



WILLIAM JAMES
COLLEGE



Master of Arts in Organizational Psychology (MAOP) Program Manual Academic Year 2023 -2024

Program Academic Policies and Procedures

Updated by Darlene Piva &
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Message from the Chair, Organizational and Leadership Psychology Department

Welcome to the Masters in Organizational Psychology (MAOP) program, founded in 2008. The MAOP program is a vital part of the Organizational and Leadership Psychology Department (OLP) at William James College. Members of the MAOP community are part of a remarkable, values-based community guided by the departmental mission and vision as follows.

The **mission** of the OLP department is to have practitioner scholar faculty train the next generation of 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 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.

The program has an applied focus balancing theory and practice. A comment we commonly hear from our students working in the field is, "I learned X concept in class last night and was able to apply it today at work." We strive to teach theory-based, organization-relevant material so that so that our graduates benefit from a full tool kit, including mental models and ways of thinking and being that allow them to apply their learning to a diverse set of organizational circumstances.

Another benefit of this unique community is the network of colleagues gained in the program. In our community, we value relationships and seek to actively support and learn from one another and other alumni while in the program and beyond. Through our Alumni Alliance, you will be able to stay connected to the program, our community, and so many opportunities to expand your professional development beyond graduation.

The faculty and I are delighted you have joined the MAOP program and the OLP and William James College community. I hope you enjoy this unique and rewarding challenge.

Suzanne Devlin, Ph.D.
Chair, Organizational and Leadership Psychology Department
Director, Leadership Psychology PsyD Program

Message from the MAOP Director

Welcome to the MAOP community! Graduate study in the William James College OLP department is grounded in an integrative philosophy of building competency through education in validated theory and scientific research, effective instructional design and delivery, and ongoing application of classroom instruction through well-supervised field experiences. Underlying this approach is a focus on the development and growth of both the professional and personal self, an orientation toward service to the well-being of people and organizations, and respect for colleagues and clients. Our curricula and faculty provide future professional practitioners with the strongest possible foundation for a career in applied organizational psychology.

Additionally, as a community of practitioners, we are all responsible for holding each other and ourselves to high standards of professional and ethical conduct in fostering work environments supporting high performance through meaning, purpose, and compassion for all organizational members. We hope that your time at William James College in our program will be an opportunity to discover your strengths and the talents you will bring to this field.

We are proud to offer exceptional training in an environment designed for optimal learning and growth that will reward students throughout life.

A handwritten signature in black ink that reads "Darlene M. Piva". The signature is written in a cursive, flowing style.

Darlene M. Piva, MAOP, Psy.D.
Director, MAOP

Preface

This *Master of Arts in Organizational Psychology (MAOP) Manual* is in effect for the academic year 2023-2024. It augments material in the William James College [Student Handbook](#) and provides MAOP 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.

WILLIAM JAMES COLLEGE reserves the right to make any changes to its academic requirements, admission requirements, schedule, and other policies that it considers necessary. The School reserves the right to withdraw, modify, or add to the courses it offers at any time.

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MAOP Program Manual

1. Program Overview

MAOP is an accelerated, highly interactive, competency based, and outcome-oriented program. Students attain a 30 credit master's degree in 11 months for full time and 23 months for part time attendance. MAOP provides a validated theoretical foundation integrated with emphasis on 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.

Cohort groups create an experiential peer-learning environment that fosters personal and professional growth. The program is designed to offer students best practices in their interest area by combining academic knowledge and professional experience. This highly experiential model of education trains skilled practitioners who can assist organizations to work more efficiently and productively. This program will further serve to prepare masters level practitioners to contribute meaningfully to the field on intersections between organizations and psychology.

The program is built on multidisciplinary concepts drawn from the psychology of human behavior, organizational development, change management, talent management, sociology, and education. An experienced practitioner faculty combines academic scholarship with years of experience in the field to create a profound educational experience. Students engage deeply in learning how to address organizational challenges through assessment, diagnostic models, interventions, and evaluations. With emphasis on the human side of organizations, the curriculum also includes psychological theories of individual, group, and systems level behavior using real world case studies and applied projects to ensure learning is grounded in evidence-based standards of practice preparing students to address challenges.

1.1 Mission and Vision

The mission for Organizational and Leadership Psychology Department (OLP) is to have practitioner scholar faculty train a new generation of Organizational and Leadership Psychology practitioners and Talent Management professionals who are skilled in working across a diverse array of global clients to make their client's organizations effective in the marketplace with internal cultures that support wellbeing and innovation.

The vision of the OLP department is to ensure the opportunity of elite graduate education (masters and doctorate) is accessible to the international community by utilizing cutting edge advances in pedagogy and online educational technology.

1.2 Scope of Practice

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

- Understand and assess systemic and strategic dynamics affecting the individual, team, and whole system levels of organizations
- Provide effective leadership for desired change through knowledgeable of cutting-edge methods of leading change
- Demonstrate awareness of and sensitivity to the needs and perspectives of diverse and multicultural global stakeholders
- Demonstrate self-awareness and ability to utilize insights into “self” to skillfully 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 positive change happen for the greater social good in a wide array of roles, communities, industries, and geographies

Talent Management students will also graduate with expertise to:

- Assess and provide direction on the talent resource needs of the organization
- Create appropriate processes around recruitment, hiring, and retention of talent relative to the life cycle of the organization
- Understand and assess performance and motivation dynamics
- Assess, design, and deliver a variety of development opportunities for talent

1.3 Career Opportunities

Organizational psychology practitioners work with organizations as both internal and external practitioners in a variety of roles and titles including Organizational Effectiveness Specialist (manager, director, etc.) Talent Manager, Organizational Development Practitioner, Learning and Development Manager, Culture Change Leader, Talent Acquisition Specialist, Leadership Development Specialist, Executive Coach, Human Resources Business Partner, Training and Development Specialist, Facilitator, Team Development Specialist, etc. 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.

1.4 Student Population

This program is suited to individuals with goals to build their organizational psychology and talent development skillset, and experience personal and professional growth. Our students range from new graduates to more senior career changers with an average of 5-10 years of work experience. 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 accommodate full-time working professionals in varying contexts with family responsibilities. MAOP is geared toward working professionals looking to build and/or enhance careers in:

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

1.5 Program Length, Delivery Format, and Requirements

The MA in Organizational Psychology is a 30-credit graduate degree program offered as an accelerated 11-month program over 3 semesters, and as a part-time 23-month program over 6 semesters, with both August and January start options. MAOP is offered in both blended and online only participation modalities.

Students may also elect to substitute 3 courses to complete a concentration in Talent Management. Students choosing either the general curriculum or the talent management courses are welcome to take the additional courses for an additional tuition fee (with a 50% discount for students who have completed their degree requirements).

The required sequential course curriculum begins with foundational content and builds expertise throughout the program. Courses are delivered using Canvas, an online learning management system (LMS), to present distance learning modules.

The MAOP 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 of 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.

The curriculum also requires all students to complete of 80 hours of work in the field, a Capstone thesis or project involving academic exploration of a topic in organizational psychology or talent management, and comprehensive exams at the end of the program.

1.6 Program Onboarding

Entering student must complete both online pre-work and a two-day orientation prior to the first day of class in either the Fall or Spring semester of admission according to the published William James College [academic calendar](#). Orientation is both informational and experiential and begins the process of building the foundation for student success through their cohort relationships and access of school resources.

All students are required to:

- complete the Canvas Orientation course online learning modules and tasks before orientation
- attend a two-day orientation the week prior to the program start in either August or January depending on the elected start date.
 - 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
- confirm that they have read both the MAOP program manual and the WJC student handbook prior to the start of classes

2. MAOP Competencies

2.1 Areas of Expected Professional Mastery

The MAOP curriculum components build expertise toward mastery of an integrated set of competencies defined as a constellation of related skills, knowledge, personality traits, and experiences around an underlying construct. The curriculum is designed around sets of competencies closely aligned to the 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.

There are nine major competency domains that include the knowledge (K), attitudes (A), and skills (S) important to student development within the MAOP program. They are divided into three groups:

- foundational organizational development practice
 - organizational assessment and research
 - advanced organizational development practice
-

2.2 Foundational Organizational Development Practice

The Foundational Organizational Development Practice group of competency domains includes knowledge, attitudes, and skills in:

- Organizational Psychology
- Use of Self/Self as Instrument
- Professional Behavior, Ethics, Standards and Values
- Multicultural Competence and Sensitivity to difference

The table below lists the program content covering the knowledge, attitudes, and skills of each competency domain in the Foundational Organizational Development Practice group:

Competency Domain	Program Content (K,A,S)
Organizational Psychology	<ul style="list-style-type: none"> • Theoretical and Empirical Foundations of Organizational Development (K) • Change psychology, models, and applications (K, S) • Underlying psychology of human systems (K, A)
Use of Self/Self as Instrument	<ul style="list-style-type: none"> • Self-awareness and self-management (K, A, S) • Systems thinking: self as interconnected part of a larger human group/system (K, A, S) • Communication and interpersonal dynamics (K, A, S)
Professional Behavior, Ethics, Standards and Values	<ul style="list-style-type: none"> • Ethical awareness (K) • Responsibility to professional competence (K, A, S) • Responsibility to clients/significant stakeholders (K, A, S) • Responsibility to profession (K, A, S) • Social Responsibility (K, A, S) • Professional demeanor/attitude and behavior (A, S)
Multicultural Competence and Sensitivity to difference	<ul style="list-style-type: none"> • Cross-cultural interpersonal sensitivity (A) • Positive expectations of others (A) • Identity development (K, A) • Privilege, Equity and Access (K, A) • Multicultural skills (K, S) • Prejudice reduction (S)

2.3 Organizational Assessment and Research

The Organizational Assessment and Research group of competency domains includes knowledge, attitudes, and skills in:

- Organizational Assessment
- Research Design, methods, statistics, and academic writing

The table below lists the program content covering the knowledge, attitudes, and skills of each competency domain in the Organizational Assessment and Research group:

Competency Domain	Program Content (K,A,S)
Organizational Assessment	<ul style="list-style-type: none"> • Inquiry skills: qualitative and quantitative (K, S) • Application of diagnostic assessment models to guide inquiry (K, S) • Program evaluation (S)
Research Design, Methods, Statistics, and Academic Writing	<ul style="list-style-type: none"> • Research ethics (K) • Qualitative methods (K, S) • Quantitative methods: Organizational Survey Development and Descriptive Statistics (K, S) • Analysis, documentation, and reporting (S) • Academic writing per current APA Style edition (S)

2.4 Advanced Organizational Development Practice

The Advanced Organizational Development Practice group of competency domains includes knowledge, attitudes, and skills in:

- Organizational Theory and Design
- Consultation Skills and Organizational Knowledge
- Intervention

The table below lists the program content covering the knowledge, attitudes, and skills of each competency domain in the Advanced Organizational Development Practice group:

Competency Domain	Program Content (K,A,S)
Organizational Theory and Design	<ul style="list-style-type: none"> • Business operations (K, S) • Organizational structures and design (K, S) • Organizational Life Cycle and Culture (K, A, S)
Consultation Skills and Organizational Knowledge	<ul style="list-style-type: none"> • Relationship building (K, A, S) • Written and verbal communication (S) • Consulting and contracting phases (K, S) • Helping Roles (A, S) • Analysis of information to assess organizational development needs (S) • Analysis of organizational environmental conditions to inform consultation (S)
Intervention	<ul style="list-style-type: none"> • Organizational change (K) • Action research and process models of planned change, (K, S) • Process consultation (A, S) • Group level interventions, e.g., team development (K, S) • Systems level interventions, organizational design (K, S)

2.5 Course Outcomes

The table below lists the learning outcomes of each competency domain mapped to the course curriculum:

Competency Learning Outcomes Mapped to MAOP Courses										
Foundational Organizational Development Practice										
Organizational Psychology										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Identify various organizational psychology schools of thought.	X				X		X			
Apply models of organizational development to accurately assess organizational dynamics and structure.							X			
Demonstrate an understanding of the psychology of change.	X									
Apply change models appropriately to intervene in human systems.	X			X	X		X			
Use of Self/Self as Instrument										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Establish personal credibility.			X	X						
Engage in self-reflection and continuously surface and address blind spots.			X	X						
Assess assumptions and mental models in use.			X	X						
Practice methods to continuously engage and develop others.			X	X						
Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.			X	X	X					
Professional Behavior, Ethics, Standards, and Values										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Demonstrate application of the guiding ethics of the field of organizational development and consulting psychology.	X			X				X	X	

Identify and address ethical dilemmas and issues that arise in consultation to human systems.	X			X				X		
Demonstrate ethical and professional behavior to ensure client systems are not harmed and create client sustainability versus dependence.				X						
Multicultural Competence and Sensitivity to Difference										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Demonstrate ability to effectively listen, inquire, interact, and respond to the cultural dynamics of others to gain clarity about their meaning and actions and create a sense of belonging.			X	X						
Demonstrate supportive behavior towards the dignity and worth of all people, including others different from themselves, as well as the ability to maintain this positive outlook under stress.			X	X						
Assess own phase of identity development, practice prejudice reduction in self/w/others.			X	X						
Recognize privilege (or lack of), various forms of disparities in client systems, and be able to intervene to create positive social change.			X	X						
Organizational Assessment and Research										
Organizational Assessment										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Design and implement a variety of quantitative and qualitative data collection methods to assess organizations at individual, group/team, and systems levels with consideration the external environment.		X		X	X		X			
Choose and apply diagnostic models to inform inquiry in field placement work and to case studies.		X		X			X			

Research Design, Methods, Statistics, and Academic Writing										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Use critical thinking to analyze empirical research of the field with the ability to determine robust studies from poor studies.										X
Design and implement research protocols and complete data analysis for valid interpretation of effectiveness of interpretation.		X					X			X
Research their own practice and be able to communicate their insights and findings through academic writing per APA style.									X	X
Advanced Organizational Development Practice										
Organizational Theory and Design										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Demonstrate ability to identify and evaluate the anatomy of organizations including structure, strategy, culture, and consider advantages and threats in relation to external environments.				X			X	X		
Identify where client companies are in the organizational life cycle and design effective consultations accordingly.				X			X	X		
Consultation Skills and Organizational Knowledge										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Identify various consultant roles and demonstrate helping relationship behaviors to successfully engage client in effective consultation methods.			X	X				X	X	
Demonstrate organizational knowledge to engage leadership in strategic organizational analysis and assessment organizational development strengths and needs.				X				X		
Demonstrate effective rapport and relationship building and networking skills with clients and organizational stakeholders.				X						

Intervention										
Students will:	ST500	PA550	OP600	FP734/735	ST501	HU676	ST502	OP620	OS900	PR851/852
Demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the group and whole systems level.				X	X	X	X			
Be able to identify marketplace relevant environmental, organizational, and psychological antecedents impacting designed change outcomes.				X	X		X	X		

2.6 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. Students must follow the prescribed course sequence to complete their degree. The table below depicts a sample curriculum map for the 30 credit MAOP full-time fall semester entrance student.

Courses	Credits	Field Placement Hours
Fall Semester	12	40
ST500 Foundations of Organizational Development	3	
PA550 Organizational Assessment: Qualitative & Quantitative	3	
OP600 Leadership and the Use of Self	3	
FP734 Field Placement 1	2	
PR851 Capstone 1	1	
Spring Semester	13	40
ST501 Designing Organizations, Groups and Teams (3cr)	3	
HU676 Participatory Action Research & Appreciative Inquiry	3	
ST502 Diagnosis, Intervention, & Evaluation in Organizational Development	3	
FP735 Field Placement 2	2	
PR852 Capstone 2	2	
Summer Semester	5	0
OP620 Consulting Skills	3	
OS900 Advanced Organizational Psychology Seminar	2	
Total	30	80

3. Talent Management Concentration

The Talent Management concentration provides critical theory, training, skills, and practice necessary to help organizations effectively employ the full value of their talent. A specialization of talent management prepares professionals to improve strategic planning and functionality of talent resources through recruitment, retention, evaluation, and development at all phases of organizational life cycle.

Students in the Talent Management concentration follow the same 30-credit curriculum as students enrolled in traditional the MA in Organizational Psychology except for the completion of 3 courses in Talent Management substituted for 3 courses in typical Organizational Psychology curriculum. Students also focus their field placement and capstone work on a talent management topic.

3.1 Declaring a Concentration

Students who declare a concentration must inform the Program Director, the Director of Talent Management, and their advisor. The Director of Talent Management 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 Talent Management concentration by the end of orientation before the semester starts to ensure they are enrolled in the appropriate first course. However, students have until the end of add/drop period to switch courses, which could result in missing some course content.

3.2 Talent Management Concentration Competencies

Talent Management concentration students develop a specific set of competencies involving strategy and processes around recruiting, hiring, onboarding, evaluating, motivating, developing, and retaining talent levels critical to achieving business goals and maintaining or increasing performance.

There are three main competency areas:

Foundational Talent Management Practice
Organizational Strategy and Life Cycle Consultation
Performance Psychology, Training, and Development

3.3 Foundational Talent Management Practice

The Foundational Talent Management Practice group of competency domains includes knowledge, attitudes, and skills in:

- Talent Management Theory and Models
- Employee Life Cycle Model
- Performance Management Systems
- Bias in Diversity, Equity, and Inclusion

The table below lists the program content covering the knowledge, attitudes,

and skills of each competency domain in the Foundational Talent Management Practice group:

Competency Domain	Program Content (K,A,S)
Talent Management Theory and Models	<ul style="list-style-type: none"> • Theoretical and Empirical Foundations of Talent Management (K) • Change models and applications (K, S) • Underlying psychology of trust, engagement, and motivation (K, A) •
Employee Life Cycle Model	<ul style="list-style-type: none"> • Employee Value Exchange (K,A) • Recruiting and hiring practices (K,A S) • Onboarding and Engagement (K,A,S) • Succession Planning (K,S)
Performance Management Systems	<ul style="list-style-type: none"> • Competency Modeling (S) • Talent strategy design and structure (K, A, S) • Analysis of internal and external impacts on performance (S)
Bias in Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> • Privilege, Equity and Access (K, A) • Social Responsibility (K, A, S) • Ethical awareness (K)

3.4 Strategy and Organizational Life Cycle Consultation

The Strategy and Organizational Life Cycle Consultation group of competency domains includes knowledge, attitudes, and skills in:

- Strategic Planning
- Organizational Structure and Talent Alignment
- Leadership Succession, Culture, and Adaptation

The following table lists the program content covering the knowledge, attitudes, and skills of each competency domain in the Strategy and Organizational Life Cycle Consultation group:

Competency Domain	Program Content (K,A,S)
Strategic Planning	<ul style="list-style-type: none"> • Organizational Life Cycle (K) • Models and Application of Strategic Planning Process (K,A,S) • Analysis of information to assess organizational talent needs (S) • Analysis of organizational environmental conditions to inform consultation (S)
Organizational Structure and Talent Alignment	<ul style="list-style-type: none"> • Assess Lifecycle Stage (S) • Organizational Structure and Design (K, S) • Systems level interventions (K, S)
Leadership succession, Culture, and Adaptation	<ul style="list-style-type: none"> • Dialogue and Consultation with Leadership (A,S) • Organizational Life Cycle and Culture (K,A,S)

3.5 Performance Psychology, Training and Development

The Performance Psychology, Training and Development group of competency domains include knowledge, attitudes, and skills in:

- Performance Psychology
- Performance Assessment and Development
- Training Design, Delivery, and Evaluation

The table below lists the program content covering the knowledge, attitudes, and skills of each competency domain in the Performance Psychology, Training and Development group:

Competency Domain	Program Content (K,A,S)
Performance Psychology	<ul style="list-style-type: none"> • Theoretical Foundation of Human Behavior(K) • Motivation and Learning Psychology Models and Application (K, S)
Performance Assessment and Development	<ul style="list-style-type: none"> • Assess Competency and Development Needs (K,S) • Individual, Group, and System Level Intervention (K,S)
Training Design, Delivery, and Evaluation	<ul style="list-style-type: none"> • Learning Theory, Models, and Application (K,S) • Training Needs Assessment (S) • Instructional Design (S) • Delivery Methodology (K,A,S) • Training Evaluation and Impact (S)

3.6 Competency Course Outcomes

The table below lists the learning outcomes of each competency domain mapped to the course curriculum:

Talent Management Learning Outcomes Mapped to Concentration Courses			
Foundational Talent Management Practice			
Talent Management Theory and Models			
	TM601	TM610	TM615
Students will:			
Identify and apply theory and models of talent management best practices.	X	X	
Assess, diagnose, and design effective talent strategies within all levels of organizations.	X	X	X
Demonstrate an understanding of the psychology of trust, engagement, and motivation.	X		X
Employee Life Cycle Model			
	TM601	TM610	TM615
Students will:			
Demonstrate understanding of employee value proposition.	X		
Identify and apply models of talent assessment and recruitment practices.	X	X	X
Assess, diagnosis, and design systemic programmatic interventions in onboarding and engagement.	X		
Assess talent systems for bias and design interventions for diversity, equity, and inclusion.	X		
Performance Management Systems			
	TM601	TM610	TM615
Students will:			
Demonstrate knowledge and application of competency models for performance development.	X		X
Design and implement effective methods of developing high potential talent such as employee selection, talent appraisal, employee attitude surveys, and performance evaluation.	X		X
Measure and assess the impact talent has on business performance.	X		

Bias in Diversity, Equity, and Inclusion			
Students will:	TM601	TM610	TM615
Demonstrate supportive behavior towards the inclusion and sense of belonging of diversity.	X	X	X
Assess ethical dilemmas and demonstrate ability to surface and discuss with leadership.	X		X
Recognize privilege (or lack of), various forms of disparities in client systems, and be able to intervene to create positive social change.	X	X	
Strategy and Organizational Life Cycle Consultation			
Strategic Planning			
Students will:	TM601	TM610	TM615
Align organizational strategy to organizational design.		X	X
Facilitate all phases of the strategic articulation process including vision, mission, superordinate goal articulation, and cascading goals and actions.	X	X	
Organizational Structure and Talent Alignment			
Students will:	TM601	TM610	TM615
Assess organizational lifecycle stage and interventions needed at the identified stage including talent and internal structures needed to address market and technical shifts.		X	
Lead workforce planning to ensure talent is available to meet the organization's strategic directives.		X	
Leadership succession, Culture, and Adaptation			
Students will:	TM601	TM610	TM615
Facilitate dialogue with all levels of leadership to build strategic thinking capability relating the internal organizational view to the market big picture.		X	
Collaborate with leadership regarding organizational adaptation to life cycle, technical, workforce, and market changes.		X	

Performance Psychology, Training and Development			
Performance Psychology			
Students will:	TM601	TM610	TM615
Understand and apply human behavior and motivation theory toward changing employee behavior via training and development interventions.	X	X	X
Consider application of various goal setting methods in improving organizational performance.			X
Demonstrate understanding and application of adult learning theory and methodology.			X
Performance Assessment and Development			
Students will:	TM601	TM610	TM615
Demonstrate knowledge and application of the performance management cycle.	X		X
Conduct analysis of various positions to determine appropriate selection procedures involving competency models.	X		X
Training Design, Delivery, and Evaluation			
Students will:	TM601	TM610	TM615
Conduct a needs assessment to determine what is needed toward training and development in an organization.	X		X
Design and deliver effective training.			X
Evaluate the of impact of training and development interventions.			X

3.7 Talent Management Curriculum Map

MAOP curriculum maps for Fall or Spring entrance and full-time or part-time length with the Talent Management Concentration are located on the WJC website in the Overview Organizational Psychology Master of Arts (MAOP) page under the [Curriculum](#) tab. Students must follow the prescribed course sequence to complete their degree. The table below depicts a sample curriculum map for the 30 credit MAOP full-time fall semester entrance Talent Management student.

Courses	Credits	Field Placement Hours
Fall Semester	12	40
TM601 Talent Acquisition and Management	3	
PA550 Organizational Assessment: Qualitative and Quantitative	3	
OP600 Leadership and the Use of Self	3	
FP734 Field Placement 1	2	
PR851 Capstone 1	1	
Spring Semester	13	40
ST501 Designing Organizations, Groups and Teams	3	
TM615 Performance Development, Management Psychology and Training	3	
TM610 Business Strategy & Organizational Life Cycle	3	
FP735 Field Placement 2	2	
PR852 Capstone 2	2	
Summer Semester	5	0
OP620 Consulting Skills	3	
OS900 Advanced Organizational Psychology Seminar	2	
Total	30	80

4. Student Programmatic 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.
- WIR participation at William James College for blended students.

4.1 Program Participation Expectations

Students are required to read and be familiar with the **WJC Graduate Student Handbook** Academic Policies including guidelines on professional behavior, attendance, academic integrity, and grading. As an academic and professional program, students are expected to be respectful, attentive, and engaged with faculty and peers in the program. The table below describes MAOP participation expectations students must follow in all courses:

Topic	Expectation
Readings and Assignments	<ul style="list-style-type: none"> • Complete weekly assigned readings, lectures, and other required work prior to class and discussion board participation. • Be prepared to discuss the readings and to practice skills.
Late work	<ul style="list-style-type: none"> • Late submission of class assignments is not accepted unless faculty has granted an extension prior to an assignment due date. • Review MAOP Program Manual Late Assignment/Absence Policy.
Citation of sources	<ul style="list-style-type: none"> • Formal written work must document sources with APA style citations and references. Failure to document sources will be considered plagiarism and may result in failure of the course and referral to the student’s academic advisor. • Review Graduate Student Handbook for plagiarism definitions and possible consequences. • Review Academic Resource Center(ARC) database of information and tutorials on plagiarism).
Turnitin	<ul style="list-style-type: none"> • Submit all papers electronically via Canvas which includes a plagiarism check using Turnitin.
Writing Assistance	<ul style="list-style-type: none"> • Seek the services of the Academic Resource Center (ARC) if you have trouble organizing your ideas, expressing yourself clearly, meeting assignment expectations, or organizing and rehearsing for presentations.

Topic	Expectation
Attendance	<ul style="list-style-type: none"> • Attend every session of each course. • Notify faculty in advance of any foreseeable absence or immediately after unexpected absence. • Review MAOP Program Manual Late/Absence Policy
Tardiness	<ul style="list-style-type: none"> • Arrive to class on time and return to class on time after a break. • Communicate anticipated tardiness to faculty if possible.
Technology	<ul style="list-style-type: none"> • Use of laptops/tablets/smartphones during class is limited to reasonable and respectful course-related purposes.
Emailing	<ul style="list-style-type: none"> • Use the course number or name in the subject line of the email. • Always use your WJC email address and include your full name and a telephone number in your email signature. • Use respectful and professional language in tone and content.
Redistribution of Materials	<ul style="list-style-type: none"> • Students will not redistribute faculty designed course materials including slides, lecture notes to others not in the program.
Class Recordings	<ul style="list-style-type: none"> • Follow appropriate College policies and maintain the security of passwords used to access recorded lectures. • Students will not record any part of a course without approval from ARC Services. • Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Student Disability Service accommodation.

4.2 Online Discussion Board Participation Policy

Online discussion boards are part of required accreditation class time and serve as opportunities to explore ideas, express opinions, and to invite yourself and peers to think in new ways. Faculty will monitor and participate in the discussion board. The table below describes the components of discussion board policy.

Components	Description
Timing	<ul style="list-style-type: none"> • Discussion board prompt will be posted by the Friday prior to the following week’s discussion. • Your initial response post to the discussion board prompt is due by Wednesday at 9 PM student local time. • Participation is required Wednesday, Thursday, and Friday. Check the boards frequently after your initial post and respond appropriately. • Posting the bulk of your posts Friday after close of business and Saturday is not considered participation, you are not part of the discussion. • Discussion boards are closed at noon ET on Saturday. • Saturday through Tuesday are considered reading days and you are not expected to be posting.
Post Structure	<ul style="list-style-type: none"> • Initial posts should be between 300-400 words and address all parts of the prompt using coherent language, readings citation, and proper grammar and punctuation. • Consider quality and depth of ideas and questions in reflective and concise manner. • Cite at least two course readings within your initial post to support your response unless otherwise instructed. • Respond in an academically meaningful way to at least 2 peers’ initial responses and respond to those who comment on your initial post peers including faculty.
Grading	<ul style="list-style-type: none"> • Based on the quality and timeliness of your participation. • Faculty determine the grading structure, including options of pass/fail or point structures. • Review the section in the syllabus to understand the grading structure for each course discussion board.

4.3 Course and Discussion Board Professionalism Expectations

Students are expected to participate consistently and professionally throughout each course – both online and in person. ‘How’ students show up is just as important as ‘how much’ they show up. Professionalism in relating to your peers, faculty, and William James College staff demonstrates respect and care to those who may be traveling great distances to learn with/from you.

Students are expected to demonstrate professionalism by:

Category	Demonstration of Professionalism
Coursework	<ul style="list-style-type: none"> • Completing all course readings, discussion boards, and assignments by the assigned due dates. • Being prepared both online and in person to discuss the assigned readings and to practice skills.
Residency	<ul style="list-style-type: none"> • Respecting time boundaries at residency including start, break, and end times. • Attending and fully participating in all portions of residency. • Being respectful in using technology during residence by setting mobile devices to “silent” or “vibrate” during class, not checking email, texting, web browsing, or completing other work on devices (including phones, laptops, or tablets) during live classes or webinars.
Communication	<ul style="list-style-type: none"> • Communicating with faculty about anticipated issues early and often about extensions or absences. • Alerting faculty and advisors when a life circumstance has the potential for limiting your learning. • Seeking help when needed.
Self-Awareness	<ul style="list-style-type: none"> • Being attentive, respectful, and kind to faculty or peers via written, verbal, or body language. • Demonstrating mindset of awareness of the positive or negative impact on others in interactions. • Choosing to contribute in a mindful way to build lifelong relationships that enhance their professional lives. • Monitoring how you show up in groups and participation in group discussions to ensure diversity of views and contribution of all knowledge and skills. • Demonstrating an open and positive mental model when engaged in learning with peers and faculty to maximize your learning without disrupting others.
Group Projects	<ul style="list-style-type: none"> • Discuss team roles, decision making processes, and conflict strategies upfront. • Delegate and complete work in an equitable manner. • Do what you commit to doing.

4.4 Ensuring a Safe Learning Environment

We strive to make the OLP and WJC community respectful, professional, and a safe place to learn, both in-person and online. As a community, we are committed to respectful behavior, and we need to prioritize upholding psychological safety with a sense of urgency and care.

Disrespectful and unprofessional behavior towards faculty, students, staff, and/or site supervisors will not be tolerated. If hurtful behavior occurs, it will be addressed through appropriate feedback and dialogue. We expect all to engage in a growth mindset as we collaborate to resolve instances of hurtful behavior.

4.5 Residency Policy

MAOP residency provides valuable experiential learning opportunities and occurs one weekend per course for blended students only. Attending the entire residency is mandatory for all blended MAOP students to remain in good standing in the program including any residencies held remotely versus on campus due to weather or other emergencies. Please organize your travel and your personal/work schedule so that you can be present and contribute fully to the experience. Please note that the dates of the residencies are publicized well in advance.

During residency, your full participation and professionalism is expected, including prompt arrival and departure no earlier than the end of the session as well as adhering to time boundaries established for breaks.

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. Should a student have to miss a portion of WIR due to illness, family illness/death, or significant personal matter, they must inform the faculty as soon as possible and provide appropriate documentation.

5. Evaluation of Student Work

5.1 Course Grades

Students must meet the assessment standards described in the each course syllabus to receive credit. Individual course grades are earned according to the following categories:

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

5.2 Program Grading Criteria

In addition to the general grading criteria descriptions in the WJC Graduate student handbook for letter grades and Incomplete, Withdrawal, and credit/no credit grade descriptions, the following descriptions apply for the MAOP program.

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

(A GRADE OF C+ OR BELOW WILL NOT EARN CREDIT FOR THIS COURSE).

5.3 Satisfactory Academic Progress (SAP)

All students must maintain Satisfactory Academic Progress to maintain enrollment in the program and borrow Federal funds via student loans. Students who earn a failing grade in a course are required to repeat that course and earn a passing grade to graduate from the program. See the William James College Student Handbook for more information about SAP.

5.4 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
-

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

5.6 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

6. 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 2nd week of the first course of that semester - 50%
- During the 3rd week of the first course of that semester - 25%
- After the 3rd 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.

6.1 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](#).

6.2 Academic Probation, Dismissal, Withdrawal

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

7. 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.

7.1 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.

Site Type	Description
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.
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 low cost 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.

7.2 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	FP734 Field Placement 1 during the Fall Semester FP735 Field Placement 2 during the spring semester
January	FP734 Field Placement 1 during the Spring FP735 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.

7.3 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.

7.4 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
CR Credit	Course requirements have been satisfactorily completed.
I Incomplete	Course requirements have not been completed by the end of the semester in which they were assigned.
W Withdraw without Evaluation	The student withdraws from the course before the end of the first week of the course.
CP Credit Problematic	Course requirements have been completed and credit granted, but work done has been marginal or problematic.
NC No Credit	Course requirements have not been satisfactorily completed.

8. Capstone and Competency Exams

8.1 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.

8.2 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 PR851 Capstone 1 and PR852 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
CR Credit	Course requirements have been satisfactorily completed.
I Incomplete	Course requirements have not been completed by the end of the semester in which they were assigned.
W Withdraw without Evaluation	The student withdraws from the course before the end of the first week of the course.
CP Credit Problematic	Course requirements have been completed and credit granted, but work done has been marginal or problematic.
NC No Credit	Course requirements have not been satisfactorily completed.

8.3 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 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.
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"> • rewriting the submission to the chosen case • completing an oral discussion on the chosen case with the Program Director

8.4 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

9. Advising

9.1 Advising Meeting Scheduling, Frequency, and 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:

Formal Advising Meeting Schedule Fall Start Cohort	Formal Advising Meeting Schedule Spring Start Cohort
Fall Semester 1: <ul style="list-style-type: none">• 1st Advising Meeting week 5-6• 2nd Advising Meeting week 11-12	Spring Semester 1: <ul style="list-style-type: none">• 1st Advising Meeting week 5-6• 2nd Advising Meeting week 11-12
Spring Semester 2: <ul style="list-style-type: none">• 3rd Advising Meeting week 5-6• 4th Advising Meeting week 11-12	Summer Semester 2: <ul style="list-style-type: none">• 3rd Advising Meeting week 5-6
Summer Semester 3: <ul style="list-style-type: none">• 5th Advising Meeting week 5-6	Fall Semester 3: <ul style="list-style-type: none">• 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.

9.2 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.

9.3 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 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

9.4 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
-

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

10.1 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.

10.2 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 to six 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 to six 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.

10.3 Financial Aid

Students must take at least five credits per term (fall, spring, and summer I&II combined) to qualify for federal financial aid. Part-time students are required to take at least two courses per term in order to qualify for financial aid.

10.4 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 1st of their spring semester.

10.5 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.
Sonji Paige, Registrar at 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.

10.6 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.

10.7 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.

11. Program and OLP Leadership

Our program is fortunate to have a practitioner leadership and faculty in place to help our MAOP students realize their goals regarding experience in program course, field placement, and capstone thesis work.

Role	Core Responsibilities
Director, MA in Organizational Psychology Program Darlene M. Piva, MAOP, Psy.D. darlene_piva@williamjames.edu	Managing the Master of Arts in Organizational Psychology Program Student advising, registration, and student performance issues. Scheduling and changes in program and course content. FP or Capstone issues. Concentration declaration and changes to student status. Comps exams and grading oversight. Teaching in programs as assigned. Student advising. Doctoral committee chair or member.

Role	Core Responsibilities
<p>Assistant Director, MA in Organizational Psychology Program Aprille Young, MAOP, Psy.D. aprille_young@williamjames.edu</p>	<p>Assisting in managing the Master of Arts in Organizational Psychology Program. Assisting with student advising, registration, and student performance issues. Assisting in changes in program and course content. Assisting with changes to student status. Assisting with comprehensive exams and grading oversight. Teaching in programs as assigned. Student advising. Doctoral committee chair or member.</p>
<p>Director, Talent Management Concentration Carlene Caldwell, MA, Psy.D. carlene_Caldwell@williamjames.edu</p>	<p>Managing the Talent Management Concentration. Teaching in the MAOP program Student advising. Doctoral committee chair or member.</p>
<p>Director, OLP Field Placement Lynne Richer, Ph.D. lynne_richer@williamjames.edu</p>	<p>Placing all students in the field for practicum work. Tracking and reporting student progress in the field to Program Director & Chair. Assessing all field placement practices and student outcomes. Leading Field Placement Office team Acquiring field sites. Assisting and providing organizational development support to students and sites. Student advising. Doctoral committee chair or member</p>

Role	Core Responsibilities
Co-Director, Leadership Psychology PsyD Program Brandi Derr, PsyD brandi_derr@williamjames.edu	Managing the Leadership Psychology PsyD Program. Student advising, registration, and student performance issues. Scheduling and changes in program and course content. Scheduling and designing residency. Practicum or Doctoral Project issues. Concentration declaration and changes to student status. Teaching in programs as assigned. Student advising. Doctoral committee chair or member.
Chair, Organizational & Leadership Psychology Department Co-Director, Leadership Psychology PsyD Program Suzanne Devlin, Ph.D. suzanne_devlin@williamjames.edu	Leading the Organizational and Leadership Psychology department. Ensuring quality of all programs within the department including MAOP, GCEC, GCSL, BEHLS, and the Leadership Psy.D. Leading and communicating departmental changes and updates. Addressing issues overall curriculum and substantive course changes, and curriculum design issues. Addressing admissions issues for all programs in the Department. Teaching in Leadership PsyD program Student advising. Doctoral committee chair or member.

Please click on <https://www.williamjames.edu/academics/olp/organizational-ma/faculty.cfm> to view all faculty names and bios.