Assessment and Consultation at the William James College provides comprehensive psychological assessment to address problems of learning and adjustment for children, adolescents and adults. On the Center’s staff are senior psychologists, doctoral students, and post-doctoral fellows who work as a team to provide comprehensive evaluations, jargon-free reports, consultation and advocacy to facilitate the implementation of assessment recommendations.

Our thorough, accessible reports provide invaluable information to therapists, physicians, educators, employers, families and individuals to assist with educational planning, job performance, psychotherapy and personal growth. William James College has always endorsed the tremendous value of a thoughtful and thorough psychological assessment in improving treatment and educational plans and in improving quality of life. The Brenner Center provides this invaluable service.

The Freedman Center for Child & Family Development

The Richard I. and Joan L. Freedman Center for Child and Family Development was established at William James College to help connect children and families with appropriate information, providers, resources, and one another to serve their mental health and wellness needs.

Creating a strong community of support to promote mental health and wellness involves a multi-faceted approach. The Freedman Center offers services to meet these multiple needs:

- Accessible and quality programming for children and families
- Continuing education programs for professionals.
- Consultation to and collaboration with community partners, including schools, organizations, and physicians
- Culturally and linguistically sensitive approach to the creation and delivery of all services
- Training of future mental health providers
- Participation in state and legislative initiatives and social advocacy

Primary Project is a nationally-known, evidenced based preventive mental health program designed to enhance positive skills and reduce difficulties in preschool through primary grade children. Participants-identified through careful screening-are those who are at risk of, but not experiencing, social-emotional or school adjustment problems. Throughout the school year, participants meet with a Child Associate (CA) in

individual child-led expressive play sessions, where they become aware of their feelings, experience a sense of self-acceptance, enjoy supportive interaction with the CA, and develop positive feelings about school. CA's receive special training and are supervised closely by William James College faculty and in collaboration with school based professionals.

Boston Institute for the Development of Infants and Parents (BIDIP)

The Boston Institute for the Development of Infants and Parents (BIDIP) is a non-profit multidisciplinary, professional organization established in 1973 to study the dynamic interaction of the psychological, biological, social, and cognitive systems of the infant and those within the infant-parent relationship. BIDIP is affiliated with the Eliot-Pearson Department of Child Development, Tufts University, The Massachusetts School of Professional Psychology, The New England Council for Child and Adolescent Psychiatry, and the Human Relations Service.

The Dr. Cynthia Lucero Center

Bienvenidos y gracias por su interés en proporcionar servicios a la población latina en nuestro país. The Dr. Cynthia Lucero Center's Latino Mental Health Program (LMHP) offers a unique opportunity for William James College students who are interested in working with individuals from Latino cultures. Through intensive immersion in Spanish language and Hispanic cultures, students are prepared as culturally sensitive clinicians with expertise to meet the particular mental health needs of this rapidly growing and underserved segment of the U.S. population.

Religious Observances

William James College respects the right of individuals to observe religious holidays during the year. William James College, in scheduling classes on religious holidays, intends that students observing those holidays be given ample opportunity to make up work. The student should notify the instructor at the beginning of the semester if s/he will need to arrange with the Instructor any accommodation. Faculty members who wish to observe religious holidays may arrange for another faculty member to meet their classes or re-schedule the class and should inform students about any changes in scheduling.

Student Organizations at William James College

Active Minds - Changing the perception about mental health on college campuses.

African, Latino, Asian, Native, and Arab American (ALANAA) - Engage in discussions about ethnic related issues as it pertains to fields of mental health and experience a sense of community and belonging.

American Neuropsychology Student in Training (ANSIT) - Talk about the field and attend guest lectures.

American Psychology- Law Society Division 41 (AP-LS) - Interdisciplinary organization devoted to scholarship, practice, and public service in psychology and law.

Community Service Committee - Gives back to the community and bring mental health services to the underserved.

Diversity Committee - Attend monthly discussions and activities and promote and educate others on diversity and difference.

Gender Equality Committee - Advocate for gender equality and discuss gender specific issues such as feminist psychology and offering special events including guest lectures, film and discussion events.

International Students - Offering extra peer and faculty support along with gatherings and good discussions.

Non-Traditional Student Group - Connect with other peers who are changing professions, have children, a spouse, or are older than the average student.

Positive Psychology - Works towards applying positive psychology to your personal and professional life.

Rainbow Alliance - Discuss LGBTQ issues at William James College and Beyond, and participate in an LGBTQ Mentoring Program.

Student Coordinating Committee - William James College's student government where student voices are heard and contribute to further developing William James College and for students interested in making a difference and improving the learning experience.

SCC Sports Club - Dedicated to bringing athletics and fun to William James College. In the past the club has run softball and kickball teams.

Veterans and Military Connected Group - Provides support to our military and their families and for veterans, military or military connected members of our community.

School-Wide Committees

William James College faculty governance is primarily carried out through six school-wide committees. The committees are: The Academic Policies and Standards Committee (APSC); The Faculty Stewardship Committee (FSC); The Curriculum Committee (CC); The Diversity Committee (DC); The Faculty Advisory Committee (FAC); and The Committee on Research and Scholarship (CRS).

The Academic Policies and Standards Committee (APSC)

The Academic Policies and Standards Committee (APSC) is responsible for assuring the academic quality of the institution in order to facilitate positive student outcomes. As such, it reviews departmental practices regarding matriculation and student performance and recommends related institutional policies and standards. The APSC also serves as an appeals body regarding disciplinary actions taken by all academic departments.

The Faculty Stewardship Committee (FSC)

The Faculty Stewardship Committee (FSC) is the primary steward of the work of the faculty as a whole. The FSC works with the VPAA to set school-wide policy and practices related to faculty-based issues. Policy and procedures related to faculty hiring, faculty orientation, 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, all fall under the scope of this committee.

The Curriculum Committee (CC)

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

The Diversity Committee (DC)

The Diversity Committee (DC) promotes awareness of diversity and difference in all areas of the William James College community.

The Faculty Advisory Committee (FAC)

The Faculty Advisory Committee (FAC) represents the faculty body as a whole, working with the administration on matters of strategic importance and the long-term health of the institution.

The Committee on Research and Scholarship (CRS)

The Committee on Research and Scholarship (CRS) works to support, promote, advance, and monitor the research and scholarly work of William James College faculty and students. The committee pursues this charge in collaboration with the Office of Research as well as academic departments and other relevant bodies throughout William James College.

Members of William James College Board of Trustees

John J. Zona, *Chair of the Board of Trustees*
Donald H. Siegel, *Vice Chair of the Board of Trustees*

Joseph Bonasera
Ann Carter
Stewart Cohen
Eugene J. D'Angelo
Keith Diggans
Shani Dowd
Marcos Espinel
Luis M. Falcón
Steven Fischman
Richard (Rif) Freedman

Barbara Gannon
Anthony Jimenez
David Levitt
Samuel (Sy) Mintz
Richard O'Brien
Garrett Parker
Donald H. Siegel
Andrea Sodano
Elinor Svenson
John Zona, PhD

William James College Executive Administration

Office of the President

Nicholas Covino, PsyD, *President*
Lilly Manolis, *Executive Assistant to the President*

Finance

Dan Brent, MSA, *Vice President of Finance and Operations*

Academic Programs

Stanley Berman, PhD, *Vice President for Academic Affairs*
Stacey Lambert, PsyD, *Associate Vice President for Academic Affairs; Chair, Clinical Psychology Department*

Development

Susan Linn, *Vice President of Institutional Advancement*

Academic Faculty

Mari Carmen Bennasar, PsyD, *Director, Lucero Latino Mental Health Program*
Stanley Berman, PhD, *Vice President for Academic Affairs*
Bruce Ecker, PhD, *Director, Children and Families of Adversity and Resilience (CFAR) Concentration*
Kenneth Hopkins, PsyD, *Associate Dean of Students*
Robert Kinscherff, PhD, JD, *Associate Vice President for Community Relations*
Nilda M. Laboy, PsyD, *Chair, Counseling Psychology Department*
Stacey Lambert, PsyD, *Associate Vice President for Academic Affairs; Chair, Clinical Psychology Department*
Arlene Silva, PhD, *Chair, School Psychology Department*
Kaitlyn Peretti, PsyD, *Associate Chair, Counseling Psychology Department*
Michele Vitti, *Director, Executive Coaching Program*

Clinical Department

Jill Bloom, PhD
Terrie Burda, PsyD
Ronald Cobb, PhD
Natalie Cort, PhD
Robin Deutsch, PhD, ABPP
Robert Dingman, EdD
Sandra Dixon, PsyD

Bruce Ecker, PhD
Claire Fialkov, PhD
Modesto Hevia, PsyD
Lionel Joseph, PhD, PsyD
Jodie Kliman, PhD
Samuel Moncata, PsyD
Jason Osher, PhD
Brian Ott, PhD

Ethan Pollack, PhD
Sanford Portnoy, PhD
Nadja Reilly, PhD
Gary Rose, PhD
Erlene Rosowsky, PsyD
Wynn Schwartz, PhD
Gemema St. Louis, PhD
Shyamala Venkataraman, PhD

Anne Waters, PsyD
Elana Weiner, PsyD

Counseling Department

Yoursef AlAjarma, PhD
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