



WILLIAM JAMES  
COLLEGE



# Program Manual

Master of Arts in Organizational Psychology  
(MAOP)

Academic Year 2024 -2025

## Message from the Chair, Organizational and Leadership Psychology Department

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Welcome to the Master of Arts in Organizational Psychology (MAOP) program! In this space, faculty and students collaborate to create a learning environment that embodies the principles of healthy organizational psychology.

The mission of the Organizational and Leadership Psychology Department (OLP) is to cultivate a new generation of humanistic leaders, organizational development practitioners, and talent management professionals. Through the guidance of our scholar-practitioner faculty, our students develop a theoretical background, reflective practices, and functional tools to enhance organizational effectiveness and foster healthier work environments at the individual, team, and system levels.

Our vision is to be a global leader in organization development and leadership psychology education, empowering a diverse community of students and alumni to drive positive change in organizations and society. We aim to achieve this by providing innovative, accessible graduate programs that integrate dynamic on-line and on-ground pedagogy, original and student-embodied research, and practical application to cultivate exceptional leaders and organizational development professionals.

The MAOP program is built on Organization Development (OD) values and competencies, as described in this manual. With these competencies, graduates are prepared to be leaders of positive organizational change, effective interventionists at the individual, team, and systems level, and highly skilled and strategic talent management professionals.

Throughout the program, students develop a range of competencies integral to becoming a skilled organizational development or talent management practitioner. These competencies are detailed in this manual and are essential to students' growth and effectiveness as change agents.

One of the most significant outcomes of this program is the development of one's own informed identity as a leader and OD change agent. This program is a deep dive into an understanding of oneself, one's agency, one's boundaries, and one's impact on others. Students refine their mental models and tools for leading healthy, effective change in organizations and systems.

A key advantage of our program structure is the opportunity to build strong relationships with cohort members, fieldwork supervisors, faculty, advisors, and research collaborators. You are now part of a vibrant global community of leaders and organizational change practitioners. We are thrilled to have you join our unique, ever-evolving learning community. Welcome!



Dr. Suzanne Devlin

Chair, Organizational and Leadership Psychology Department

Co-Director, Leadership Psychology Psy.D. Program

## Message from the Director, MA in Organizational Psychology

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It is my honor to welcome you to the MAOP program! The program and the OLP community will provide you with a unique and impactful experience. At the heart of our program is a commitment to fostering meaningful change and compassionate leadership. We encourage you to approach your studies and future career with a sense of purpose, always considering the human impact of organizational decisions and practices. Our goal is to develop not just skilled professionals, but empathetic leaders who can create positive change in the workplace and beyond.

Our program thrives on the diverse perspectives and experiences each of you brings. We foster an open, collaborative atmosphere where knowledge and skill are co-created through vibrant discussions, group projects, and peer-to-peer learning. Your active participation will enrich not only your own learning but also that of your peers. This program is designed to help you discover your potential as both a professional and an individual and develop a deeper understanding of yourself and others.

Throughout the program, you will have the opportunity to apply theoretical concepts to real-world scenarios and master the organizational psychology competencies that form the foundation of the field. This hands-on approach will help you bridge the gap between theory and practice by developing essential skills such as organizational assessment, change management, talent management, and evidence-based decision making to prepare you for the complexities and nuances of organizational life. By the end of the program, you will be well-equipped to make meaningful contributions to organizations and drive positive change in diverse professional settings.

As you begin this exciting chapter, I encourage you to embrace every opportunity for learning and growth with curiosity and openness. Challenge yourself, support your peers, and never hesitate to reach out when you need assistance.

Welcome to our community of learners and future leaders in Organizational Psychology. I look forward to witnessing your journey and the positive impact you'll make in the field.



Darlene M. Piva, MAOP, Psy.D.

Director, MAOP

## Preface

This *Master of Arts in Organizational Psychology (MAOP) Manual* is in effect for the 2024-2025 academic year. It augments material in the William James College [Student Handbook](#) and provides program-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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# MAOP Program Manual

## Program Overview

MAOP is an accelerated, competency based, experiential program designed for professionals striving to master organizational development, change management, and talent management consultation skills. Over the course of 11 months full time or 23 months part time, students complete 31 credits to achieve their master's degree. Students take 22 credits of core, field work, and research courses and 9 credits in either the Organizational Development & Change (ODC) or Talent Management (TM) concentration. MAOP provides a validated theoretical foundation integrated with practical application. Through in-depth skill-building and problem-based learning experiences, graduates are equipped to effectively develop and steward organizational systems, teams, and individuals in the context of uncertainty and change.

The program's diverse faculty and students—representing a range of educational and professional backgrounds—engage with course materials from multiple perspectives fostering the development of understanding and self-awareness, emotional intelligence, and leadership skills. Supportive advisors mentor students in their personal and professional growth, while experiential activities provide opportunities for leadership development, skill-building, and career progression.

A cohort model encourages peer learning, enhances networking, facilitates feedback exchange, and supports long-term relationship building. The program's multidisciplinary approach draws from psychology, organizational development, change management, talent management, sociology, neuroscience, and adult education, enabling students to tackle organizational challenges through assessment, diagnostic models, interventions, and evaluation at individual, group, and whole systems levels.

By focusing on the humanistic perspective of organizational systems, the MAOP program leverages contemporary research and practices to address today's organizational challenges, offering a unique perspective on mobilizing resources for change through the lens of Organizational Psychology.

## Mission and Vision

The mission for the MAOP program is to prepare future organizational development, change management, and talent management practitioners skilled in working collaboratively to resolve challenges, implement sustainable change initiatives, recruit and develop talent, improve performance, and influence internal culture to support well-being in organizations across a diverse array of clients.

The vision of the MAOP program is to expand the community practitioners, leaders, and scholars working with organizations to create humanistic, culturally competent, innovative, and high-performing human systems by employing knowledge gained from evidence-based research to organizational practices.

## Scope of Practice

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As organizational psychology practitioners, MAOP graduates assist organizations in achieving goals by utilizing knowledge and skills gained in the program on how to:

- **Assess Complex Challenges and Dynamics:** Define and assess systemic and strategic dynamics affecting the individual, team, and whole system levels of organizations
- **Initiate and Sustain Transformation:** Apply creative and effective methods for designing, implementing, and evaluating transformation human systems by providing effective leadership.
- **Lead Ethically and Thoughtfully:** Operate with a keen understanding of the social, cultural, and ethical dimensions of their roles as leaders, organizational development and talent management practitioners, and change agents, making meaningful, positive changes.
- **Utilize Self-Awareness and Compassion:** Demonstrate self-awareness and ability to utilize insights into “self” to skillfully interact with others out of compassion and genuine curiosity to enhance psychological well-being for themselves and others.
- **Embrace Diversity, Equity, and Inclusion:** Recognize and respond to the needs and perspectives of diverse and multicultural global stakeholders with sensitivity and awareness.
- **Promote Social Good:** Make positive change happen for the greater social good in a wide array of roles, communities, industries, and geographies.

## Career Opportunities

The MAOP program is tailored for working professional seeking to build or advance their careers as internal and external organizational psychology practitioners in:

- Organizational Development
- Change Management
- Talent Management
- Learning and Development
- Human Resources
- Organizational Leadership and Management
- Organizational Consulting

## Organizational Roles

Organizational psychology practitioners apply psychological principles of human behavior to intervene in human systems to improve productivity and the quality of work life. Many serve as human resources/talent management professionals who help organizations with staffing, training, employee development, and employee morale and retention. Others work as systems consultants in the areas of leadership development, team building, strategic planning, quality management, and facilitating organizational change. Practitioners operate in various roles within organizations, whether internal team members or external consultants. Their roles may include:

- Organizational Development or Effectiveness Specialist
- Talent Manager
- Talent Acquisition Specialist
- Performance Management Specialist
- Learning and Development Specialist
- Training Facilitator
- Human Resources Business Partner
- Team Development Specialist

## MAOP Students

This program is designed for individuals with 2-7 years of work experience aspiring to build their organizational psychology skills in organizational development, change management, and talent management, and experience personal and professional growth. Our students range from new graduates to seasoned professionals and career changers. The MAOP cohort is comprised of students from national and global locations participating either completely online or traveling to campus for the course weekends in residence. The program is designed to support professionals juggling full-time careers and other life responsibilities seeking both personal and professional growth.

## Program Length, Requirements, Delivery Format, and

The MA in Organizational Psychology is a 31-credit accelerated graduate degree program offered as a:

- Full-time 11-month program over 3 semesters
- Part-time 23-month program over 6 semesters.

The required sequential course curriculum contains:

- 5 core foundational organizational psychology content courses building expertise through application and experienced-based learning throughout the program. A concentration with 3 courses in either Organizational Development & Change or Talent Management.
  - Students choosing either of the concentrations are welcome to take the additional courses from the other concentration for an additional discounted tuition fee after their degree has been conferred.
- 80 hours of work in the field
- a Capstone thesis or project involving academic exploration of a topic in organizational development and change or talent management
- comprehensive exams at the end of the program.



Courses are delivered using Canvas, an online learning management system (LMS), to present distance learning modules.

MAOP is offered in both blended and online only participation modalities. Blended students complete their courses through a combination of both online coursework and in person weekends in residence (WIR) at the William James College campus. WIR is an intensive, highly experiential practice opportunity for each course facilitated by their course instructors using simulations, role-play, case work outs, and team building activities. All blended students are required to attend the WIR for each course.

Online only students complete all their course work online and through virtual webinars. Online only students participate in alternate activities to bring aspects of the experiential learning from residencies to the online format.

## Applying to the Program

The MAOP program admits students in both the Fall and Spring semesters.

MAOP requires that students already possess:

- A BA or BS from a regionally accredited four-year college
- Demonstrated academic accomplishment of at least a 2.8 GPA or above

Required Application materials include:

- \$60.00 Application Fee (non-refundable), paid through the online application before submission
- [Completed application form](#)
- [One \(1\) letter of recommendation](#)
- [Curriculum Vitae or Resume](#)
- [Application Essay](#)
- [Official Transcript\(s\)](#)
- [Re-Application Statement](#)\*
- [Change of Career Statement](#)\*
- [International Applicants](#)\*

\*if applicable

The GRE is *not* required.

## Program Orientation

Orientation is informational, experiential, and is designed to prepare students for success in the program. It introduces students to their cohort, advisor, faculty, and the resources available at William James College.

Orientation components include:

- **Online Orientation:** Approximately one month before classes begin, incoming students will gain access to an asynchronous online Canvas Orientation course. Students are expected to complete the online modules, prework assignments, checklist items, and engage with their cohort and faculty on the Introductions discussion board
- **In-Person Orientation:** The week before classes start, students will attend a mandatory two-day orientation at William James College. in either August or January depending on the elected start date according to the published William James College [academic calendar](#).
  - Blended students are required to attend on campus
  - online students are required to attend virtually but are welcome to attend on campus if they choose
- **Course Registration:** The Departmental Coordinator will register students for each of their classes in the program.
- **Semester Start:** LPsyD courses will commence on the first day of the semester, as outlined in the William James College academic calendar.

## MAOP Competencies

### Areas of Expected Mastery

The learning outcomes of the MAOP program are defined by competencies, which are areas of expected mastery after successfully completing the program.

Competencies are a constellation of related skills, knowledge, personality traits, and experiences around an underlying construct. They demonstrate 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). The MAOP competencies are aligned with published guidelines of the American Psychological Association (APA) Divisions 13 and 14: Consulting Psychologists and The Society of Industrial and Organizational Psychology (SIOP) respectively to ensure that students graduate with deeply integrated mental models of the skills, abilities, and ethical standards of the field.

The program competencies are grouped in alignment with the program core courses and each of the program concentrations:

- Foundational Organizational Psychology
- Organizational Development & Change
- Talent Management

# Foundational Organizational Psychology Competencies

## Organizational Psychology

Students will have the opportunity to:

- Outline the key elements of the history, foundational principles, theories, and models that underpin the study and practice of organizational psychology.
- Demonstrate an understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems.
- Explain the concepts of organizational culture and climate and their influence on employee attitudes, behaviors, and performance.

## Use of Self/Self as an Instrument

Students will have the opportunity to:

- Use self-reflection techniques to enhance awareness of personal values, biases, cultural influences and impact on organizational dynamics.
- Demonstrate ability to establish personal credibility and continuously work to uncover blind spots and assess assumptions and mental models in use.
- Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.

## Behavior, Ethics, Standards, and Values

Students will have the opportunity to:

- Demonstrate the proper application of the guiding ethics of the field of organizational development and consulting psychology.
- Identify and navigate ethical dilemmas and issues that arise in consultation with human systems in practicum work and in real-world case studies.
- Conduct themselves according to the standards of behavior for our field to ensure they do no harm and create sustainability versus dependence in client systems.

## Multicultural Competence and Sensitivity to a Difference

Students will have the opportunity to:

- Practice multicultural competence to appreciate diverse perspectives in organizational settings and integrate cultural sensitivity into organizational interventions.
- Assess their own phase of identity development and practice prejudice reduction in self and with others.
- 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.

## Organizational Assessment

Students will have the opportunity to:

- Assess systemic and strategic dynamics affecting the individual, team, and whole system levels of organizations and apply organizational theories and design principles to optimize structures and processes.
- Conduct and analyze surveys, interviews and focus groups to provide valid data to support recommended interventions.
- Understand and apply diagnostic models to inform their inquiry in their practicum work and to real-world cases.

## Research Design, Methods, Statistics, and Academic Writing

Students will have the opportunity to:

- Become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies.
- Demonstrate an understanding of the ethics pertaining to the engagement of human subjects.
- Develop and demonstrate competency in academic writing per APA's latest style, e.g., 7th edition.

## Intervention

Students will have the opportunity to:

- Identify the marketplace, organizational, and psychological antecedents, and outcomes of change.
- Demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the individual, group/team, and whole-systems based on organizational assessment and consultation findings
- Develop and apply methods for evaluating the effectiveness of organizational interventions utilizing feedback mechanisms to adapt and refine interventions for continuous improvement.

## Consultation Skills

Students will have the opportunity to:

- Demonstrate an understanding of the dynamics of helping relationships by identifying the various roles of consultants and be able to successfully engage the Action Research model of consultation.
- Demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.
- Evaluate the components of a consulting contract, including its structure and content, and adapt them to align with one's individual practice model and client needs.

# Concentration Competencies

## Organizational Development and Change Competencies

### Organizational Theory and Design

Students will have the opportunity to:

- Identify and evaluate the anatomy of organizations, including structure, strategy, culture, and place in the world market, including competitive drives, advantages, and threats.
- Identify where their client companies are in terms of the life cycle and design consultations accordingly.

### Integrated Organizational Diagnosis, Intervention, and Evaluation

Students will have the opportunity to:

- Examine the steps involved in planning and implementing organizational change and the collaborative stages of data gathering, data feedback, analyzing the data and diagnosis, intervention planning, and implementation.
- Advance intervention skills, including design and implementation aimed at addressing root causes to improve organizational effectiveness at all levels.
- Use feedback methods for evaluating the effectiveness of change initiatives and ensuring sustainable change at all levels.

### Leadership Psychology

Students will have the opportunity to:

- Identify and utilize leadership models and theories to assist in creating and leading effective organizational development and change.
- Examine the psychology of leadership dynamics, including topics such as authority, power, and evolving leadership in contemporary business environments with a focus on professional ethical standards.

## Talent Management Competencies

### Talent Management Theory and Practice

Students will have the opportunity to:

- Describe and apply the foundational theories and models of talent management, including their implications for organizational performance and success.
- Utilize the steps in the talent management lifecycle to enhance individual/group performance, succession planning, and the achievement of organizational goals
- Apply talent management strategies to create a healthy and equitable organizational culture that fosters diversity, inclusion, and belonging.

### Talent Performance

Students will have the opportunity to:

- Demonstrate skills in motivating and developing talent through the implementation of performance management systems, competency-based programming, and individualized development planning to foster engagement and commitment.
- Develop intervention skills at individual, group, and whole system levels aimed at retaining and sustaining a high performing talent pipeline and supporting organizational business strategy.

### Learning and Development

Students will have the opportunity to:

- Apply learning and development theories and models to design inclusive training programs that utilize instructional design principles, assessment methods, and facilitation techniques that accommodate diverse learning styles and needs.
- Analyze training effectiveness through rigorous evaluation methods, ensuring alignment with organizational objectives and continuous improvement.

## Program Course to Competency Map

Program Courses:	OP500	OP505	OP510	OP515	OP520	OP550	OP555	OP560	OP580	OP585	OP590	OP900/OP901 Field Placement	OP950/951 Capstone
<b>Foundational Organizational Psychology Competencies</b>													
Organizational Psychology	X	X		X		X	X					X	
Use Of Self/Self as an Instrument			X	X	X			X		X		X	X
Behavior, Ethics, Standards, and Values	X	X	X	X	X	X	X	X	X	X	X	X	X
Multicultural Competence and Sensitivity to a Difference	X	X	X	X	X	X	X	X	X	X	X	X	X
Organizational Assessment		X		X	X					X	X	X	X
Research Design, Methods, Statistics, and Academic Writing	X	X					X						X
Intervention				X	X							X	
Consultation Skills					X							X	
<b>Organizational Development and Change Competencies</b>													
Organizational Theory and Design						X	X					X	X
Integrated Organizational Diagnosis, Intervention, and Evaluation						X	X					X	
Leadership Psychology								X				X	
<b>Talent Management Competencies</b>													
Talent Management Theory and Practice									X	X	X	X	X
Talent Performance									X	X	X	X	
Learning and Development											X	X	

## Curriculum Map

MAOP curriculum maps for Fall or Spring entrance and full-time or part-time length are located on the WJC website in the Overview Organizational Psychology Master of Arts (MAOP) page under the [Curriculum](#) tab or through the MAOP Information Hub. Students must follow the prescribed course sequence to complete their degree. The table below depicts a sample curriculum map for the 31 credit MAOP full-time fall semester entrance student.

Courses	Credits	Field Placement Hours
<b>Fall Semester</b>	<b>12</b>	<b>40</b>
OP500 Introduction to Organizational Psychology, Development, & Change	3	
OP550 Advanced Methods for Whole System Diagnosis OR	3	
OP580 Introduction to Talent Management Systems and Strategy	3	
OP505 Organizational Psychology Theory, Models, and Assessment in Practice	2	
OP900 Field Placement 1	1	
OP950 Capstone 1		
<b>Spring Semester</b>	<b>13</b>	<b>40</b>
OP510 Self as an Instrument	3	
OP555 Integrative Organizational Intervention and Evaluation OR	3	
OP585 Talent Stewardship: Unlocking Pathways to Higher Potential		
OP515 Developing Groups and Teams in Systems	3	
OP901 Field Placement 2	2	
OP951 Capstone 2	2	
<b>Summer Semester</b>	<b>6</b>	<b>0</b>
OP560 Psychology of Leadership Dynamics in Organizations OR	3	
OP590 Learning and Development: Empowering Organizational Growth		
OP520 Consulting Skills & Organizational Psychology Practice	3	
<b>Total</b>	<b>31</b>	<b>80</b>

## Declaring a Concentration

Students must declare their concentration in either Organizational Development and Change or Talent Management. The Director will provide students with a concentration declaration form to complete and return to the Department Coordinator, who will submit to the Registrar.

Students should declare their concentration by the end of orientation before the semester starts to ensure they are enrolled in the right courses. However, students have until the end of add/drop period to switch concentrations.



## Expectations

Please refer to the WJC Graduate Student Handbook regarding Academic Policy, including guidelines on community behavior, attendance, academic integrity, and grading.

### Expectations for a Safe Learning Environment

As a member of the WJC and OLP communities, all members are expected to contribute to a respectful, productive, and safe learning environment, both in-person and online. We ask everyone to prioritize psychological safety with urgency and care, upholding high standards of communication and behavior.

Disrespectful behavior towards faculty, students, staff, and site supervisors is not acceptable and will not be tolerated. If such behavior occurs, it will be addressed through appropriate feedback and dialogue. We encourage everyone to approach these situations with a growth mindset, working together to resolve instances of hurtful behavior or miscommunication and to promote a positive, supportive atmosphere for all.

### Community Expectations

In our learning space, everyone contributes to the welfare and quality of the learning experience and overall community. Making it essential for us all to facilitate a positive and effective learning environment. The encouragement of trust, openness, mutual responsibility, mutual respect, and authentic and harmonious relationships is just as important as mastering course content, and this includes showing respect, positive intent, curiosity, and social emotional intelligence towards peers, faculty, and staff.

To support this, here are some community expectations:

- Respectful Interactions: Emphasize attentiveness, respect, and kindness in all interactions— whether verbal, through body language, or in writing.
- Community-Centered Values: Highlights behavior that prioritizes the well-being and inclusivity of the community.
- Cultural Humility: Reflects a commitment to understanding and respecting different cultural backgrounds.
- Equitable Engagement: Focuses on fair and just participation and treatment of all individuals.
- Collaborative Spirit: Emphasizes working together and valuing diverse perspectives.
- Empathy and Understanding: Encourages a compassionate approach to interactions.
- Integrity and Accountability: Stresses the importance of ethical behavior and taking responsibility for one's actions.
- Inclusive Practices: Centers on creating an environment where everyone feels welcomed and valued.
- Open to Feedback: Accept constructive feedback with an open mind and address issues through the appropriate channels, guided by self-reflection and self-awareness.

- Seeking Help: Don't hesitate to seek help when needed.
- Communication: Inform your professors and advisor about any life circumstances that may affect your learning.
- Responsiveness: Respond promptly and cooperatively to administrative requests, including those from the Departmental Coordinator, Registrar, Financial Aid, and other staff. Please reply within 48 hours to ensure smooth support throughout your program journey.
- Preparation: Come prepared for academic discussions and adhere to assignment deadlines.
- Residency Attendance: Attend all portions of Residency, arrive on time, return promptly from breaks, and stay until the end.
- Engage fully in Synchronous, Virtual Activities: Treat online meetings as you would any in person meeting. This means:
  - Using a distraction-free environment for your computer use, avoiding phones or multitasking.
  - Not engaging in emails, texting, web browsing, or other tasks during live classes.
- Accountability for Learning: Students are responsible for their own learning journey. This includes:
  - Reading the Syllabus: Understanding course requirements and expectations.
  - Meeting Deadlines: Adhering to all deadlines for assignments and participation.
  - Productive Study Habits: Engaging in consistent and effective study practices.

## Student Program Expectations

All students are required to complete coursework as noted in the **course syllabi, MAOP Program Manual, and WJC Graduate Student Handbook**. Policies involving incomplete work and unsatisfactory academic progress are described in the Graduate Student Handbook.

To receive full program and course credit, students must achieve a B letter grade or better for all required course work listed in the MAOP, Field Placement, and Capstone manuals and each course syllabus. Students engage in the following coursework assignments for the length of the program:

- Weekly readings and pre-recorded lectures
- Substantive online discussion board participation each week
- Substantial, formal academic written or project work for each course
- Use of APA style for all written work unless otherwise instructed
- Participation in live virtual field placement seminars
- Completion of capstone thesis
- Passing grade on comprehensive examinations
- WIR participation at William James College for blended students

## Coursework Expectations

Students are required to read and be familiar with the **WJC Graduate Student Handbook** Academic Policies. To maintain a constructive and respectful learning environment, students are expected to actively participate in both virtual and in-person classes and to show respect towards classmates, teaching assistants, and faculty. The table below describes the expectations to follow in all MAOP courses:

- **Readings, Lectures, and Assignments:** Complete all assigned readings, lectures, and other work before class (including discussion boards, live virtual meetings, and residency) to be well-prepared for discussions and practice.
- **Attendance:** Attend all scheduled virtual and in-person classes. Notify the instructor in advance of any anticipated absences or as soon as possible if an absence is unexpected. Unexcused or excessive absences, or failure to communicate about absences, may affect your grade and/or result in a Corrective Action Notice (CAN). If a student misses class, it's the student's responsibility to catch up on missed work.
- **Tardiness:** Arrive on time for synchronous classes and return promptly after breaks. Arriving late may impact your grade.
- **Late Work:** Submit assignments on time to avoid potential penalties, including reduced grades or no credit. If you have questions about an assignment, contact the instructor before the due date.
- **Redistribution of Materials:** Do not redistribute course materials such as slides or lecture notes. Obtain the instructor's permission before recording any class sessions.
- **Email Communication:** Use your WJC email address for all communications. Include your full name and contact number in your email signature. Maintain a respectful and constructive tone in all email correspondence and respond to faculty and administrative emails within 48 hours (Monday-Friday).
- **Turnitin:** Submit all papers electronically via Canvas. All assignments will be checked for plagiarism using Turnitin. Emailed copies will also be uploaded to Turnitin for plagiarism checking by the instructor.
- **Citation of Sources:** Document all sources through proper APA7 citations and references in your written work. Failure to do so will be considered plagiarism, which may lead to failing the course or more severe academic consequences. Familiarize yourself with plagiarism definitions using resources like [The Harvard Guide to Using Sources](#) and the website, [Plagiarism.org](http://Plagiarism.org). Avoid self-plagiarism by not reusing previously submitted work without explicit permission from your professor.
- **Writing Assistance:** For help with organizing ideas, expressing yourself clearly, or meeting assignment expectations, seek support from the [Academic Resource Center \(ARC\)](#)

## Expectations for Online Discussion Boards

Online discussion boards are a vital part of our interactive class time, providing opportunities to develop critical thinking, enrich perspectives, share resources and ideas, and deepen understanding and retention. To make the most of this experience, please follow these guidelines:

### **Weekly Discussion Prompts:**

Your instructor will post the weekly discussion prompts by the Friday before the discussion week begins.

Focus on tying the course materials and your experience to the discussion prompt, sharing ideas, making connections, applying concepts, and asking thoughtful questions. Be sure to address all parts of the prompt in a reflective and concise manner. The goal is to exchange academically meaningful discussions with properly cited readings, using proper grammar and punctuation.

### **Initial Post Expectations**

- **Deadline:** Submit an initial post by Wednesday at 9:00 PM local time.
- **Length:** Keep your post concise, between 300-400 words
- **Citations:** Integrate and properly cite at least 2 course materials in your initial post unless otherwise instructed.
- **Writing style:** Demonstrate effective written communication by using proper grammar and punctuation.

### **Response Post Expectations**

- **Peer Responses:** Respond meaningfully to at least 2 peers on Thursday and/or Friday.
- **Inclusivity:** We value inclusivity. Interact with different classmates each week to demonstrate flexibility and inclusive leadership.
- **Ongoing Engagement:** If you post your initial response before Wednesday, return between Wednesday and Friday to engage fully in the discussion.
- **Closing Time:** Discussion Boards close on Saturdays at 12:00 est. Saturday posts should be for closing comments only, not substantive discussion.

**Grades:** Discussion boards will be graded based on quality, rigor, and timeliness of your contributions. Please refer to the course syllabus for specific grading structures.

## Team Project Expectations

As a member of our high-performing community, adhering to these best practices will help ensure successful and productive group work:

### **Commitment:**

- **Honor Your Commitments:** Clearly understand and agree to the responsibilities and deadlines assigned to you. Make a personal commitment to complete your tasks on time and to a high standard.
- **Reliability:** Consistently show up for meetings and work sessions and communicate proactively if you foresee any difficulties in meeting your obligations.

### **Communication:**

- **Proactive Engagement:** Initiate communication early in the project to clarify roles, expectations, and timelines. Regular updates keep everyone informed about progress and any changes.
- **Transparency:** Share relevant information, challenges, and updates openly with your team. Encourage a culture of honest and constructive dialogue.

**Contribution:**

- **Equitable Effort:** Contribute your fair share by taking on tasks and responsibilities proportional to your skills and time availability. Be willing to assist teammates when possible.
- **Quality of Work:** Strive to deliver high-quality contributions that reflect well on the group. Ensure your work is thorough, accurate, and well-prepared.

**Participation:**

- **Active Involvement:** Engage actively in discussions and decision-making processes. Offer your insights and consider the perspectives of others to enrich the group's work.
- **Inclusivity:** Ensure that all voices are heard and valued. Facilitate a balanced discussion where diverse viewpoints are considered, and work towards consensus.
- **Accountability:** Hold yourself and your team members accountable for meeting agreed-upon expectations and deadlines. Follow up regularly on progress and address any lapses constructively.

**Preparedness:**

- **Advance Preparation:** Review all relevant materials, conduct necessary research, and complete preliminary tasks before meetings. Being prepared allows for more productive discussions and efficient use of time.
- **Responsibility for Learning:** Understand your role in the project and the subject matter. Take initiative to fill knowledge gaps and bring informed contributions to the table.

**Conflict Resolution:**

- **Addressing Issues:** When conflicts arise, address them promptly. Focus on solutions rather than assigning blame and seek mediation if necessary.
- **Respectful Discourse:** Maintain a respectful tone, even when disagreeing. Aim for constructive feedback and work collaboratively to resolve differences.

## Residency Expectations

Attending Residency is a mandatory requirement for all MAOP blended students occurring one weekend per course. MAOP residency provides valuable experiential learning opportunities and is a commitment to yourself, your peers, and faculty. The dates of the residencies are publicized well in advance so please organize your travel and your personal/work schedule so that you can be present and contribute fully to the experience.

During residency, your full participation and respectful actions and communication is expected, including prompt arrival and departure no earlier than the end of the session and adhering to time boundaries established for breaks including any residencies held remotely versus on campus due to weather or other situations.

Failure to honor these requirements will lead to a meeting with the instructor, program director, and advisor who will review the context of your absence and determine the final consequences that could include:

- a. Requirement to fulfill an equivalent, alternative assignment
- b. Loss of up to all WIR points from your final course grade(s)
- c. Corrective Action Notice or Probation

*Emergency exceptions and arrangements must be approved by the Program Director on an individual basis.* Students must inform the faculty and Program Director of any absence from WIR due to illness, family illness/death, or significant personal matter as soon as possible and provide appropriate documentation.

If you are experiencing longer-term life circumstances that have changed your ongoing ability to attend Residency, please reach out to your advisor to discuss options such as adjusting your course schedule, taking a leave of absence, or consulting with William James College Director of Disability Services.

## Artificial Intelligence Tool Policy

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The allowed use of Artificial Intelligence (AI) tools is at the discretion of each faculty within their course. Students are responsible for the accuracy of any information in their work including AI-generated content. Students must disclose AI tools for their specific purposes, such as editing. It is never appropriate for students to submit assignments not written by themselves, nor is it appropriate to submit assignments without a proper citation and reference, including the use of any AI tool.

Inputting client information into an AI tool is a HIPAA violation and is not permitted. To protect their privacy and data security, students should avoid putting sensitive, identifiable information into AI tools. These systems can inadvertently store, misuse, or share this data.

If work produced by an AI tool without proper citation is submitted, it is a violation of the William James College [Academic Integrity Policy](#) and is a form of plagiarism. Further information on plagiarism can be found from the Academic Resource Center (ARC) [here](#).

## MAOP Generative AI Expectations

The MA in Organizational Psychology program operates in alignment with the WJC AI and plagiarism policy and guidelines. Generative AI is a powerful, assistive tool that requires knowledge and skill to use appropriately within the boundaries of authentic and ethical application in your coursework and as an organizational psychology practitioner. It is important to ensure all coursework reflects:

- Clear authentic student voice
- Appropriate program and course content knowledge level
- enough expertise to detect and remove generative AI errors in output
- no violation of data anonymity, confidentiality, or security
- Disclosure of generative AI use and compliance with third-party intellectual rights
- satisfactory completion and application of content toward mastery of program competencies to prevent client harm as a practitioner

Each MAOP course syllabus will include the Course Specific Generative AI Expectations with details on allowed and prohibited use of AI in the overall course and assignments. Please read the expectations carefully, it is the student's responsibility to clarify individual course expectations regarding permitted use and restricted use of generative AI tools abide by those expectations prior to submitting work. Additional expectations and resources for disclosure, citation, and reference format can be found in the [MAOP Information Hub](#).

Instances of unauthorized and uncited use of generative AI in any prohibited assignments in MAOP will prompt academic consequences of plagiarism including the following:

First Instance	Second Instance	Third Instance
<ul style="list-style-type: none"> <li>• Meeting with faculty and advisor</li> <li>• Program director notified</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with faculty, advisor, program director</li> <li>• Department Chair notified</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with program director and chair</li> </ul>
<ul style="list-style-type: none"> <li>• Review Generative AI policy</li> <li>• Dialogue on the inappropriate use of Ai in the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Corrective Action Notice (CAN)</li> <li>• academic probation</li> </ul>	<ul style="list-style-type: none"> <li>• Program dismissal process initiated</li> </ul>
<ul style="list-style-type: none"> <li>• Resubmit the assignment using only appropriate resources</li> <li>• Assignment will be checked for plagiarism including AI and graded</li> </ul>	<ul style="list-style-type: none"> <li>• Resubmit the assignment using only appropriate resources</li> <li>• Assignment will be checked for plagiarism including AI and graded for partial points</li> </ul>	

## Evaluation of Student Work

### Course Grades

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

<b>A</b>	94 – 100: Excellent
<b>A-</b>	90 – 93: Very Good
<b>B+</b>	87 – 89: Above Average
<b>B</b>	84 – 86: Meets Standards
<b>B-</b>	80 – 83: Minimally Meets Standards
<b>C+</b>	< 80: Fails to Meet Standards – Receives No Credit for the Course

### General Criteria

Students who earn an “A” in a 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 with clarity and organization in oral and written context
- written work free of spelling, grammatical, and/or APA-style errors
- appropriate integration of relevant literature into written arguments
- willingness to engage in self-reflection and demonstration of self-awareness
- participation in class discussions and activities
- regular attendance and prompt arrival to class

Students who earn a “B” in a course demonstrate sufficient understanding of theoretical material and writing skills but may need development in sophistication and depth of writing and conceptual skills. Examples include:

- inconsistent or unclear writing, including spelling, grammatical, or APA-style errors
- difficulty in theory application
- difficulty or unwillingness to engage in self-reflection and evidence of blind spots in self-awareness
- inconsistent class participation

Students who earn a “C” or lower in a course demonstrate insufficient understanding of theoretical material, poor writing skills, and/or weak conceptual skills. Examples include:

- unsophisticated or superficial application of theory
- unclear, unsophisticated, or unscholarly writing
- Resistance to engaging in self-reflection and significant gaps in self-awareness
- minimal class participation and/or communication



## 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 must repeat it with a passing grade to graduate from the program. Please refer to the WJC Graduate Student Handbook for descriptions of Incomplete, Withdrawal, and credit/ no credit grade descriptions.

## Individual Course Evaluations

The faculty goal is to provide theoretical learning and practical application feedback to promote demonstration of practitioner competence and ethics at a level of depth that ensures clients will not be harmed in the process of consultation. Students receive a final letter grade for each course in addition to feedback on all weekly discussion boards, papers, and team assignments. Areas of evaluation for each course include:

- Mastery of course competencies through assignments including strengths and weaknesses
- Social emotional competencies: demonstrates healthy respect for and collaboration with others including peers, faculty, and WJC staff
- Quality of written and oral expression
- Class participation on weekly discussion boards
- Participation, Professional Behavior, Attitude, and Accountability:
  - Respectful and timely email/phone communication with professors, peers, and institutional administrators
  - Timely attendance to orientation, weekends-in-residence (WIR) and live online sessions
- Demonstration of leadership
- Excellent effort, initiative, and openness to learning
- Personal accountability to own learning including reading the syllabus, attention to deadlines, and engaging in good study habits

## Late or Missing Assignment Policy

Students are responsible for attention to deadlines and required to submit all work by documented due dates. However, the program is designed for working professionals and students may request an assignment extension for occasional issues interfering with submission of work by the designated deadline.

Faculty concerned about the impact of granting an extension to the student's academic progress will coordinate with the Program Director and student advisor to determine extension approval and length of time. The Program Director and faculty together have the full right of refusal to extend time on an assignment should they deem it appropriate.

The table below describes the contexts, requirements, and consequences of requesting or failure to communicate about an extension or absence:

If the extension/absence is	Then the requirements and consequences are
Due to non-serious issues (not related to personal illness/injury, or severe mental distress)	<ul style="list-style-type: none"> <li>• must contact their faculty at least <i>48 hours in advance</i> of the due date</li> <li>• loss of course points and completion of any make-up work required if any portion of residency is missed</li> <li>• an extension request less than 48 hours in advance of a deadline may not be granted</li> </ul>
due to serious issues (severe personal or family illness/injury, hospitalization, family death)	<ul style="list-style-type: none"> <li>• must provide proof of the emergency (e.g., a doctor's note or a death notice) or risk failure of the assignment</li> <li>• completion of any make-up work required if any portion of residency is missed</li> </ul>
Non-submission of assignments with no request for extension or absence(s) with no communication	<ul style="list-style-type: none"> <li>• must provide documentation of a serious issue or receive zero credit for the assignment missed or class missed with no opportunity for make-up work</li> <li>• Meeting with faculty and advisor to review Corrective Action Notice (CAN) support plan.</li> </ul>

## Rewriting Assignments

Students are responsible for thoroughly reading each course syllabus, assignment instructions and rubric, and contacting their instructor prior to the due date with questions or needs for clarification to complete assignments on time and to standards provided.

Students should review their final assignment submissions per the instruction and grading rubric to ensure all questions are answered, required standards are met, and drafts are revised and refined. Students may request to submit an early draft to faculty with appropriate time before the assignment due date to review and return feedback for revision.

**Once an assignment is submitted, students may not request an opportunity for a rewrite.** However, faculty may make exceptions and request a student revise a submission before grading in the following circumstances:

- new students in their early courses learning APA and developing academic tone and sophistication
- students for whom English is a second language.
- Students experiencing documented personal hardship or limitation of time

Any partial point deduction for a revision is at the faculty's discretion.

For students who have completed their first semester of the program, final assignment submissions will not be considered for resubmission and may only earn a B if the submission fails to:

- adhere to APA guidelines
- include citation and reference to course readings and content
- answer all assignment questions

## Field Placement

Experiential education is a core value of William James College and practical application of theory in organizational development or talent management in real work situations is achieved through the Field Placement (FP) experience in MAOP. Students are matched with field sites and enriching field projects that complement their field placement seminar course learning and foster personal and professional growth. These placements offer supervised, hands-on learning in a organizations requiring the highest level of professional conduct, ethics, follow-through, and overall commitment to FP projects at all sites.

Field Placement seminar courses and project work are concurrent with other program courses. The OLP Field Placement Office collaborates with students throughout the field placement process providing guidance and support in addition to seminar instructors.

Students are required to read the MAOP Field Placement Student Guide in the OLP Field Placement Office Canvas course for comprehensive field placement process descriptions, requirements, timelines, and project examples.

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## FP Project Work

Each student must complete 80 hours of field work either remotely or face to face at their FP site over the first two semesters of the program. While weekly project hours vary, students are expected to complete approximately 40 hours each semester with a minimum requirement of 25 hours in the first semester. Students have three options for Field Placement sites as described in the following table.

Site Type	Description
Student Place of Employment	Students may complete FP projects at work with the support of their workplace and approval of their immediate supervisor. Students may meet with the FP Office to assist in identifying an appropriate project and site supervisor who agrees to oversee the student and the project. Students are required to meet with the FP Office and their identified site supervisor within the first month of the semester to review the FP process, roles, and build the scope of the project.
Student Identified Site	Students may use personal networks to identify a field site to complete their FP projects. Local businesses and non-profits are often grateful to accept the support students offer. Students may meet with the FP Office to assist in identifying an appropriate project and site supervisor who agrees to oversee the student and the project. Students are required to meet with the FP Office and their identified site supervisor within the first month of the semester to review the FP process, roles, and build the scope of the project.

Site Type	Description
WJC Partner Site	William James College partners with organizations to provide both the opportunity for students to gain hands-on experience and client organizations to benefit from organizational and leadership development work. Partner sites offer descriptions of the projects to which students can apply by providing a cover letter and resume to the FP Office in the first 2 weeks of the semester. WJC FP sites have the choice to interview and accept the student(s) who have applied to ensure fit. Students are required to meet with the FP Office and the WJC FP site supervisor within the first month of the semester to review the scope of the project.

## Field Placement Coursework and Expectations

Students are required to attend and participate actively in weekly synchronous seminars to complete two FP courses over the first two semesters of the program. Students are expected to complete all readings, written assignments, oral presentations, or other tasks associated with their field placement deliverables and the course. To receive course credit and to graduate, all field placement deliverables must be completed by the dates given in the following table.

Start date	Course Semester
August	OP900 Field Placement 1 during the Fall Semester OP901 Field Placement 2 during the spring semester
January	OP900 Field Placement 1 during the Spring OP901 Field Placement 2 during the summer semester

Field Placement Instructors are meant to guide students through their projects during the mandatory weekly virtual seminars. The instructor and their seminar students will. Faculty and students will help answer both 'how-to' and reflective questions around use of self, discuss the difficulties and joys of being a practitioner, and will help to troubleshoot problems. Seminar faculty are responsible for tracking attendance and informing the Program Director and the FP Office within 24 hours if a student misses class without prior consent. Faculty will oversee the presentation at the end of the project. See the FP course syllabi and Canvas course for the seminar structure.

## Field Related Problems

Despite the best intentions of everyone involved, there are times when problems arise in a Field Placement. When a student encounters problems in a field site, it is **imperative** that these be reported immediately to the FP Office, their field placement faculty, and advisors so they can aid in addressing these problems quickly and professionally.

## Field Placement Grading

Grading for field placement is based on FP Office tracking of student self-evaluations, feedback from FP site supervisors, and the FP seminar faculty. Students will be evaluated on a credit/no credit basis using the following designations for all field placement work:

Grade	Description
<b>CR</b> Credit	Course requirements have been satisfactorily completed.
<b>I</b> Incomplete	Course requirements have not been completed by the end of the semester in which they were assigned.
<b>W</b> Withdraw without Evaluation	The student withdraws from the course before the end of the first week of the course.
<b>CP</b> Credit Problematic	Course requirements have been completed and credit granted, but work done has been marginal or problematic.
<b>NC</b> No Credit	Course requirements have not been satisfactorily completed.

## Capstone and Competency Exams

### Capstone Thesis

Students are required to complete a Capstone Thesis as part of the MAOP program. The Capstone Thesis is an academic research paper that contributes to evidence-based practice of organizational development and/or talent management and is an integral requirement of the program. The process of completing the Capstone Paper promotes the development of research competencies, and the provides students to see the integration of theory and practice. In addition, students are able to specialize in a particular area of research that is of interest to them. See the Capstone Guide & Model and the course syllabus for a detailed description of the requirements and timelines.

### Capstone Coursework and Expectations

Capstone faculty provide guidance to students during the process of completing an APA style theoretical or project-based Capstone paper on a topic in Organizational Psychology and/or Talent Management through the OP950 Capstone 1 and OP951 Capstone 2 courses that span two semesters. Students are expected to complete monthly assignment submissions contributing to the process of developing and completing the capstone. Capstone courses are concurrent with other program courses.

Students choosing to complete a project-based Capstone paper that includes collecting data from participants, are expected to become Citi Certified and prepare project protocols as if submitting for IRB approval. Capstone faculty will serve as the IRB and assess the ethics of your project. Capstone faculty will evaluate each final capstone and provide feedback. Students will be evaluated on a credit/no credit basis using the following designations:

Grade	Description
<b>CR</b> Credit	Course requirements have been satisfactorily completed.
<b>I</b> Incomplete	Course requirements have not been completed by the end of the semester in which they were assigned.
<b>W</b> Withdraw without Evaluation	The student withdraws from the course before the end of the first week of the course.
<b>CP</b> Credit Problematic	Course requirements have been completed and credit granted, but work done has been marginal or problematic.
<b>NC</b> No Credit	Course requirements have not been satisfactorily completed.

## Additional Program Completion Requirements

### Comprehensive Exams

Students are required to pass two comprehensive exams (comps) demonstrating knowledge gained and competency proficiency over the program to graduate. Comps are divided into two sessions proctored several weeks apart. The exams are short real-world cases with students choosing to respond to one of two cases for each exam. The first exam covers Organizational Development and Change or Talent Management Assessment and the second exam covers Organizational Development or Talent Management Intervention. The table below describes the phases of the Comprehensive Exam process.

Phase	Description
Scheduling	A comprehensive exam information webinar open to all students will be held to review the process and details of competing comps. After attending the information webinar, eligible students receive an email detailing the steps to register for each of their exam days and times.
Preparing	Faculty members will provide a schedule of optional virtual case workout webinars open to all students to review cases, role-play client consultation, and debrief the results in preparation of comps. Case workout webinar dates will be communicated through a variety of channels including the MAOP Newsletter and Canvas MAOP Information Hub. Exams are open note and students are encouraged to conduct a thorough review of their program content to prepare condensed notes of key theories and models for each course to be used during the exam.

Phase	Description
Administering and Submitting	Prior to each of the two scheduled exam times, students will receive an email with details on submitting their final exam response within two hours and 2 case attachments from which they can choose to respond. Students are not allowed to text others, access the internet, or use phones during exams.
Grading	Comprehensive exams are blind graded by two faculty as pass/fail. Should a student fail, the Program Director will review the submission to determine the best re-take option including: <ul style="list-style-type: none"> <li>• rewriting the submission to the chosen case</li> <li>• completing an oral discussion on the chosen case with the Program Director</li> </ul>

## E-Portfolio

All students are required to develop an E-Portfolio with their advisor and meet for review and discussion throughout the program. The E-Portfolio is a collection of the students master's degree work including:

- program and social emotional competency learning goals
- competency self-reflection and evaluation
- coursework (case study analyses, papers, presentations) demonstrating mastery of competencies, professional growth, and personal development
- final Capstone Thesis paper
- final field placement presentation and evaluation
- an updated resume

## Advising Expectations

Students are assigned an MAOP Advisor to oversee their progress and aid in professional development and personal growth throughout the program. Students are required to attend formal advising meetings throughout the program. However, both advisors and students can request meetings in addition to the formal required sessions. Either an advisor or an advisee should request a meeting if an academic or professional development concern is encountered. The table below shows the schedule of required formal advising meetings by cohort start semester:

<b>Formal Advising Meeting Schedule Fall Start Cohort</b>	<b>Formal Advising Meeting Schedule Spring Start Cohort</b>
Fall Semester 1: • 1st Advising Meeting week 5-6 • 2nd Advising Meeting week 11-12	Spring Semester 1: • 1st Advising Meeting week 5-6 • 2nd Advising Meeting week 11-12
Spring Semester 2: • 3rd Advising Meeting week 5-6 • 4th Advising Meeting week 11-12	Summer Semester 2: • 3rd Advising Meeting week 5-6
Summer Semester 3: • 5th Advising Meeting week 5-6	Fall Semester 3: • 4th Advising Meeting week 5-6 • 5th Advising Meeting week 11-12

Note: Part-time students follow the same schedule according to their cohort start semester for both of their program years for a total of 10 advising meetings.

## Advising Assignments

Advising assignments are made by the Program Director but students can request an advisor when they enter the program. Typically, students remain with one advisor throughout the program. However, a student may request to work with one faculty over another after they have begun the program due to an area of interest shared by the faculty and student. If the faculty agrees and has time to take on another advisee, effort will be made to accommodate the student. To request a new advisor, contact the Program Director.

## 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 competency development, completion of courses and degree requirements including field placement and capstone.
3. Address concerns; consulting with course instructors, field 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



## Advising Meeting Content

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

1. Student learning goals and development on program competencies
2. Progress in the program and curriculum
3. Progress in field placement and capstone
4. Career aspirations and opportunities of the student
5. Troubleshooting on areas where the student is having difficulty making progress
6. Development of an e-portfolio of relevant work demonstrating proficiency in program competencies

## Student Status, Financial Aid, and Registration Policies

### Blended vs. Online Student Expectations

Students may choose either Blended (BL) or an Online Only (OO) program modality. Both Blended and Online students are required to complete classwork as noted in **Program Coursework Policies**.

Blended students complete course work via online and in-person contact hours during a mandatory weekend in residence consisting of two eight-hour days of an experiential learning module run by the course faculty on campus. **Blended students are required to attend all hours of weekend in residence (WIR) and cannot miss more than two weekends in residence dates throughout the entirety of the program.** See **Programmatic Expectation Residency Policy** for documentation, grade impact, and course makeup policy.

Online students complete all course work online and do not require on campus contact hours with some synchronous seminars for field placement and other courses.

### Full Time Student vs. Part Time Student Expectations

Students may choose either full or part time student status with specific course and credit expectations.

Full-time students are required to take one course every five weeks in continuous succession until all courses are completed. Additionally, full-time students must complete their field placements and capstone projects during the fall and spring semesters and comprehensive exams in the summer session.

Part-time students are required to take one course every *other* five weeks until all courses are completed. Field placement must be completed in year one and capstone must be completed in year 2 with comprehensive exams at the program end.

## Financial Aid

To qualify for federal financial aid, students must enroll in at least 4.5 credit hours per term. Term is defined as fall, spring, and summer I & II combined. For further information on financial aid, please contact Hilary Baxter, Director of Financial Aid at [Hilary\\_Baxter@williamjames.edu](mailto:Hilary_Baxter@williamjames.edu).

## Summer Session Financial Aid for Part Time Students

MAOP part-time curriculum sequence includes one three credit course for the summer session which may result in part time students not qualifying for summer financial aid. Students are encouraged to meet with Financial Aid Office to discuss options to cover summer tuition no later than May 1<sup>st</sup> of their spring semester.

## Switching Program Status

Students who decide to change their status in the program between blended and online and/or full-time and part-time, must inform their advisor and the program director of the change request in writing via email and schedule a meeting with their advisor and the program director to discuss the financial aid and billing impacts of the change. It is the student's responsibility to inform the Registrar's Office and the Financial Aid Office of the change and complete the appropriate paperwork.

For further information, please contact:

Hilary Baxter, Director of Financial Aid at [Hilary\\_Baxter@williamjames.edu](mailto:Hilary_Baxter@williamjames.edu).

Sonji Paige, Registrar at [Sonji\\_paige@williamjames.edu](mailto:Sonji_paige@williamjames.edu)

**Note:** Students may change their status **only once** during the program and must finish the current semester in which they are enrolled in their current status before they can switch. The change must be completed **between the semester 1 and 2 break**.

## Registration for Students and Course Cycle

Due to the prescribed course sequence and accelerated structure of MAOP, course registration is completed by the Program Director or Department Coordinator. **MAOP students do not register themselves** for their courses as students do in other William James College programs.

**Note: This registration supersedes any message the institution sends out regarding registration to the student body.**

Students will be registered for courses in the sequence the course is offered. Students who miss or must retake a course must wait until the course is offered again.

For further information on registration, please, contact Darlene Piva, Program Director at [darlene\\_piva@williamjames.edu](mailto:darlene_piva@williamjames.edu).

## Veterans and VA Benefits

The MAOP program is a proud supporter of our armed services members and veterans. To receive full VA benefits, veterans must take at least 9 credits during each of the fall, spring, and summer semesters respectively in the blended modality of MAOP. Due to this stipulation, veteran students who wish to utilize VA benefits will be unable to take advantage of MAOP part time status option.

## Program Withdrawal Policy

Students who withdraw from the MAOP Program are eligible to receive the current 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:

- During the add/drop period - 100%
- During the 2<sup>nd</sup> week of the first course of that semester - 50%
- During the 3<sup>rd</sup> week of the first course of that semester - 25%
- After the 3<sup>rd</sup> week of the first course of the semester - 0%

No portion of the Admissions deposit (including deferral) is refundable for students who withdraw from the MA in Organizational Psychology program. The tuition refund is calculated on the proper percentage of the tuition minus the total Admissions deposit.

## Leave of Absence/Withdrawal

Students requesting a leave absence or withdrawal must contact the Program Director. Please refer to the Leave of Absence and Withdrawal Passing policies in the William James College [Student Handbook](#).

## Academic Probation, Dismissal, Withdrawal

Please refer to the William James College Student Handbook for information on Academic Probation, Dismissal, Withdrawal.

## Department Leadership

### Leadership and Faculty

MAOP program and departmental leadership and faculty include skilled scholar-practitioners providing MAOP students with expertise and support in program course, field placement, and capstone thesis work.

Role	Core Responsibilities
Director, MA in Organizational Psychology Program Darlene M. Piva, MAOP, Psy.D. <a href="mailto:darlene_piva@williamjames.edu">darlene_piva@williamjames.edu</a>	<ul style="list-style-type: none"> <li>• Managing the Master of Arts in Organizational Psychology Program</li> <li>• Student advising, registration, and student performance issues.</li> <li>• Scheduling and changes in program and course content.</li> <li>• FP or Capstone issues.</li> <li>• Concentration declaration and changes to student status.</li> <li>• Comps exams and grading oversight.</li> <li>• Teaching in programs as assigned.</li> <li>• Student advising.</li> <li>• Doctoral committee chair or member.</li> </ul>
Assistant Director, MA in Organizational Psychology Program Aprille Young, MAOP, Psy.D. <a href="mailto:aprille_young@williamjames.edu">aprille_young@williamjames.edu</a>	<ul style="list-style-type: none"> <li>• Assisting in managing the Master of Arts in Organizational Psychology Program.</li> <li>• Assisting with student advising, registration, and student performance issues.</li> <li>• Assisting in changes in program and course content.</li> <li>• Assisting with changes to student status.</li> <li>• Assisting with comprehensive exams and grading oversight.</li> <li>• Teaching in programs as assigned.</li> <li>• Student advising.</li> <li>• Doctoral committee chair or member.</li> </ul>
Director, OLP Field Placement Lynne Richer, Ph.D. <a href="mailto:lynne_richer@williamjames.edu">lynne_richer@williamjames.edu</a>	<ul style="list-style-type: none"> <li>• Leading Associate Field Placement Directors</li> <li>• Placing all students in the field for practicum work</li> <li>• Acquiring field sites</li> <li>• Assisting and providing organizational development support to students and sites</li> <li>• Site supervisor training and inclusion</li> <li>• Assessment of all field placement practices and student outcomes and reporting to Chair</li> <li>• Tracking student field progress in with the Field Placement Office Team</li> <li>• Providing content and faculty/student support for Leadership seminars</li> </ul>

Role	Core Responsibilities
Chair, Organizational & Leadership Psychology Department Co-Director, Leadership Psychology PsyD Program Suzanne Devlin, Ph.D. <a href="mailto:suzanne_devlin@williamjames.edu">suzanne_devlin@williamjames.edu</a>	<ul style="list-style-type: none"> <li>• Leading the Organizational and Leadership Psychology department.</li> <li>• Ensuring quality of all programs within the department including MAOP, GCEC, GCSL, BEHLS, and the Leadership Psy.D.</li> <li>• Leading and communicating departmental changes and updates.</li> <li>• Addressing issues overall curriculum and substantive course changes, and curriculum design issues.</li> </ul> Addressing admissions issues for all programs in the Department. Teaching in Leadership PsyD program Student advising. Doctoral committee chair or member.
Department Coordinator Amanda Omalek <a href="mailto:Amanda_Omalek@williamjames.edu">Amanda_Omalek@williamjames.edu</a>	<ul style="list-style-type: none"> <li>• Assist in the administration of the Organizational and Leadership Psychology department.</li> <li>• Coordinate key processes including Assessment and Planning, comprehensive exams, student registration, curriculum audits, and student tracking, newsletters</li> <li>• Coordinating scheduling of courses, graduation, weekend in residence space, and departmental events.</li> <li>• Leading social media and marketing campaigns for the department.</li> <li>• Student tracking and registration including degree audit</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Please <a href="#">click here</a> to view WJC Faculty and Staff including MAOP faculty names and bios.</li> </ul>