Leadership Psychology (Psy.D.)
Program Manual

For students who started the program in and after the Fall 2016

• This manual is meant to be accessed online. The table of contents is active and will help you navigate this guide.
Message from the Chair, Organizational and Leadership Psychology Department

The mission for Organizational and Leadership Psychology Department (OLP) is to have practitioner-scholar faculty train a new generation of leaders and organizational development interventionists, and talent management professionals who are skilled in working across a diverse array of global clients to make organizations not only more effective, but healthier places to be.

The vision of the OLP department is to make the opportunity of graduate education (masters and doctorate) accessible to a global and diverse community by utilizing the greatest advances in pedagogy and online teaching technology.

The Leadership Psychology doctoral program began in the Fall of 2012. We graduated our first cohort in the Spring of 2016. I am proud to be leading this program as well as teaching and designing courses for it since its inception. The content delivered over the entire program is a tightly woven mix of competencies contained in this manual. These competencies combined allow our graduates to become resonant leaders of positive change and talented organizational development interventionists.

The applied focus ensures that we are not teaching theory for theory sake. A comment I hear frequently from our students working in the field is, “I learned this in class last night and was able to apply it today at work.” This is the point – to teach what matters and is relevant so that our graduates go away with not only a full tool kit but mental models and ways of thinking and being that allows them to apply their tools to a diverse set of organizational circumstances. Last, know that by joining our Leadership Psychology Psy.D. program, you are joining a vibrant global community of leaders and organizational change practitioners. We actively maintain relationships with our alumni who have formed the Alumni Alliance in 2010.

I am delighted you have joined our community.

Kathryn Stanley, Ph.D.
Chair, Organizational and Leadership Psychology Department
Director, Leadership Psychology Psy.D. Program
WILLIAM JAMES COLLEGE reserves the right to make any changes to its academic requirements, admission requirements, schedule, and other policies which it considers necessary from time to time. The School reserves the right to withdraw, modify, or add to the courses it offers at any time.
Preface

This *Psy.D. in Leadership Psychology Program Manual* is in effect for all students who entered the program in or after the Fall of 2016. It augments material in the William James College [Student Handbook](#) and provides Psy.D. specific information.

All William James College policies and procedures are subject to change in response to the evolving needs or demands of the institution and its programs. In the event of such changes, appropriate notifications will be made.
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I. Program Overview
The Leadership Psy.D. Program is a highly interactive, competency-based, and outcome-oriented program where students attain their 198-credit doctorate degree within four years for full-time and six years for part-time. As the world is changing more quickly than ever before, our program focuses on in-depth skill-building and problem-based learning experiences so that graduates will be equipped to effectively develop and steward organizational systems, teams, and executive-level leaders within the context of uncertainty and change.

Cohort groups create an experiential peer-learning environment that fosters personal and professional growth. The program is designed to offer students the best practices in their interest area by combining academic knowledge and professional experience. This highly experiential model of education trains leaders and practitioners who can assist organizations to adapt to tough challenges and become high performing. This program will further serve to prepare doctorate-level practitioners to contribute meaningfully to a global discourse at the intersection between leadership and psychology.

The program is built on multidisciplinary concepts drawn from the psychology of human behavior, organizational development, business, sociology, neuroscience, and education. Students engage deeply in learning how to address organizational and leadership challenges through assessment, diagnostic models, interventions, and evaluations. Our program provides a diverse platform for students to understand leadership, followership, organizations as systems, and to deploy the best and most contemporary research and practice approaches to address 21st-century challenges. Examining complex issues through the lens of Leadership Psychology gives our students a unique understanding of how leaders mobilize resources for change.

1.0 Diversity, Equity and Inclusion

You are entering your doctoral journey at an incredible turning point in our history. As a department we have worked to ensure our learning environment is a safe space for all. We have also worked to create a culturally inclusive curriculum. At orientation you will learn of current initiatives we are taking to further deepen our curriculum and boost the cross-race dialogue and multicultural competencies among students and staff. We are shining a light on all the ways we are training leaders, future leaders, and consultants to be race aware and anti-racist to the

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1 Note: 30 credits of the total 98 are applied from the student’s related master’s degree work from an accredited school.
betterment of our shared society. Stay tuned for virtual events to join with us in this important work. We also have formed an OLP Committee for Dismantling Systemic Racism made up of Dr. Kathryn Stanley (Department Chair of OLP), faculty, and students. Let me know if you are interested in joining.

1.1 Mission and Vision
The *mission* of the doctoral program in Leadership Psychology is to prepare leaders to become catalysts for organizational and social change.

The *vision* for the doctoral program in Leadership Psychology is to build an international community of leaders, practitioners, scholars, students, and alumni who are creating humane, culturally diverse, and innovative human systems by employing knowledge gained from cutting edge research to organizational practices.

1.2 Scope of Practice
Organizations must be staffed with leaders and individual contributors who have a new set of skills. Students will graduate equipped to:

- Be highly competent at leading psychological healthy human systems in the face of constant change
- Understand systemic and strategic dynamics affecting organizations
- Be knowledgeable in cutting-edge methods of assessing and transforming human systems,
- Be aware of and sensitive to the needs and perspectives of diverse and multicultural global stakeholders
- Use self as an instrument to lead, improve their own and others psychological well-being, and sensitively and adroitly interact with others with a high degree of multicultural and psychological competence to ensure high performance of individuals, teams and whole systems
- Act with an awareness of the social, cultural, and ethical dimensions of their work as leaders, organizational development practitioners, and change agents to make a change for the better
- Make positive change happen for the greater social good in a wide array of roles, communities, industries, and geographies.
1.3 Career Opportunities

Leadership psychologists work within organizations and as external practitioners in any number of roles and titles including: Leadership Development Specialist (manager, director, etc.), Executive Vice President, Senior Talent Manager, Organizational Development Practitioner, Learning and Development Manager, Culture Change Leader, Talent Acquisition Specialist, Executive Coach, Human Resources Business Partner, Training and Development Specialist, Facilitator, Team Development Specialist, among others. They apply psychological principles of human behavior to intervene and assist leaders in human systems to improve productivity and the quality of work life. Many serve as leaders and consultants in human resources/talent management capacities who help organizations with strategic staffing, training, employee development, and employee morale and retention plans. Others work as systems consultants in the areas of leadership development, team building, strategic planning, quality management, and facilitating organizational change.

1.4 Who are our Doctorate students?

This program is for current and aspiring leaders, managers, consultants, and career changes with an average of 10 years of work experience who want to exercise leadership, create lasting and positive change, or create followership. The program is designed to accommodate working professionals who work in varying contexts from all over the world. Ninety percent of our students work full-time and represent five different continents. We also have many students who are also raising families while they go through the program. The Leadership Psy.D. Program is geared toward working professionals looking to build and/or enhance careers in:

- Organizational Development
- Leadership Training and Development
- Management/Leadership
- Human Resources
- Talent Management
- Executive Coaching
- Change Management
- Management Consulting
- Leaders in Mental and Community Health
1.5 Program Requirements, Length, and Delivery Format
The Leadership Psy.D Program is an applied psychology experiential-based learning experience that students complete in four to six years for a doctoral degree of 98-credits. The program is designed for professionals who desire to expand, deepen, and sharpen their skills in leading and sustaining changes in organizations. The curriculum is comprised of mandatory foundational courses, theories of practice, and advanced practitioner courses and seminars that develop the student’s mental models of practice. Courses are conducted via online in distance learning modules and in the classroom during residencies. The curriculum also entails that all students attend 2-3 residencies per year run by their course instructors and the Program Director onsite at William James College. The curriculum also includes the completion of 600 practicum and 300 internship hours in the field and a doctoral project. This work in the field, which can include the student’s current company, ensure our graduates are able to apply what they are learning as they learn it, and expand their career opportunities before they graduate.

1.6 Applying to the Program
The Program requires that the student already possess a 30-credit equivalent master’s degree (this is included in calculating the total 98 credits for this degree). Demonstrated academic accomplishment at the graduate level of at least a 3.0 GPA or above. Candidates for the program must complete our online application, along with the submission of an essay describing their interest in the program, three letters of recommendation, and all transcripts from undergraduate and master's work. Two or more interviews are required per applicant and are conducted in person or via webinar. The GRE is optional, but not required. Students are admitted in both the Fall and Spring semesters.

1.7 Getting Started and Orientation
All new first-year students must attend a two-day orientation, which occurs the first week of class for January starting students and the week before classes start for students entering in August. Orientation is held at William James College though students from other continents are allowed to attend virtually. The Psy.D. Program classes start on the first day of class in either the Fall or Spring semester of admission as outlined in the William James College’s academic calendar. New students must also complete online learning modules prior to the start of classes and attest to the fact that they read this manual and WJC Graduate Student Handbook by orientation. Orientation is experiential and sets up students for success in their cohort, introduces them to their advisor and the faculty, and shows them how to access resources from the school.
II. Psy.D. Competencies: Areas of Expected Professional Mastery

All of the curriculum components in the Doctorate in Leadership Psychology (Psy.D.) program are designed to an integrated set of competencies. The program is dedicated to giving students the opportunity, should they apply themselves, to develop these competencies.

A competency is a “deep and enduring part of a person’s personality and can predict behavior in a wide variety of situations” (Spencer & Spencer, 1993, p.9). Competencies are a constellation of related skills, knowledge, personality traits, and experiences around an underlying construct. The Leadership Psychology Psy.D. program is designed around sets of competencies to ensure that students graduate with deeply integrated mental models of the skills, abilities, and ethical standards of the field.

The Psy.D. competencies are closely aligned to the published guidelines of the American Psychological Association (APA) Divisions 11 and 13: The Society of Industrial and Organizational Psychology (SIOP) and Consulting Psychologists, respectively. Other sources that informed these competencies include:

- Cummings and Worley’s (2001) seminal text, *Organizational Development and Change*,
- The Organization Development and Change Division of the Academy of Management (Worley & Varney, 1998),
- The Organizational Development Network

2.1 Overview

Nine major competency domains are divided into three clusters: 1) foundational, 2) organizational assessment and research, and 3) advanced practitioner. Each competency includes knowledge (K), attitudes (A), and skills (S) necessary to the student’s development.

2.2 1. Foundational Competency Areas:

I. **Leadership psychology**
   a. Leadership/followership models and development, e.g., adaptive leadership (K)
   b. Change models and applications, e.g., immunity to change (K, S)
   c. The underlying psychology of human systems and groups (K, A)
d. Theories of personality (K, A)
e. Current leadership theory and research, including the neuroscience of leadership (K)

Learning outcomes:
Students will be able to identify various leadership schools of thought, including applying models of leadership and followership as well as elements of personality theory in order to assess leadership style and behavior. Students will also demonstrate an understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems. Students will gain an understanding and awareness of the neuroscience research of leaders and followers.

Classes: LP762, LP763, LP764, LP741, LP737, LP703, LP810, and LP704

II. **Use of self/self as an instrument**
   a. Self-awareness and self-management (K, A, S)
   b. Systems thinking: self as an interconnected part of a larger human group/system
   c. Communication and interpersonal dynamics, e.g., Kantor’s family systems theory of interpersonal communication (K, A, S)
   d. Adult development, e.g., life cycle phases and implications for practice (K)

Learning outcomes:
Students will demonstrate the following key competencies as leadership psychology practitioners: The ability to establish personal credibility, self-reflect, and continuously work to uncover blind spots and assess assumptions and mental models in use. Practice methods to continuously engage, develop, and motivate others. Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.

Classes: LP763, LP764, LP703, and LP737

III. **Professional Behavior, Ethics, Standards, and Values**
   a. Ethical awareness (K)
   b. Responsibility for professional competence (K, A, S)
   c. Responsibility to clients and significant stakeholders (K, A, S)
   d. Responsibility to the profession (K, A, S)
e. Social Responsibility (K, A, S)
f. Professional demeanor/attitude and behavior (A, S)

Learning outcomes:
Students will demonstrate the proper application of the guiding ethics of the field of organizational development and consulting psychology. They will identify and correct ethical dilemmas and issues that arise in consultation with human systems in practicum work and in a real-world case study. Students will comport themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.

Classes: All courses but especially LP705 Ethics and Standards of Practice in Leadership, and LP736 Organization Development and Change (ODC)

IV. Multicultural Competence and Sensitivity to a difference
   a. Cross-cultural interpersonal sensitivity (A)
   b. Positive expectations of others (A)
   c. Identity development (K, A)
   d. Privilege, Equity, and Access (K, A)
   e. Multicultural skills (K, S)
   f. Prejudice reduction (S)

Learning outcomes:
Students will demonstrate the ability to hear and respond appropriately to what people from another culture are really saying or meaning and implications for understanding the actions of others. (McClelland in Spencer & Spencer, 1993, p. 9). Students will demonstrate a strong belief in the dignity and worth of others different from themselves, and the ability to maintain this positive outlook under stress (1993, p.6). Students will also be able to assess their own phase of identity development and practice prejudice reduction in self and with others. Students will recognize their own privilege and various forms of disparities (e.g., disablism, gender discrimination, racism) in their client systems and be able to intervene to create positive social change.

Courses: All courses include components of this competency with concentrated focus in LP763 and LP764.
2.2  Organizational Assessment and Research Competency Areas:

V.  Organizational Assessment
   a. Inquiry skills (qualitative and quantitative practices) (K, S)
   b. Application of diagnostic assessment models to guide inquiry, e.g., Alderfer’s theory of boundedness (K, S)
   c. Program evaluation (S)

Learning outcomes:
Students will be able to assess organizations at the leadership, group/team, and systems-level by applying through interviewing, focus groups and survey development, administration, and analysis. Students will understand and apply diagnostic models to inform their inquiry in their practicum work and to real-world cases.

Courses: LP723 Qualitative Methods of Naturalistic Inquiry (QNI), LP736 Organizational Development and Change (ODC)

VI.  Research Design, methods, statistics, and academic writing
   a. Research ethics (K)
   b. Qualitative methods (K, S)
   c. Quantitative methods (statistics) (K, S)
   d. Mixed methods (K, S)
   e. Analysis, documentation, and reporting (S)
   f. Academic writing per APA Style (most current edition) (S)

Learning outcomes:
Students will become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of the effectiveness of interventions.” (APA, 2007, p. 984). Students will become CITI certified and demonstrate an understanding of the laws and ethics pertaining to the engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 7th edition.
Courses: LP723 Qualitative Methods of Naturalistic Inquiry, LP729 Statistics and Research Methodology I, LP722 Statistics and Research Methods II, and the Doctoral Project sequence courses: LP802, LP919, LP920.

2.3. Advanced Practitioner Competency Areas:

VII. Intervention
   a. Organizational change (K)
   b. Action research and process models of planned change, e.g., Lewin’s Force Field Analysis (K, S)
   c. Process consultation (A, S)
   d. Individual-level interventions, e.g., executive coaching (K, S)
   e. Group-level interventions, e.g., team development (K, S)
   f. Systems-level interventions, e.g., organizational design (K, S)

Learning outcomes:
Students will demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the individual, group, and whole-systems level. They will be able to identify the market place, organizational, and psychological antecedents and outcomes of change.

Classes: LP736 Organization Development and Change (ODC), LP704 Advanced Dialogic Intervention and Consultation Skills (ADI), the practicum seminar courses, LP741 Adaptive Leadership and Resistance to Change (LRC), LP764 The Neurobiology of Leadership (NL), LP810 Team and Group Development for Leaders (TGD)

VIII. Consultation Skills and Business Acumen
   a. Relationship building (K, A, S)
   b. Written and verbal communication (S)
   c. Consulting phases, e.g., Block’s Flawless consulting (K, S)
   d. Helping Roles (A, S)
   e. Analysis of financial information to assess organizational development needs (S)
   f. Analysis of organizational environmental conditions to inform consultation (S)

Learning outcomes:
Students will demonstrate an understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block’s five phases of consultation. Students will have the business acumen to engage leaders and be able to analyze an organization’s position in the world market place and profit and loss statements to assess organizational development needs. They will demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.

Classes: LP705, LP763, Leadership Seminars, LP803, LP736, and LP761.

IX. Organizational Theory and Design
   a. Business operations and Supply chain (K, S)
   b. Organizational structures and design, e.g., nonprofit versus NGO, open versus closed systems (K, S)
   c. Life Cycle and Culture (K, S, A)
   d. Value migration and world marketplace and political forces (K, S)

Learning outcomes:
Students will be able to identify and evaluate the anatomy of organizations, including structure, strategy, culture, and place in the world market, including competitive drives, advantages, and threats. Students will be able to identify where their client companies are in terms of the life cycle and design consultations accordingly.

Classes: LP803 International Organizational Structures, Theory and Leadership (IT)
### 2.4 Learning Outcomes Mapped to Courses

<table>
<thead>
<tr>
<th>FOUNDATIONAL COMPETENCIES</th>
<th>LP762, LP763, LP763, LP764, LP72, LP803, LP737, LP802, Leader, Sems</th>
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<tr>
<td><strong>I. Students will be able to identify various leadership schools of thought, including applying models of leadership and followership as well as elements of personality theory in order to assess leadership style and behavior. Students will also demonstrate an understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems. Students will gain an understanding and awareness of the neuroscience research of leaders and followers.</strong></td>
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<td><strong>II. Students will demonstrate the following key competencies as leadership psychology practitioners: The ability to establish personal credibility, self reflect and continuously work to uncover blind spots and assess assumptions and mental models in use. Practice methods to continuously engage, develop, and motivate others. Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.</strong></td>
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<td><strong>III. Students will demonstrate the proper application of the guiding ethics of the field of organizational development and consulting psychology. They will identify and correct ethical dilemmas and issues that arise in consultation with human systems in practicum work and in a real-world case study. Students will comport themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.</strong></td>
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<td><strong>IV. Students will demonstrate the ability to hear and respond appropriately to what people from another culture are really saying or meaning and implications for understanding the actions of others. (McClelland in Spencer &amp; Spencer, 1993, p. 9). Students will demonstrate a strong belief in the dignity and worth of others different from themselves, and the ability to maintain this positive outlook under stress (1993, p.6). Students will also be able to assess their own phase of identity development and practice prejudice reduction in self and with others. Students will recognize their own privilege and various forms of disparities (e.g., disablism, gender discrimination, racism) in their client systems and be able to intervene to create positive social change.</strong></td>
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<td>Learning Outcomes Mapped to Courses</td>
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<td>V. Students will be able to assess organizations at the leadership, group/team, and systems-level by applying through interviewing, focus groups and survey development, administration, and analysis. Students will understand and apply diagnostic models to inform their inquiry in their practicum work and to real-world cases.</td>
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<td>VI. Students will become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of the effectiveness of interventions.” (APA, 2007, p. 984). Students will become CITI certified and demonstrate an understanding of the laws and ethics pertaining to the engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 6th edition.</td>
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<th>LP723, LP761</th>
<th>LP764</th>
<th>LP803</th>
<th>LP745, LP761</th>
<th>LP802, 919, 920</th>
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<td>VIII. Students will demonstrate an understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block’s five phases of consultation. Students will have the business acumen to engage leaders and be able to analyze an organization’s position in the world market place and profit and loss statements to assess organizational development needs. They will demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.</td>
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<td>IX. Students will be able to identify and evaluate the anatomy of organizations, including structure, strategy, culture, and place in the world market, including competitive drives, advantages, and threats. Students will be able to identify where their client companies are in terms of the life cycle and design consultations accordingly.</td>
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III. Curriculum Map
Below is the map of the curriculum that students who entered on or after the Fall semester of 2016 will follow to complete their degree. Note that the degree is a total of 98 credits in accepting 30 credits from a prior earned master’s degree from an accredited institution leaving 68 credits, which are mapped out in the table below.

I. Foundational Courses: 12 credits
Required courses in Year 1
Credits, number, and title
Semester 1
(0) CP600 Orientation
(3) LP762 The Psychology of Leadership and Followership
(3) LP763 Leadership, Use of Self, and Multicultural Competence
Semester 2
(3) LP705 Ethics and Organizational Development Consulting Skills
(3) LP703 Advanced Integration of Leadership: Self and System

II. Theories of Organizational Practice: 21 credits
Required courses in years 2-4
(3) LP764 The Neurobiology of Leadership
(3) LP736 Organization Development and Change
(3) LP803 International Organizational Theory
(3) LP810 Team and Group Development for Leaders
(3) LP737 Adult Development Psychology
(3) LP741 Adaptive Leadership and Resistance to Change
(3) LP704 Dialogic Intervention: Theory and Practice

III. Assessment Courses: 9 credits
Required
(3) LP723 Quantitative Methods of Naturalistic Inquiry
(3) LP729 Statistics 1: Survey Design and Analysis
(3) LP722 Statistics 2: Research Design

IV. Electives – Practice and Intervention
Note: courses in the emphasis can be taken as electives by all students.
Students committed to areas of emphasis can only take 2 credits of electives. Students NOT committed to areas of emphasis need to take 8 credits of electives. *Students can take Area of Emphasis courses as electives except for LP758 Neuroscience of Leadership Lab that is only open to students in that A of E.*

(2) LP914 Empower, Excite, Engage: Leadership and Motivation
(2) LP909 Process Consultation and Facilitation Skills for OD Practitioners
(2) LP914 Empower, Excite, Engage: Leadership and Motivation
(3) LP811 Negotiation and Conflict Resolution
(3) LP761 Process Consultation and Facilitation
(4) LP745 Creative Change and Transformational Leadership

V. AREA OF EMPHASIS:
There is a demand for learning how to lead, develop, and consult with those leading Non-Profits and NGOs. Additionally, this A of E is in line with William James College’s core mission. Students taking this emphasis will also do some practicum and internship hours within the area.

**Leading Non-Profits and NGOs Emphasis (6 credits), Directed by Dr. Tuesday Cooper**

*Required Courses*
(3) LP912 Leading Non Profits and NGOs
(3) LP913 Promoting Community Resilience in Communities After Trauma

*Optional*
(3) Cultural Immersion (Haiti, Kenya, Guatemala)

**The Neuroscience of Leadership (6 credits), Directed by Dr. Miranda Ralston**
LP764 The Neurobiology of Leadership is a prerequisite to join this area of emphasis.

*Required Courses*
(3) LP724 Functional Neuroanatomy
(3) LP758 Neuroscience of Leadership Lab

VI. Concentrations:

Concentrations require the student to take all 8 credits of electives in the concentration and include doing some practicum hours in the field of the concentration and do their doctoral projects on a topic related to the concentration.
Educational Leadership (8 credits), Directed by Dr. John D’Auria

(2) LP706 The Crux of School Leadership
(3) LP707 Shaping School Culture
(3) LP708 Leadership in Educational Institutions

VII. Practicum/Field Work Sequence: (starts year 2)

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG LP715</td>
<td>Practicum 1: Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ORG LP716</td>
<td>Advanced Leadership 2nd Year Seminar 1</td>
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</tr>
<tr>
<td>ORG LP717</td>
<td>Practicum 2: Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ORG LP718</td>
<td>Advanced Leadership 2nd Year Seminar 2</td>
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</tr>
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<td>ORG LP719</td>
<td>Practicum 3: Leadership</td>
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<td>ORG LP730</td>
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<td>ORG LP720</td>
<td>Practicum 4: Leadership</td>
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<tr>
<td>ORG LP731</td>
<td>Advanced Leadership Seminar 4</td>
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<td>ORG LP915</td>
<td>Internship 1</td>
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<tr>
<td>ORG LP917</td>
<td>Advanced Leadership Seminar 5</td>
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</tr>
<tr>
<td>ORG LP916</td>
<td>Internship 2</td>
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</tr>
<tr>
<td>ORG LP918</td>
<td>Advanced Leadership Seminar 6</td>
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</tr>
</tbody>
</table>

VIII. Doctoral Project: 6 credits

Required

(6) DP I-III sequence (1, 2, and 3 credits for 3 consecutive semesters, respectively)

(1) LP802 Doctoral Project I
(2) LP919 Doctoral Project II
(3) LP920 Doctoral Project III

Total Credits for Degree: 98 (30 Masters credits + 68 doctoral credits above)

Figure 1. Four-year Model

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
</table>

2 Students may not begin their practicum work until they have taken all foundational courses (LP762, LP763, LP705, and LP703). All practicum courses must be accompanied by an advanced leadership seminar course.
<table>
<thead>
<tr>
<th>Yr. 1 Foundational</th>
<th>3</th>
<th>Yr. 1 Foundational</th>
<th>3</th>
<th>*Elective (2 or 3 credit) or Area of E (3)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yr. 1 Foundational</td>
<td>3</td>
<td>Yr. 1 Foundational</td>
<td>3</td>
<td>Theory of Prac 1</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Fall Year 2</strong></td>
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<td><strong>Spring Year 2</strong></td>
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<td><strong>Summer Year 2</strong></td>
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<tr>
<td>Qual 1</td>
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<td>Stats 1</td>
<td>3</td>
<td>Elective or Area of E</td>
<td>2/3</td>
</tr>
<tr>
<td><strong>Practicum 1</strong></td>
<td>1</td>
<td>Practicum 2</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Adv. Leader Sem 1</td>
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<td>Adv. Leader Sem 2</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Fall Year 3</strong></td>
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<td><strong>Summer Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>Stats 1</td>
<td>3</td>
<td>Stats 2</td>
<td>3</td>
<td>Elective or A of E</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Org Prac 5</td>
<td>3</td>
<td>Theory of Org Prac 6</td>
<td>2</td>
<td>Elective</td>
<td>2/3</td>
</tr>
<tr>
<td>Practicum 3</td>
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<td>Doc Project I</td>
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<tr>
<td>Adv. Leader Sem 3</td>
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<td>Practicum 4</td>
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<tr>
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<td>Adv. Leader Sem 4</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Fall Year 4</strong></td>
<td></td>
<td><strong>Spring Year 4</strong></td>
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<td></td>
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<tr>
<td>Theory of org prac 7</td>
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<td>Doctoral Project III</td>
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<tr>
<td>Internship 1</td>
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<td>Adv. Leader Sem 6</td>
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<tr>
<td>Adv. Leader Sem 5</td>
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<tr>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Total Practicum Hours</strong></td>
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<td><strong>Total Credits</strong></td>
<td>68</td>
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</tr>
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</table>

*Students may take their electives in the summer of years 1, 2, or 3 until they meet the requirement.

**Students may begin their practicum work in the summer following their first year and may opt to do practicum hours over the summer versus during the school year.

**IV. Student Programmatic Expectations**

William James College is fortunate to be able to provide a blended format for participation for students to take part in the Psy.D. program. All students complete their course work through a mixture of both online and in-person contact hours, including time in residence at William James College. All students are required to attend the residencies, threaded discussions, and seminar webinars if they are enrolled in field placement/practicum courses. Students are also required to complete classwork as noted in the syllabi, and the WJC Graduate Student Handbook. Failure to
comply with these expectations will result in academic probation and/or dismissal from the program.

4.1 Classwork Policies
In order to receive credit for all courses, students must complete all required work as found in their syllabi and doctoral and practicum guidelines at a B- level or better. Students engage in the following for the length of the program:

- Substantive online discussion board participation spanning the length of the course. Missing or showing up late to 2 discussion boards or more will result in probation at a minimum.
- Substantial written or project work of formal academic writing for each course.
- Use of APA style for all written work unless otherwise specifically stipulated by their instructor.
- Weekly readings.
- Viewing of weekly pre-recorded lectures.
- Participation in live virtual webinars.
- Mandatory participation in residencies at William James College.

4.2 Course Expectations
Please refer to the WJC Graduate or Undergraduate Student Handbook regarding Academic Policy, including guidelines on professional behavior, attendance, academic integrity, and grading. In keeping with standards of professional behavior, students are expected to participate and be attentive in class, and to be respectful of classmates. The use of laptop computers during class should be consistent with this expectation and limited to reasonable and respectful course-related purposes.

Students are expected to complete all readings and assignments and participate both online and in-person as instructed.

1. Readings and Assignments: Students are expected to complete weekly assigned readings and other required work prior to class so that they are prepared to discuss the readings and to practice skills as appropriate.

2. Attendance: Students are expected to attend every session of each course for which they are registered. It is the responsibility of the student to notify the instructor in advance of any foreseeable absence or immediately afterward if the absence was unexpected. In a typical 15-week semester, students are not allowed more than 2 absences. In accelerated courses, the threshold for absences is lower. When a student reaches the prescribed threshold, the
instructor will file a Corrective Action Notice (CAN). Absences may affect students’ grades or result in course failure.

3. **Tardiness**: Students are expected to arrive to class on time and return to class on time after a break. Arriving to class late will result in a reduction in your class participation grade.

4. **Late work**: Late submission of class assignments will not be accepted, and the student will receive no credit for that assignment. There are no extra-credit assignments for this course, and there is no opportunity to re-write your work for extra points. If you would like the instructor to look at a paper two weeks before it is due to get some feedback about your writing, you are welcome to do so.

5. **Redistribution of materials**: Students are prohibited from any redistribution of course materials, i.e., slides, lecture notes. You must obtain the instructor’s consent prior to any recording of classes.

6. **Emailing**: When sending any emails related to this course, please use the course number or name in the subject line of the email to help your professor and your classmates organize their correspondence. Always use your WJC email address and program your email signature to have your full name and a telephone number where you can be contacted if needed. Remember that email communications should always be professional in tone and content.

7. **Turnitin**: Papers are to be submitted electronically via Canvas and will undergo a plagiarism check using Turnitin. If your instructor asks you to submit a printed copy or an emailed digital copy, these papers will also be uploaded by your instructor to Turnitin for a plagiarism check.

8. **Citation of sources**: Informal written work, all 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. Depending upon the seriousness of the plagiarism, academic disciplinary action may be required up to and including expulsion from the program. All students should be familiar with definitions and types of plagiarism. Helpful online resources include: (a) The Harvard Guide to Using Sources (http://usingsources.fas.harvard.edu/icb/icb.do), and, (b) The website plagiarism.org (http://www.plagiarism.org/plagiarism-101/what-is-plagiarism). The Academic Resource Center also has a database of information and tutorials on plagiarism that is available for all students (not just students with ADA Accommodations).

9. **Writing assistance**: If you experience difficulty organizing your ideas in preparation for writing, expressing yourself clearly in writing, meeting imposed expectations for
assignments, or organizing and rehearsing for class presentations, you are encouraged to seek the services of the Academic Resource Center (ARC).

4.3. Online Discussion Board Policy

Online discussions serve as opportunities to tussle with ideas, put forth opinions, and to push each other and yourselves. They are also considered class time. Check the threads frequently after your initial post and respond appropriately. The instructor will also monitor and comment. Remember, you are expected to use coherent language, cite readings, proper grammar, and punctuation. It is expected that you cite course materials/references in all original posts to support your response.

1. Your instructor will post the weekly discussion prompts by the Friday prior to the following week’s discussion.
2. Grades for the online discussions are based on the quality and timeliness of your participation.
3. To achieve full credit each week, you need to meet the guidelines described in the syllabus. Guidelines may be different class to class.
4. Bias and microaggressions that have a negative racial, gender, or other impact require student participation in the Bias Incident Reporting process should they occur. Not participating in that process will result in a Corrective Action Notice per the William James College Student Handbook under Professionalism.
5. Grading of threaded discussions is up to the purview of the faculty. Some faculty choose to make them pass/fail; others choose to parse out points. Please read the section below in this syllabus to understand the grading structure of this course.

4.4 Class Participation and Professionalism and Threaded Discussions

Students are expected to participate consistently and professionally throughout the course – both online and in person. How students show up is just as important as how much they show up.

Best practices for student professionalism and participation include:

- Seeking help when needed,
- Alerting the professor when a life circumstance has the potential for limiting your learning,
- Being prepared for discussions,
- Showing up on time at residency, returning on time from breaks, or staying until the end,
- Attending all portions of residency,
Being attentive, respectful, professional, and kind to faculty or other students via speaking or body language or comments in writing,

Minding assignment deadlines.

When on group/team projects with classmates, please follow these best practices as a member of our high performing community:

- Do what you commit to doing,
- Communicate early and often,
- Do your fair share of the work versus allowing others to carry you,
- Monitor your own participation in group discussions to ensure diversity of views and maximum leveraging (multiplying) of the brainpower of the group,
- Be prepared.

4.5 Ensuring a Safe Learning Environment
As a community, we need to address disrespectful behavior with a sense of urgency and care.

Disrespectful behavior to anyone in our community is unacceptable. We strive to make the OLP and WJC community respectful and a safe place to learn. If hurtful behavior occurs, it needs to be addressed so that it can be avoided in the future, and appropriate restoration can be made to the broken trust that often occurs as a result. It is expected that all members of our community involved in hurtful or disrespectful behavior engage in dialogue to receive and give feedback.

4.6 Attendance at Residencies
Attending the entire residency is mandatory for all full-time leadership doctoral students to remain in good standing in the program. During residencies, your full participation and utmost professionalism is expected, including prompt arrival and departure no earlier than the end of the session as well as adhering to boundaries established for breaks.

Failure to honor these requirements will lead to meeting with a committee of the faculty who will review the context of your absence and determine the final consequences that could include:

- Loss of up to 12 points from your final course grade(s).
- CAN or Probation

Please organize your travel so that you can attend the experience in full. The dates of the residencies are publicized well in advance online. The Chair must approve emergency exceptions and arrangements of the Department on an individual basis. For Summer Session residencies
**V. Evaluation of Student Work**

5.1 Course Grades

For every course, students must meet the assessment standards described in the particular syllabus in order to receive credit. Individual course grades are assigned according to the following categories:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
<td>Minimally Meets Standards</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80</td>
<td>Fails to Meet Standards – Receives No Credit for the Course</td>
</tr>
</tbody>
</table>

**General Criteria**

Students who earn an “A” in this course will demonstrate mastery of theoretical material covered in the course, excellent written skills, and strong conceptual skills. Examples include sophisticated application of theory to case examples and their own experiences; ability to express themselves in a clear and organized fashion, both orally and in writing; written work that is free of spelling, grammatical, and/or APA-style errors; appropriate integration of relevant literature into written arguments; demonstration of self-awareness and willingness to engage in self-exploration; participation in class discussions and activities; regular attendance in class; prompt arrival to each class.

Students who earn a “B” in this course will demonstrate sufficient understanding of theoretical material and good writing skills, but lack the sophistication and depth in their writing and conceptual skills needed to achieve an “A.” Examples include occasionally unclear and awkward writing, including the presence of spelling, grammatical, and/or APA-style errors; difficulty in the application of theory; some blocks in self-awareness and/or difficulty engaging in self-exploration; infrequent or inconsistent class participation.

Students who earn a “C” or lower in this class will demonstrate insufficient understanding of theoretical material, poor writing skills, and/or weak conceptual skills. Examples include the unsophisticated or superficial application of theory, unclear, unsophisticated, or unscholarly writing, significant gaps in self-awareness, and/or a lack of reflective capacity and lack of readiness to engage in self-exploration.
(A GRADE OF C+ OR BELOW WILL NOT EARN CREDIT FOR THIS COURSE).

See the College’s Graduate student handbook for descriptions of Incomplete, Withdrawal, and credit/no credit grade descriptions.

5.2 Satisfactory Academic Progress (SAP)
All students must maintain Satisfactory Academic Progress to maintain their place in the program and to borrow Federal funds via student loans. Students who earn a failing grade on a course will be required to repeat that course with a passing grade in order to graduate from the program.

5.3 Individual Course Evaluations
In addition to letter grades, the Psy.D. uses an assessment system where students receive an end of course rubric from their instructors. These rubrics address and rate the following dimensions of their course performance:

A. Achievement (the degree to which the student mastered the course competencies through assignments, including particular individual strengths and weaknesses).
B. Quality of written and oral expression.
C. Participation, Professional Behavior, Attitude, and Accountability:
   • Respectful and timely email and phone communication with professors, peers, and institutional administrators
   • Timely attendance to orientation, residencies, and live online sessions
   • Demonstration of leadership
   • Excellent effort, initiative, and openness to learning
   • Taking personal accountability for their own learning by reading the syllabus, paying attention to deadlines and engaging in good study habits
D. Interpersonal Relationships: demonstrates healthy respect for and collaboration with others, including peers, faculty, and WJC staff.
E. Participation on the threaded discussion boards is how distance learning students come to class. In the discussions, they have contact with faculty and their cohort to ensure they learn that week’s materials. Threaded discussions are a vital component of all courses in the program.
5.4 Academic Integrity
Our college is committed to developing professionals who demonstrate personal and academic integrity. For there to be a strong learning academic environment, there must be honesty and trust among all our constituencies. We expect all students to conduct themselves with professionalism and honesty. Academic dishonesty violates the principles of any academic college. Incidents will be immediately reported to the Academic Department Chair for investigation, intervention, and possible sanctions. Sanctions may include course failure, probation, and/or dismissal, depending on the severity of the infraction. Assisting or attempting to assist in the violation of this policy is in itself a violation and considered academic dishonesty. Academic dishonesty includes, but is not limited to:

- Cheating – the attempt to use, the actual use, or the facilitation of another’s use of unauthorized materials, information, or study aids;
- Fabrication – the inventing or falsifying any information, including research data, or citations in a field or academic exercise, or false representations of a student’s personal or professional experiences or qualifications. Students must take special care in assignments that require collaboration. In group projects, each student makes an independent contribution. In situations in which students have an independent assignment, the work product must be entirely the student’s independent scholarly research and writing; and
- Plagiarism – the use of another’s work without acknowledgment. Plagiarism includes, but is not limited to, the use by direct quote or paraphrase of the work, published or unpublished, of another without proper attribution. Our college expects students to produce their own work in coursework, papers, presentations, doctoral projects, and/or any other academic work with the proper citations.

Additional information is included in the Student Handbook. All students must read and become familiar with the Student Handbook: https://www.williamjames.edu/academics/academic-affairs/index.cfm

VI. Program Withdrawal Policy
Students who withdraw from the Psy.D. Program are eligible to receive that semester’s tuition refund based on the date the written notice of withdrawal is received by the Registrar’s Office, according to the following schedule:

- Prior to orientation and/or the first day of the first course in the semester, 100%
- During the first week of the first course in the semester, 90%
- During the second week of that semester of the first course in the semester, 50%
- During the third week of that semester of the first course in the semester, 25%
- After the 3rd week of the first course of the semester*, 0%

Students who withdraw from the Leadership Psychology program are reminded that no portion of the Admissions (including deferral) deposit is refundable. The tuition refund is calculated on the proper percentage of the tuition minus the total Admissions deposit.

6.3 Leave of Absence and Withdrawal with Passing
Please reference the Leave of Absence and Withdrawal Passing policies in the William James College Student Handbook.

6.4 Academic Probation, Dismissal, Withdrawal Policies
Please refer to the William James College Student Handbook found here Student Handbook.

VII. Advising

7.1 Advising Meeting Scheduling, Frequency, and Expectations
Upon entering the Program, every student is assigned an Advisor who will oversee the student's progress over the student's course of study. Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. Both advisors and students can request meetings. Either an advisor or an advisee should request a meeting if an academic or professional development concern is encountered. As educators, advocates, evaluators, and mentors, advisors' responsibilities include making themselves available for regular contact with advisees. Formal advising meetings happen four times during the program remotely by the following dates (Note: September 15th would be the first meeting for August starts, and February 1st would be the first meeting for January starts).

<table>
<thead>
<tr>
<th>Formal Advising Meeting Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual or in-person check-in by September 15th</td>
</tr>
<tr>
<td>During Assessment and Planning in October</td>
</tr>
<tr>
<td>During Fall Residency</td>
</tr>
<tr>
<td>Virtual or in-person check by January 15th</td>
</tr>
<tr>
<td>During Assessment and Planning in March</td>
</tr>
</tbody>
</table>
7.2 **Advising Assignments**

The Program Director makes advising assignments. Although students may request a change in Advisor, it is done only in very rare circumstances. All such requests must go through the Program Director for review. A student who wishes to change advisor must fill out a "Petition for Change of Faculty Advisor" form to be submitted to the Program Director.

7.3 **Purpose of Academic Advisors**

Academic Advisors are in place to help:

1. Assess the students' academic backgrounds, strengths, training needs, and goals.
2. Monitor students' progress toward completion of courses and degree requirements practicum and doctorate project.
3. Help address problems, consulting with course instructors, practicum supervisors, the Program Director, 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.
4. Preside over Assessment and Planning conferences (A&Ps) and Intermediate A&Ps.

7.4 **Advising Meeting Content**

The student and advisor should determine the content and length of the meeting to discuss:

1. How the student is progressing in the program.
2. Students progress through the program curriculum.
3. Progress in their practicum or internship and doctoral project.
4. Any feedback the student might have on program improvement or functioning.
5. Career aspirations and opportunities of the student.
6. Troubleshooting on areas where the student is having difficulty making progress.

**VIII. Assessment and Planning (A&P) Conference**

A&P conferences are used to assess the student’s journey through the program, including how they are settling in, areas they need help in, and specific goals they want to accomplish. In addition to help plan courses, the students will take in order to graduate with the 68 credits they need to earn on time.
The A and P process will take the form of a faculty advisory meeting each Fall and Spring semester. For Fall A&P: The advisor and the student identify what the student will take in the following spring and summer. For Spring A & P: The advisor and the student identify what the student will take for the next academic year (including summer). The student brings their filled out self-evaluation, course tracking spreadsheet, and transcript to meet with their advisor. The advisor hands in the final signed form to the Departmental Coordinator and Program Director to keep on file and to the for curricular planning purposes. The Department Coordinator will register all students for their courses each semester.

8.1 Intermediate Assessment Meeting
In addition to the annual A&P conference, an interim A&P conference may be convened by the advisor, Program Director or Department Chair to address deficiencies in coursework, fieldwork, and/or professional behavior at any point during the school year. An interim A&P conference may result in a recommendation for corrective action. In circumstances that result in academic probation, as described in the Student Academic Policies, the corrective action takes the form of an academic probation plan. An interim A&P conference can also serve as the occasion for a student to establish having met program requirements that were not met at previous review points (e.g., satisfactory progress toward a degree, readiness for an internship, academic probation conditions).

IX. Practicum
The integration of coursework with experience in the field is a William James College institutional hallmark. Consistent with this focus, practicums are an essential aspect of the Psy.D curriculum. Throughout the program, and within the limits of the practicum site resources available, great care is exercised to match students with experiences that will enrich and enhance their classroom learning and promote their professional and personal development.

The Psy.D in Leadership Psychology offers Leadership Seminar courses that guide and help the student get the most out of their experiences. These courses allow students to apply, practice, and continue to define for themselves what leadership psychology is and the development of the field. This experience is a supervised practicum. Whether a student uses her/his own workplace, is assigned to an organization, or finds one through William James connections, is determined by the course instructor and supervisors, with final approval by the Program Director. Students receive supervision with an experienced OP/OD practitioner who is a William James College program faculty member; where possible, students may also be assigned a training site supervisor who works at the Practicum organization.
9.1 Examples of Practicum Experiences

- Leadership Interventions including:
  - Organizational Research and Assessment
  - Team Development
  - Change interventions
  - Training and development
  - Strategic Human Resources projects
  - Strategic Planning
  - Program Evaluation
  - Research on an established grant-supported project through William James College
- Apprenticing with experts practicing in the field.
- Face time presenting/facilitating/interacting with client groups.

Specific examples of previous Practicums include:

- Conducting an organization-wide quantitative assessment to understand group and systems dynamics within a for-profit/non-profit hybrid organization.
- Organizational design assistance with an organizational assessment tool to measure vicarious trauma in emergency service organizations.
- Assisting a university president with strategic planning and visioning for creating a three-year college option for low-income students.
- Advising a mid-sized design firm on revamping its organizational development function.

9.2 Practicum Coursework

Students must complete their foundations’ courses (year 1 courses) to qualify to participate in practicum work or be graduates of William James College’s MAOP program. In years 2 and 3, students complete 150 hours of practicum work per semester, and in year 4, they complete 150 hours of internship per semester culminating in a total of 900 hours of work in the field by the time they graduate. All practicum work is supported by a seminar course led by a faculty member with substantial client experience to ensure the student’s success.

X. Doctoral Project

The essential characteristics of the doctoral project process and requirements are provided below. Please consult the Doctoral Project Manual on One Drive for a detailed description of the course requirements, timelines, acceptable types, committee membership and roles, IRB requirements, and
10.1 Goal and Expectation
The doctoral project is an integral part of the Leadership Psychology Psy.D Program. The process promotes the development of previously established research competencies, as well as the integration of coursework and practice applications. It also provides an opportunity to connect the student's professional development with the larger leadership and organizational development community.

A doctoral project is a substantial body of work that makes a unique contribution to the evidence-based practice of leadership psychology. With guidance from a faculty chairperson and invited committee members, students conduct a thorough literature review; formulate and implement an ethically and methodologically sound research design; analyze and interpret findings, and address implications for practice.

10.2 Coursework
Completion of the doctoral project is facilitated by a three-part course structure:
- LP 802 Doctoral Project I (1 credit)
- LP 919 Doctoral Project II (2 credits)
- LP 920 Doctoral Project III (3 credits)

The course sequence begins with Doctoral Project I in the student’s third year, second semester, and is paired with LP22 Statistics 2: Research Design. In the students’ fourth and final year, they take Doctoral Project II and Doctoral Project III in the student’s final semester. If the student fails to complete their DP after completing LP920 Doctoral Project III, the student must register for Continuing Doctoral Project (PR950 or PR951) each Fall and Spring semester until completion of the doctoral project. Registering for Continuing Doctoral Project enables the student to be continuously enrolled so as to have access to faculty members and to school resources. PR950 has associated contractual requirement that maintains the student’s eligibility for Federal Title IV financial aid.

10.3 Doctoral Project Sequence
The sequence of steps for the completion of the doctoral project is as follows:
1. Identification of a Topic Area
The initial step is to identify a subject matter of interest relevant to the application of psychological knowledge to the practice of Leadership Psychology.

2. Prospectus
The prospectus is a brief overview of (a) the topic area and research questions (b) the relevance and importance of the proposed project to the field of leadership psychology (c) the general areas of literature to be reviewed and (d) a timetable for completion of the project. The length of the prospectus will vary but is typically five to eight pages. Students develop a doctoral project prospectus as part of the Doctoral Project I course (LP 802). The student may only officially sign on doctoral project committee chair and committee members only after the prospectus receives instructor approval (see DP Manual for details).

10.4 Description of an Annotated Bibliography
In this section, the student should write a detailed bibliography of all the relevant sources for the DP. The bibliography should include two parts.

Included in the student’s prospectus and completed by the end of DP1, the annotated bibliography includes a detailed list of all the citations. Under each full citation (in APA format), the student should write (bullet form is acceptable):
- the variables included in the study,
- the methods used in the study,
- the important findings of the study,
- a critique of the study, and
- why this study is related to their current DP project.

3. Doctoral Project Completion
Most doctoral projects will generally follow the four sections APA format of Introduction (includes purpose and concise summary of key literature), Methods, Results, and Discussion. Demonstration projects may involve an additional, non-written product such as a film or an audio-video recording. The Discussion section should include an interpretation of results in the context of application to professional practice and future research. The doctoral project must receive final approval of the Committee by April 17th before a colloquium can be scheduled. At the point of approval of their final project, the student invites a discussant for their colloquium and gives them their doctoral project to review. For
those completing their doctoral projects in the Fall semester, the deadline for completion and colloquium is the last day of the semester. December graduates walk in the June ceremony the following year.

4. Colloquium
After the doctoral project has been completed, approved by the Doctoral Project Committee, and filed in the William James College library, a colloquium takes place no later than 3 weeks prior to the Spring conferral date in order to attend graduation. The conferral of the degree is given by the President of the College and takes place at the graduation ceremony.

At the colloquium, the student presents their project to the William James College community in person or virtually. The colloquium includes comments/critique by a discussant, and a question and answer period is held to engage attendees in a discussion. A timeline for completing these steps can be found in the Program’s Doctoral Project Manual.

10.4 Acceptable Project Types
Acceptable types of projects are as follows:
- A systematic approach to the evaluation of a phenomenon or problem using quantitative and/or qualitative data
- A case study project
- Qualitative study
- Action Research Project
- Quasi-experimental or experimental design
- A demonstration project
- A theoretical project

Students should refer to the Doctorate Project Manual for additional information and specifics regarding requirements and procedures.

XI. Program Leadership and Faculty
Our program is fortunate to have a practitioner leadership and faculty in place to help our students realize their goals regarding experience in the field and doctoral project work.

Chair, Organizational and Leadership Psychology Department
**Director of the Leadership Psychology Psy.D Program**
Kathryn Stanley, Ph.D.
Contact: Kathryn_Stanley@williamjames.edu

Core responsibilities include:
- Leading of the Organizational and Leadership Psychology department.
  - Ensuring quality of all programs within the department, including MAOP, GCEC, and the Leadership Psy.D.
  - Leading and communicating departmental changes and updates.
  - Addressing issues relating to overall curriculum and substantive course changes and curriculum design.
  - Curricula creation and oversight for comprehensive exams and grading.
  - Questions concerning admittance and fit for all programs in the Department.
- Directing the Psy.D. in Leadership Psychology Program.
  - Issues relating to student advising, registration, and student performance.
  - Issues relating to scheduling specifically regarding changes in course content.
  - Issues relating to concentration declaration and changes to student status.
  - Questions regarding the Practicum and Doctorate Project.
  - Disciplinary issues with students and faculty.

**Department Coordinator**
Amanda Omalek
Contact: Amanda_omalek@williamjames.edu

Core responsibilities include:
- Assistance in the administration of the Organizational and Leadership Psychology department.
- Coordinating key processes including Assessment and Planning, comprehensive exams, student registration, curriculum audits, and student tracking.
- Coordinating scheduling of courses, graduation, weekend in residence space, and departmental events.
- Leading social media and marketing campaigns for the department.
- Scheduling Dr. Stanley/ Chair of the Department.

Please click on [http://www.williamjames.edu/academics/olp/leadership-psyd/faculty.cfm](http://www.williamjames.edu/academics/olp/leadership-psyd/faculty.cfm) to view faculty names and bios.
Assistant Director of the Leadership Psychology Psy.D. Program
Suzanne Devlin, Ph.D.
Contact: Suzanne_devlin@williamjames.edu

Core responsibilities include:
• Doctoral student tracking:
  o Registering students
  o Degree audits
• Assessment and Planning:
  o Administer the process including communications, tech tools to gather data, advise faculty and students, report on data to the Chair.

Senior Associate Director of Field Placement for Leadership Psychology Psy.D.
Darlene Piva, Psy.D.
Contact: Darlene_piva@williamjames.edu
Core responsibilities include:
• Placing all students in the field for practicum work
• Leading a team of Associate Field Placement Directors
• Acquiring field sites
• Assisting and providing organizational development support to students and sites
• Site supervisor training and inclusion
• Assessment of all field placement practices and student outcomes
• Reporting on outcomes to the Chair
• Tracking student progress in the field along with the Assist Director
• Scheduling student seminars

XII. Student Status, Financial Aid, Registration, and Concentrations

12.1 Class Participation and Professionalism Expectations
For all courses in the Psy.D program, a significant percentage of your grade is based on how often and how sincerely you participate in required classroom work, whether virtually or in person. Your professionalism in relating to your peers, faculty and William James College staff with respect and care is as important as your demonstration of your understanding of the readings and content presented in the course. Furthermore, for a time in residence, in particular, the depth of your
participation shows not only respect to your instructors but also your cohort who may be traveling
great distances to learn with you and from you. As such, the following expectations for participation
in the program are as follows:

a. Students are expected to be prepared both online and in-person to discuss the assigned
readings and to practice skills as appropriate.

b. Students are expected to complete all course readings, threaded discussions, and
assignments by the due dates for which they are assigned. Failure to do so will negatively
impact your grade.

c. Students are expected to participate for the entirety of the residency.

d. Students are expected to contact their professor immediately should an absence be
anticipated. Any class time missed due to an unexcused absence (excused absences are
those for which the student provides documentation and are defined as due to illness, car
accidents, and/or death in the family) will result in a significant reduction to your grade,
academic probation and the potential to be dismissed from the program.

e. Students are to be mindful of their use of technology during residence. Mobile devices
must be set to “stun” or “vibrate” during class. Checking email, texting, web browsing, and
completion of other work on devices (including phones, PDAs, laptops, and netbooks) is
not allowed in live classes.

f. Students are expected to engage in their learning and learning with peers and faculty with
an open and positive mental model. A positive approach to learning and self and others
ensures you will learn to your highest potential and you that you will not impede the
learning of others. If you find yourself, for example, challenging each assignment versus
engaging in the material, this will negatively impact the participation and professionalism
portion of your grade. Other examples of negative behavior that show a lack of
professionalism and respect are turning in all assignments late, talking over people in class
discussions, coming back late from breaks, not entering the threaded discussion until
Friday, being disengaged during class by texting, or being in any way disrespectful of
others, etc. Problematic behaviors are addressed directly by faculty, your advisor, the
Director of the program, and can result in academic probation, and if they continue,
dismissal from the program.
12.2 Full-Time Student vs. Part-Time Student Expectations
William James College is fortunate to be able to provide students the choice of either being a full or part-time student. Full-time students complete all program requirements by the end of their fourth year. Part-time students are required to complete the program by the end of their sixth year.

12.3 Financial Aid for Full-Time and Part-Time Students
In order for students to qualify for federal financial aid, students must take at least 4.5 credit hours per term (terms being defined as fall, spring, and summer I&II combined).

12.4 Switching Status (Full-Time to Part-Time, and Vice Versa)
Should students decide that they want to change their status in the program, they must inform their advisor and the program director of this change immediately in writing via email. The student must then inform the Registrar’s Office and the Financial Aid office of their change in status and fill out the appropriate paperwork.

For further information on financial aid, please contact Hilary Baxter, Director of Financial Aid at Hilary_Baxter@williamjames.edu.

And Sonji Paige, William James College Registrar at Sonji_paige@williamjames.edu

12.5 Registration for Students and Course Cycle
OLP students are registered by program leadership. They do not self-register for courses.

12.6 Veterans and VA Benefits
The Psy.D. program is proud to serve our armed services members and veterans. In order for veterans to receive full VA benefits, they must take at least 9 credits during the fall, spring, and summer semesters, respectively. Due to this stipulation, veteran students who wish to take advantage of the Psy.D. will be unable to take advantage of part-time status.
References


