WILLIAM JAMES COLLEGE

GRADUATE EDUCATION IN PSYCHOLOGY

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 will graduate our first cohort this Spring of 2016. I am proud to be leading this program as well as teaching and designing courses for it since it's inception. The content delivered over the the entire program is a tightly woven mix of competencies contained in this manual. These competencies combined allow our graduates to become leaders of positive change, effective interventionists at the individual, team and systems level, and effective leaders.

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 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 allow 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 [1]98-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 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 about how leaders mobilize resources for change.

1.1 Mission and Vision

The *mission* of the doctoral program in Leadership Psychology is to prepare leaders to b e c o m e 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:

- Provide effective leadership for desired change
- Understand systemic and strategic dynamics affecting the organization
- Be knowledgeable in cutting-edge methods of leading change
- Consider the needs and perspectives of relevant and diverse global stakeholders
- Be self-aware and able to utilize insights into "self" to sensitively and adroitly interact with multicultural competence
- Act with awareness of the social, cultural, and ethical dimensions of their work as organizational development practitioners and change agents to make change for the better
- Make change happen for the greater social good in a wide array of roles, communities, industries and geographies.

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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.

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
- 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 residences 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 into 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 masters work. Two or more interviews are required per applicant. Applicants based in New England must attend interview day in person at William James College on the established interview date. Applicants outside the New England area are welcome to attend interview day in person or they can attend 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 2-day orientation, which occurs the week before classes start at William James College in either August or January depending on their elected start date. The Psy.D. Program starts 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 these online learning modules prior to the start of classes (see email from the Dean of Students) and attest to the fact that they read this manual and WJC student handbook by orientation. Orientation is experiential and sets up students for success in their cohort and in accessing 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 building these competencies in our students.

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:
- Worley, Rothwell, and Sullivan's (2005) *Practicing Organizational Development,* Second Edition;
- 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. 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 understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems. Students will gain understanding and awareness of the neuroscience research of leaders and followers.

Classes: LP762, LP763, LPXXX Leadership & Resistance to Change (LRC), LPXXX Psychology of Human Systems (PHS), LPXXX The Neurobiology of Leadership (NL)

II. **Use of self/self as instrument**
   a. Self awareness and self management (K, A, S)
   b. Systems thinking: self as 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, LPXXX Advanced Integration: Self and the System (AISS), LPXXX The Psychology of Adult Development and Learning (PAD)

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

Learning outcomes:
Students will demonstrate 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 to human systems in practicum work and in 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 LPXXX Organizational Practice and Business Ethics: Leading Without Authority (OPBE), and LPXXX Organization Development and Change (ODC)

IV. **Multicultural Competence and Sensitivity to 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 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., disabilism, 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 in LPXXX The Psychology of Adult Development and Learning (PAD).

2.2 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: LPXXX Quantitative Methods for Organizational Assessment (QtM), LPXXX Qualitative Methods of Naturalistic Inquiry (QNI), LPXXX 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 effectiveness of interventions." (APA, 2007, p. 984). Students will become CITI certified and demonstrate understanding of the laws and ethics

pertaining to engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA's latest style, e.g., 6th edition.

Courses: LPXXX Quantitative Methods for Organizational Assessment (QtM), LPXXX Qualitative Methods of Naturalistic Inquiry (QNI), LPXXX Quantitative Research Methods (Qt2), LP802, LP902, LP903

2.3. 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 market place, organizational, and psychological antecedents and outcomes of change.

Classes: LPXXX Organization Development and Change (ODC), LPXXX Advanced Dialogic Intervention and Consultation Skills (ADI), LP910, LP911, LPXXX Leadership and Resistance to Change (LRC), LPXXX The Neurobiology of Leadership (NL), LPXXX 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 and 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: LPXXX Organizational Practice and Business Ethics: Leading Without Authority (OPBE), LP763, LP910, LP911, LPXXX Organizational Development and Change (ODC), LPXXX Facilitation and Process Consultation (FPC)

IX. Organizational Theory and Design
a. Business operations and Supply chain (K, S)

b. Organizational structures and design, e.g., non profit 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 life cycle and design consultations accordingly.

Classes: LPXXX The Psychology of Human Systems(PHS), LPXXX International Organizational Structures, Theory and Leadership (IT)

2.4 Learning Outcomes Mapped to Courses	LP762, 63, 50	LP763	AISS	ODC	RTC	Qual and Stats	OT	ADI	OP&B E,	LP802, 902, 903	910/ 11
FOUNDATIONAL COMPETENCIES											
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 understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems. Students will gain understanding and awareness of the neuroscience research of leaders and followers.	X	X			X						
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.		X	X						X		
III. Students will demonstrate 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 to human systems in practicum work and in 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.				X							
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 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., disabilism, gender		X									X

discrimination, racism) in their client systems and be able to intervene to create positive social change.											

ORGANIZATIONAL ASSESSMENT & RESEARCH COMPETENCIES											
Learning Outcomes Mapped to Courses	LP710, 712	LP711	LP713	LP728	LP742	LP725, 26,27	LP750	Adv Interv	LP745	LP802, 902, 903	910/ 11
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.						X					X
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 effectiveness of interventions." (APA, 2007, p. 984). Students will become CITI certified and demonstrate understanding of the laws and ethics pertaining to engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA's latest style, e.g., 6th edition.						X				X	

ADVANCED PRACTITIONER COMPETENCIES											
Learning Outcomes Mapped to Courses	LP710, 712	LP711	LP713	LP728	LP742	LP725, 26,27	LP750	Adv Interv	LP745	LP802, 902, 903	910/ 11
VIII. Students will demonstrate and 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.									X		X
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.				X			X	X			

Students will be able to identify where their client companies are in terms of life cycle and design consultations accordingly.	X										

III. Curriculum Map

Below is the map of the curriculum that students who entered **on or after** 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
(0) CP600 Orientation
(3) LP762 The Psychology of Leadership and Followership
(3) LP763 Leadership, Use of Self, and Multicultural Competence
(3) Organizational Practice and Business Ethics: Leading without Authority
(3) The Psychology of Human Systems

II. Theories of Organizational Practice: 21 credits

Required courses in years 2-4
(3) The Neurobiology of Leadership
(3) Organization Development and Change
(3) International Organizational Structures, Theory and Leadership
(3) Team and Group Development for Leaders
(3) Advanced Dialogic Intervention and Consultation Skills
(3) Leadership and and Resistance to Change
(3) Advanced Integration: Self and System

III. Assessment Courses: 9 credits

Required
(3) Quantitative Methods for Organizational Assessment
(3) Qualitative Methods of Naturalistic Inquiry
(3) Quantitative Research Methods

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.

(2) Interpersonal Conflict and Negotiation
(2) Process Consultation and Facilitation Skills
(2) Organizational Culture and Leadership
(3) The Psychology of Adult Development and Learning
(3) Addiction and Business Leaders
*(3) Creative Change and Transformational Leadership
(3) Strategic Human Resources and Talent Management

V. AREA OF EMPHASIS:

There is demand for learning how to lead, develop and consult to those leading Non Profits and NGO's. Additionally, this A of E is in line with William James College's core mission. Students taking this emphasis will also do practicum and internship hours at a Non Profit or NGO. Their Doctoral Projects will be on topics related to the emphasis.

Leading Non Profits and NGOs Emphasis (6 credits)
Required
(3) Leading Non Profits and NGOs
(3) Promoting Resilience in Communities After Trauma
Optional
(3) Cultural Immersion (Haiti, Kenya, Guatemala)

VI. Leadership Seminar: 6 credits
Required
 (2) Advanced Leadership Seminar 1 (2 semesters 1 credit per semester)
         (Topics: role comfort, self awareness, contracting, consulting skills, ethics)
 (2) Advanced Leadership Seminar 2 (2 semesters 1 credit per semester)
          (Topics: Diagnosis, assessment and intervention from multiple perspectives, ethics)
 (2) Advanced Leadership Seminar 3 (2 semesters 1 credit per semester)
          (Topics: Intervention, evaluation, and their own leadership/practice model building)

VII. Field Education: 6 credits
Required: 900 total hours (150 hours per credit)
 (2) Practicum I (1 credit per semester for 2 semesters)
 (2) Practicum II (1 credit per semester for 2 semesters)
 (2) Internship (1 credit per semester for 2 semesters)

VII. 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) LP902 Doctoral Project II
(3) LP903 Doctoral Project III

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

Figure 1. Four-year Model

Fall Year 1		Spring Year 1		Summer Year 1	
Yr. 1 Foundational	3	Yr. 1 Foundational	3	*Elective (2 or 3 credit) or Area of E (3)	2/3
Yr. 1 Foundational	3	Yr. 1 Foundational	3	Theory of Pract 1	3
Orientation	0				
Total Credits	6	Total Credits	6	Total Credits	6
Fall Year 2		**Spring Year 2**		**Summer Year 2**	
Qual 1	3	Stats 1	3	Elective or Area of E	2/3
Theory of Org Prac 2	3	Theory of Org Prac 3	3	Theory of Org Prac 4	3
**Practicum 1	1	Practicum 1	1		
Adv. Leader Sem	1	Adv. Leader Sem	1		
Total Credits	8	Total Credits	8	Total Credits	5/6
Fall Year 3		**Spring Year 3**		***Summer Year 3**	
Stats 2	3	Theory of Org Prac 6	3	Elective or A of E	3
Theory of Org Prac 5	3	Elective	2	Elective	2/3
Practicum 2	1	Doc Project 1	1		
Adv. Leader Sem	1	Practicum 2	1		
		Adv. Leader Sem	1		
Total Credits	8	Total Credits	6	Total Credits	5/6
Fall Year 4		**Spring Year 4**			
Theory of org prac 7	3	Doctoral Project III	3		
Doctoral Project II	2	Internship	1		
Internship	1	Adv. Leader Sem	1		
Adv. Leader Sem	1				
Total Credits	7	Total Credits	5		
		Total Practicum Hours	900	**Total Credits**	**68**

*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. Students are also required to complete classwork as noted in **Program Classwork Policies**. 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 syallbi 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 <u>three discussion boards or more will result in an automatic failure of the course and possible dismissal from the program.</u>
- 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 a weekly pre-recorded lectures.
- Participation in live virtual webinars.
- <u>Mandatory participation in residencies</u> at William James College.

4.2 Residency Policy

Time in residence for the Leadership Psychology doctoral program happens 2-3 times a year. Students in their first year do an in person residence at WJC to orient them to the program, their faculty and each other. All students participate in a fall semester residence that is always the first week of November and spring residence is always mid March and both are listed years in advance on the program's website. These residencies run Wednesday - Saturday with the OLP departmental Alumni event on the Wednesday evening. The summer residence is a weekend during the course.

Residencies are meant to provide valuable face time with faculty and experiential executive learning including competency development provided by experts in the field. They are mandatory for all students unless otherwise given permission to miss portions of the residency by the Program Director.

Additionally, should a student unexpectedly have to miss a portion of a residency due to illness, family illness/death, or significant personal matter, they must inform the Program Director and their instructor as soon as possible. Additionally, the student will have to complete the same equivalent for portions missed and provide documents that verify the emergency, e.g., Doctor's note.

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:

A   (94 - 100%) Distinguished, superior quality work that clearly exceeds course expectations in every respect.

A-   (90 - 93%) The quality of the student's work clearly meets or exceeds

course expectations and is outstanding in nearly all respects.

B+ (87 - 89%) The quality of the student's work clearly meets the minimum course standards and is good or very good in most respects.

B (84 - 86%) The quality of the student's work clearly meets the minimum course standard with no glaring areas of deficiency. The student's work is generally good, but undistinguished.

B- (80 - 83%) The overall quality of the student's work meets the minimum course requirements and is *marginally* acceptable by graduate school standards. The student's performance may be deficient or substandard in particular areas. Student receiving this grade will receive credit for the course, but will be automatically placed on academic probation or dismissed if this is the second grade of this level.

C+ (77 -79%) The overall quality of the student's work closely approaches but fails to meet the minimum course standards and raises questions regarding the student's preparation for more advanced work in the discipline. Students receiving this grade or below *will receive no credit for the course and be required to take the course over for credit.* Student receiving this grade or below will be placed on academic probation or dismissed if this is the second grade of this level or below.

C (74 - 76%) The student's work fails to meet course standards. Although aspects of the student's work may be acceptable by graduate and professional standards, the overall quality suggests inadequate preparation for more advanced work in the discipline.

C- (70 - 73%) The quality of the student's work fails to meet course standards and is poor or clearly substandard in most or all respects, raising serious questions or about the student's preparation for more advanced work in the discipline.

D (64 - 69%) The quality of the student's work fails to meet course expectations and is very poor or substantially substandard in all respects. The quality of the work suggests very strongly that the student's preparation is insufficient for more advanced work in the discipline.

F (Below 64%) The quality of the student's work fails to meets course expectations and is grossly deficient. The student's performance in the assignment or course raises serious regarding the student's ability to complete graduate level work in the discipline.

I Incomplete. The student has not completed the course requirements within the required time frame but has made arrangements with the instructor to complete them by a mutually agreed upon date. Note: An "Incomplete" is *not* granted automatically; it must be requested by the student and arranged with the particular course instructor. If course requirements have not been met by the end of the particular semester and arrangements have not been made for an Incomplete, the student will automatically earn a C (a failing grade for the course). *It is the responsibility of the student - not the instructor - to initiate a request for an Incomplete.*

W Withdrawal without evaluation. The student has withdrawn from the course after the drop / add period but before the eighth week of the semester.

WP Withdrawal Passing. This is an option for students who are in good academic standing (maintaining a B average or higher) who choose to withdraw from the program.

WF   Withdrawal with record of failure. The student withdraws after the drop / add period and *I* or after the eighth week of the semester.

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 a narrative from their instructors. These narratives address and rate the following dimensions of their course performance:

A. Achievement (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 Late Policy
Students are required to hand in all work on time. However, being that this program caters to adult learners we do understand that things occasionally do come up. Therefore, for non-serious issues (deemed issues not related to personal injury, family injury, or severe mental distress) students must ask their instructors *at least 72 hours in advance* of the due date if they need an extension or will miss class. The granting of extensions is up to the course instructor. Make up work is required if students miss any portion of a residency. Students who let their instructors know less than 72 hours in advance will not be granted any extensions under non-serious circumstances. Students who do not show up to class without a granted extension receive zero credit for the class. Students who miss the deadline for assignments with no documentation of a serious issue that caused them to do so will received zero credit for the assignment missed with no opportunity for make up work.

For students facing serious issues (or those facing non-serious issues that notify their instructor's) within the prescribed guidelines), it will be up to the instructor's discretion regarding the length of the extension they receive. Instructors have full right of refusal to extend time on an assignment should they deem it appropriate.

All students asking for extensions due to serious issues, e.g. hospitalization, death of a family member, must provide proof of the emergency (e.g., a doctor's note or a death notice). Failure to provide proof within one week of requested extension results in failure of the assignment with no chance for rewrite.

5.5 Rewrites

In keeping with a rigorous program of study, adherence to strict guidelines for work submittal is important toward maintaining the integrity of the student academic experience. Therefore, students who submit work that is of poor quality will not have the opportunity to redo work that is unsatisfactory (i.e. work that earns a grade of B- or below). Exceptions can be made under the following circumstances:

- Student experiences a significant hardship that the instructor believes impedes their ability to deliver the appropriate product (student must provide proof of the hardship that is satisfactory to the instructor).
- New students in their first course who are using English as a Second Language.

Students should note that these common mistakes in which no rewrites are allowed:
- Failure to adhere to APA guidelines to the point where the paper cannot be accepted.
- Failure to include the required number of references or points from source material necessary to complete the assignment.
- Failure to answer all of the questions in the assignment.
- Failure to include at least enough of the readings from the course in their exploration of the content.

Students are encouraged to read the syllabi they receive along with all directions and rubrics provided and contact their instructor **at least 72 hours prior to the due date** if they have questions or need clarification. It is the responsibility of the student to be their own best advocate to get the help they need to get their assignments done on time and to satisfaction of the instructor.

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%

There are no refunds following the first day of the first weekend in residence of any semester.
*The Registrar, program director and advisor must be notified by email on that day.

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.

6.2 Return of Title IV Funds when a Student Withdraws

The Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) substantially changed the way funds paid toward a student's education are handled when a recipient of Title IV funds withdraws from school. All schools were required to implement these provisions by October 7, 2000. The new requirements do not dictate an institutional refund policy. Instead, a statutory schedule is used to

determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges. Because these requirements deal only with Title IV funds, the order of return of unearned funds no longer includes funds from sources other than the Title IV programs. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds. The new requirements do not prohibit a school from having its own refund policy or complying with refund policies required by state or other outside agencies. Although an institutional, state or agency refund policy will determine the charges a student will owe after withdrawing, those policies will not affect the amount of aid the student has earned under the return calculation.

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).

Formal Advising Meeting Schedule
Virtual or in person meeting by September 15th
During November Residency
Virtual or in person meeting by February 1st
During the March Residency

Note, these meetings are mandatory for students and must be attended. The Department Coordinator will work with faculty to get all students scheduled. It is the student's responsibility to initiate these formal meetings with their advisor.

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

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

The A&P Conference is typically held in June for the continuing students and in May for those who are scheduled to graduate in June. Three participants attend the A&P conference: the student, the advisor, and a second faculty member. Additional participants may be invited with advance permission of the advisor. The student is responsible for scheduling the conference at a time when the required participants can attend, and for bringing the A&P conference form to the meeting with the indicated parts completed in advance.

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

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 of 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 degree, readiness for 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 Advanced 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
Completion of the Practicum Project is facilitated by a two-part course structure:
- LP 910-911 Advanced Leadership Seminar I & II
    and
- LP 906-906 Practicum Leadership I & II

Students must complete their foundations courses (year 1 courses) to qualify to participate in practicum work. Most students complete their practicum work in their 3 and 4th years in the program. Students should refer to the Practicum Manual for additional information and specifics regarding practicum requirements and procedures.

X. Doctoral Project
Essential characteristics of the doctoral project process and requirements are provided below. Please consult

the Doctoral Project Manual on MyCampus for detailed description of the course requirements, timelines, acceptable types, committee membership and roles, IRB requirements, and requisite forms.

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
- LP 902 Doctoral Project II
- LP 903 Doctoral Project III

The course sequence begins with Doctoral Project I in the second semester the student's third year of the program, followed by Doctoral Project II in the following semester, and Doctoral Project III in the student's final semester. After registering for 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 school 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 Prospectus Manual for details).

3. Proposal
The proposal consists of the title page and first three chapters (Introduction, Literature Review, and Methods). The proposal articulates the research question, critically analyzes the relevant professional literature, and describes the method for studying the research question. All members of the student's Doctoral Project Committee must approve the proposal. Prior to any data collection, doctoral project proposals must be reviewed and approved by the William James College Institutional Review Board (IRB) for adherence to ethical standards of conducting research with human participants (see the Doctorate Project manual). Students must have completed their Citi Certification with in three years

of their submission to the IRB.

4. Doctoral Project Completion
Most doctoral projects will generally follow the five chapter APA format of Introduction, Literature Review, 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.

5. 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 May 17th** in order to attend June graduation. 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 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
- 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 Pys.D. 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.
- Overall management of 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.

Department Coordinator
Katie Sarubbi
Contact: Kaitlin_sarubbi@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, to 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 to view faculty names and bios.

XI. 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 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 are required to take two courses every semester in continuous succession until they complete their program requirements. Additionally, full time students will be required to complete practicum and doctorate projects during their final year as well. Part time students are required to take one course every semester in continuous succession until they complete their program requirements. Additionally, part time students are required to take their practicum during their fifth year and doctorate project during 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 five credits per term (terms being defined as fall, spring, and summer I&II combined). Most classes in the Psy.D. are worth fourth credits and therefore a student needs to take at least two courses per session which total above five credits in order to qualify for financial aid.

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 Elaine Toomey, Director of Financial Aid at Elaine_Toomey@williamjames.edu.

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

12.5 Registration for Students and Course Cycle

Students register for courses themselves, except for the first semester in the program. For registration dates please see the academic calendar.

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.

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