



**WILLIAM JAMES
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

Masters Organizational Psychology (MAOP) Program Manual 2017-18

Policies and Procedure Manual

June 19, 2017

Message from the Chair, Organizational and Leadership Psychology Department

The *mission* for MAOP and our Organizational and Leadership Psychology Department (OLP) 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 Masters of Organizational Psychology Program began in the Fall of 2008. We graduated our first cohort the Spring of 2009. I am proud to have been teaching in the program since its inception and to be able to design the curriculum and the courses. In designing the program, I pulled the content from my own doctoral level training as an organizational psychologist and from two decades of working in client systems as an internal and external organizational development practitioner and talent management professional. The content delivered over the entire program is a tightly woven mix of competencies contained in this manual. These competencies combined allow our graduates to become leaders of positive change, effective interventionists at the individual, team and systems level, and highly skilled and strategic talent management professionals.

This applied focus ensures that we are not teaching theory for theory sake. A comment I hear frequently from our students working in the field is, “I learned X concept in class last night and was able to apply it today at work.” This is the point – to teach what matters and is relevant - so that our graduates go away with not only a full tool kit but mental models and ways of thinking and being that allow them to apply their learning to a diverse set of organizational circumstances. Last, know that by joining our MAOP program, you are joining a community. We actively maintain relationships with our alumni who formed the Alumni Alliance in 2010. This active network of internal and external practitioners meet several times a year and provide opportunities for continued professional development.

I am delighted you have joined our MAOP program and the William James College community.

Kathryn Stanley, Ph.D.
Chair, Organizational and Leadership Psychology
Program Director, Leadership Psychology Psy.D.

Message from the Program Director

Graduate study at William James College is grounded in an integrative philosophy of training and education, with ongoing application of classroom instruction and well-supervised field experiences. Underlying this approach is a sustained focus on the development of professional self, an orientation toward community service, 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 ourselves and each other to high standards of professional conduct. We hope that your time at William James College in our program will be an opportunity to show yourself and others your place in this industry.

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

Miranda Ralston, Psy.D.
Program Director, MAOP
Associate Director of Field Placement for OLP
Director, Neuroscience of Leadership Area of Emphasis

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

Preface

This *Masters in Organizational Psychology (MAOP) Manual* is in effect for the academic year 2017-2018 and beyond. It augments material in the William James College Student Services and Student Academic manuals 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.

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I. Program Overview

MAOP is an accelerated, highly interactive, competency based, and outcome oriented program where students attain their 30 credit masters degree in 11 months for full time and two years for part time attendance. It provides a sound theoretical foundation integrated with strong emphasis on practical application. With 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 on intersections between organizations and psychology.

The program is built on multidisciplinary concepts drawn from the psychology of human behavior, organizational development, 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 21st century challenges.

Mission and Vision

The *mission* for MAOP and our Organizational and Leadership Psychology Department (OLP) 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.

Scope of Practice

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

- Provide effective leadership for desired change
- Understand systemic and strategic dynamics affecting the organization
- Be knowledgeable in cutting-edge methods of leading change
- Consider the needs and perspectives of relevant and diverse global stakeholders
- Be self-aware and able to utilize insights into “self” to sensitively and adroitly interact with multicultural competence
- Act with awareness of the social, cultural, and ethical dimensions of their work as organizational development practitioners and change agents to make change for the better

- Make change happen for the greater social good in a wide array of roles, communities, industries and geographies

Career Opportunities

Organizational psychologists work within organizations and as external practitioners in any number 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, among others. They 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.

Who are our Master's students?

This program is for individuals looking to build their organizational psychology and development skillset and professional potential. Our students range from new graduates to more senior career changers with an average of 5-7 years of work experience. The program is designed to accommodate working professionals who work in varying contexts from all over the world. Ninety percent of our students work full time, and many are also raising families while they go through the program. We have students from all corners of the globe who participate virtually. MAOP is geared toward working professionals looking to build and/or enhance careers in:

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

Program Requirements, Length, and Delivery Format

The MA in Organizational Psychology is a fast-paced, intensive, 11-month, 30-credit degree program designed for working professionals who desire to expand, deepen, and sharpen their skills in leading and sustaining changes in organizations. The courses are sequential and build upon each other throughout the program. Students are required to take all courses as outlined in the curriculum. Courses are delivered using Moodle, an online learning tool, to present distance learning modules. Blended students attend intensive weekends-in-residences (WIR) for each course that are taught by their course instructors. These residencies are conducted as executive workshops and are highly experiential and include the use of simulations, role play, case work outs and team building activities to give the students hands on learning experiences that are not possible at a distance. The curriculum also entails the completion of 80 hours of work in the field, comprehensive exams that are inclusive of materials covered in all courses, and a Capstone thesis or project involving academic exploration of a topic in organizational psychology. A part time option,

taking every other course, and completing the 30 credits over two years is also an option for our students. A Talent Management concentration is also available.

Applying to the Program

MAOP requires the minimum GPA of 3.0 for a B.A. or B.S. from a regionally-accredited four-year college. Applicants are also required to complete our online application including an essay about why they want to attend the program and how they plan to use their degree as well as the submission of three letters of recommendation. All applicants are required to participate in an initial phone/virtual interview with two faculty members as well as in a group interview and writing test which can be completed virtually. The GRE is *not* required.

Getting Started and Orientation

All students must attend orientation, which occurs the week before classes start at William James College in either August or January depending on the elected start date. Blended students are required to attend in person and online only students are required to attend via webinar if they are unable to attend in person. The MAOP program starts on the first day of class in either the Fall or Spring semester of admission according to the published William James College's academic calendar. New students must also complete the online learning modules prior to the start of classes and attest to the fact that they read this manual and the WJC student handbook before orientation. Orientation is experiential and sets students up for success in their cohort and in accessing resources from the school.

II. MAOP Competencies: Areas of Expected Professional Mastery

All of the curriculum components in the Masters of Organizational Psychology (MAOP) program are designed to an integrated set of competencies. The program is dedicated to building these competencies in our students.

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

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

- Worley, Rothwell, and Sullivan’s (2005) *Practicing Organizational Development*, Second Edition;
- Cummings and Worley’s (2001) seminal text, *Organizational Development and Change*,
- The Organization Development and Change Division of the Academy of Management (Worley & Varney, 1998),
- The Organizational Development Network

Overview

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

1. Foundational Competency Areas:

I. Organizational Psychology

- a. Theoretical and Empirical Foundations of Organizational Development (K)
- b. Change psychology, models, and applications (K, S)
- c. Underlying psychology of human systems and groups (K, A)

Learning outcomes:

Students will be able to identify various organizational psychology schools of thought including applying models of organizational development order to assess organizational dynamics and structure. Students will also demonstrate understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems.

Courses: ST500, ST501

II. Use of self/self as instrument

- a. Self awareness and self management (K, A, S)
- b. Systems thinking: self as interconnected part of a larger human group/system
- c. Communication and interpersonal dynamics (K, A, S)

Learning outcomes:

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

Courses: OP600, FP734, FP735

III. Professional Behavior, Ethics, Standards and Values

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

Learning outcomes:

Students will demonstrate proper application of the guiding ethics of the field of organizational development and consulting psychology. They will identify and correct ethical dilemmas and issues that arise in consultation to human systems in practicum work and in

real world case study. Students will comport themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.

Courses: **All** courses but especially OP620

IV. Multicultural Competence and Sensitivity to difference

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

Learning outcomes:

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

Courses: **All courses** include components of this competency with concentrated focus in OP600.

2. Organizational Assessment and Research Competency Areas:

V. Organizational Assessment

- a. Inquiry skills (qualitative and quantitative practices) (K, S)
- b. Application of diagnostic assessment models to guide inquiry (K, S)
- c. Program evaluation (S)

Learning outcomes:

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

Courses: PA550, HU676

VI. Research Design, methods, statistics, and academic writing

- a. Research ethics (K)
- b. Qualitative methods (K, S)
- c. Quantitative methods (Organizational Survey Development and Descriptive Statistics) (K, S)

- d. Analysis, documentation and reporting (S)
- e. Academic writing per APA Style (most current edition) (S)

Learning outcomes:

Students will become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of effectiveness of interventions.” (APA, 2007, p. 984). Students will become CITI certified and demonstrate understanding of the laws and ethics pertaining to engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 6th edition.

Courses: PA550, PR851, PR852 (All courses focus on academic writing)

3. Masters Level Practitioner Competency Areas:

VII. Intervention

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

Learning outcomes:

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

Courses: ST501, ST502 OP620, HU676

VIII. Consultation Skills and Business Acumen

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

Learning outcomes:

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

Courses: OP620, OS900

IX. Organizational Theory and Design

- a. Business operations (K, S)
- b. Organizational structures and design, e.g., non profit versus NGO, open versus closed systems (K, S)
- c. Life Cycle and Culture (K, S, A)

Learning outcomes:

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

Courses: ST502, OS900

Foundations											
Learning Outcomes Mapped to Courses	ST500	PA550	ST501	FP734	HU67	ST502	OP600	FP735	OP620	OS900	PR851 PR852
I. Students will be able to identify various organizational psychology schools of thought including applying models of organizational development order to assess organizational dynamics and structure. Students will also demonstrate understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems.	X		X								
II. Students will demonstrate the following key competencies as organizational psychology practitioners: The ability to establish personal credibility, self-reflect and continuously work to uncover blind spots and assess assumptions and mental models in use. Practice methods to continuously engage, develop and motivate others. Demonstrate competence in communicating, relationship building and working effectively with others and on teams.				X			X	X			
III. Students will demonstrate proper application of the guiding ethics of the field of organizational development and consulting psychology. They will identify and correct ethical dilemmas and issues that arise in consultation to human systems in practicum work and in real world case study. Students will comport themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.									X		
IV. Students will demonstrate the ability to hear and respond appropriately to what people from another culture are really saying or meaning and implications for understanding actions of others. (McClelland in Spencer & Spencer, 1993, p. 9). Students will demonstrate a strong belief in the dignity and worth of others different from themselves, and the ability to maintain this positive outlook under stress (1993, p.6). Students will also be able to assess their own phase of identity development and practice prejudice reduction in self and with others. Students will recognize their own privilege and various forms of disparities (e.g., disabilism, gender discrimination, racism) in their client systems and be able to intervene to create positive social change.							X				

Assessment											
Learning Outcomes Mapped to Courses	ST500	PA550	ST501	FP734	HU676	ST502	OP600	FP735	OP620	OS900	PR850 PR851
V. Students will be able to assess organizations at the leadership, group/team and systems level by applying through interviewing, focus groups and survey development, administration and analysis. Students will understand and apply diagnostic models to inform their inquiry in their practicum work and to real world cases.		X			X						
VI. Students will become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of effectiveness of interventions.” (APA, 2007, p. 984). Students will become CITI certified and demonstrate understanding of the laws and ethics pertaining to engagement of human subjects. Students will develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 6 th edition.		X									X

Masters Level Practitioner											
Learning Outcomes Mapped to Courses	ST500	PA550	ST501	FP734	HU676	ST502	OP600	FP735	OP620	OS900	PR851 PR852
VII. Students will demonstrate the ability to design, implement and evaluate interventions collaboratively with client systems at the group and whole systems level. They will be able to identify market place, organizational, and psychological antecedents and outcomes of change.			X		X	X			X		
VIII. Students will demonstrate and understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block's five phases of consultation. Students will have the business acumen to engage leaders and be able to analyze an organization's position in the world market place to assess organizational development needs. They will demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.									X	X	
IX. Students will be able to identify and evaluate the anatomy of organizations including structure, strategy, culture and place in the world market including competitive drives, advantages and threats. Students will be able to identify where their client companies are in terms of life cycle and design consultations accordingly.						X				X	

III. Curriculum Map

Below is the map of the curriculum that students who enter the MAOP Program during the Fall semester of 2016. Note that the MAOP degree is a total of 30 credits which are mapped out in the table below. Students who enrolled under this curriculum must follow the prescribed course in taking all the courses offered to complete their degree.

Figure 1. Curriculum Map

Current Courses	Credits	Practicum Hours
Fall 2017		
ST500 Foundations of Organizational Development (3cr) PA550 Organizational Assessment: Qualitative and Quantitative (3cr) OP600 Leadership and the Use of Self (3cr) FP734 Field Placement (2cr) PR851 Capstone 1 (1cr)	12	0-80
Spring 2018		
HU676 Participatory Action Research and Appreciative Inquiry (3cr) ST501 Designing Organizations, Groups and Teams (3cr) ST502 Diagnosis, Intervention, and Evaluation in Organizational Development (3cr) FP735 Field Placement (2cr) PR852 Capstone 2 (2cr)	13	0-80
Summer 2018		
OP620 Consulting Skills (3cr) OS900 Advanced Organizational Psychology Seminar (2cr)	5	0
Total	30	80

IV. Talent Management Concentration

The concentration in Talent Management provides students with an interest in 21st century human resource approaches to gain critical skills, practice, theory, and assessment training in this growing field. A specialization in the field of talent management prepares professionals to improve functionality in organizations through personnel development, and making professionals a valuable resource in today's workforce.

Students with the Talent Management concentration will follow a similar 30-credit curriculum as students enrolled in the MA in Organizational Psychology. Students in this concentration will complete 3 courses in Talent Management (in lieu of 3 courses within the general Organizational Psychology curriculum) and focus their field project and Capstone work within talent management work.

Please note students are welcome to take the substituted General Organizational Psychology Courses in addition to their concentration, but this would incur an additional tuition fee (with a 50% discount for students who have completed their degree requirements).

Declaring a Concentration

Students have until the following dates to declare a Talent Management concentration.

Student Start Date	Talent Management Concentration Declared by:
August 2017	August 22, 2017
January 2018	January 5, 2018

Students who declare a concentration must inform their advisor, the Program Director, and the Director of Talent Management. The Director of Talent Management will work with the Department Coordinator to get students the concentration form to fill out that must be submitted to the Registrar's office.

V. Talent Management Concentration Competencies

In addition to the Standard MAOP Curriculum our Talent Management Concentration students develop an additional set of competencies. Talent Management is an integrated set of process, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs (Silzer & Dowell, 2010). There are three main competency areas:

1. History of Human Resources and Evolution of Talent Management
2. Strategy and Organizational Life Cycle Consultation
3. Training and Development

1. History of Human Resources and Evolution Talent Management

M.A. graduate practitioners work with complex organizational issues involving multiple constituencies in regard to recruiting, managing, and developing talent. Effective talent management skills are essential to gain support from multiple stakeholders and build quality talent management practices based on established practice and psychological theories of trust, engagement, and motivation. This will allow practitioners to establish personal credibility and demonstrate the ability to work as part of a team as they build their practices in Talent Management. Students will demonstrate this via:

A. Application of key models and psychological theories of human motivation:

1. Competency Modeling
2. Employee Value Exchange
3. Succession Planning
4. Unconscious bias as it pertains to diversity and inclusion

B. General competencies for all Talent Management professionals:

1. Identify and apply models of talent assessment and recruitment practices to real world case
2. Ability to apply knowledge of critical success factors to design high performance talent management systems

3. Ability to assess, diagnosis and design systemic programmatic interventions within organizations to ensure retention of talent.
4. The ability to apply different ways of developing high potential talent such as employee selection, talent appraisal, employee attitude surveys, and performance evaluation.
5. The ability to identify and apply industry best practices in order to assess top talent and critical leadership roles.
6. The ability to apply techniques and practices for assessing performance of top talent and senior leaders.
7. The ability to measure and assess the impact talent has on business outcomes
8. Case analysis business acumen and the ability to leverage all elements of the talent management system including the sub functions of benefits, compensation, recruitment and training and development to help leaders make effective decisions and strategy.

2. Strategy and Organizational Life Cycle Consultation

Strategy development and stewardship of organizations at different points in their life cycle are critical competencies for leaders to build in order to ensure that 21st century organizations have well-trained, experienced people in key positions. Students will appreciate that strategic practices within Talent Management maximizes business results by minimizing disruption within the leadership and management of an organization so that it may continue to be flexible and adaptive in today's changing environments.

A. Use of Key Models and Theory

Students will learn and use key models and theory to inform strategic talent and organizational design decisions including:

1. Lester, Parnell, and Carraher's 5 Stage Organizational Life Cycle Model
2. Porter's Five Competitive Forces
3. Krietner and Kinicki's Theory of Organizational Decline
4. Talent Management Business Strategy and Fit
5. Congruence Model of Change
6. Mechanistic and Organic Organization Composition
7. Galbraith's Star Model of Organizational Design

B. Identify the current organizational strategy and congruence with the organization's technical core and market segments.

1. Align organizational strategy to organizational design.
2. Facilitate dialogue with all levels of leadership to build strategic thinking capability relating the internal organizational view to the market big picture
3. Assess organizational lifecycle stage and interventions needed at the identified stage including talent and internal structures needed to address market and technical shifts.
4. Facilitate all phases of the strategic articulation process including vision, mission, superordinate goal articulation and flow down goals and actions.
5. Lead workforce planning to ensure talent is available to meet the organizations strategic directives
6. Ability to read the talent market trends and apply the psychology of recruitment and retention of talent within the context of organizational lifecycle and fit variables.
7. The ability to collaborate with leadership regarding organizational adaption to life cycle, technical, workforce and market changes.

3. Training and Development

Organizations must continue to assess, train, and develop talent in order to continue being successful. This involves the theoretical understanding and practical application of psychological models of human behavior, learning and motivation to create training programs, assess organizational needs, prioritize resources, improve communication, and shift policy. Students will appreciate that the results of these refinements of management behaviors through specific metrics, goals, skills and competency building lead to healthier more adaptive internal organizational cultures. Students will demonstrate their understanding of these factors via the following:

1. The ability to conduct job and task analysis for various positions to determine the most appropriate selection procedure for measuring knowledge, skill, ability, and/or personal characteristics and the appropriate validation strategies.
2. The ability to understand how human behavior can be understood toward motivating employees to change via training and development interventions.
3. Students will learn how to conduct a needs assessment to determine what is needed toward training and development in an organization.
4. Students will design the implementation and measurement of impact of training and development interventions.
5. Students will be able to apply these theories to design effective training and leadership development programs:
 - a. Beebe, Mottet, and Roach's Needs Centered Training Model
 - b. Goal Setting Theory
 - c. Equity and Expectancy Theory
 - d. Self-Regulation
 - e. Latham and Locke's High Performance Cycle Model
 - f. Social Categorization Theory
 - g. Self-Esteem Theory
 - h. Social Cognitive Theory
 - i. Bloom's Taxonomy of Cognitive Learning
 - j. Kirkpatrick's Levels of Assessment

VI. Talent Management Curriculum Map

Below is the map of the curriculum that students who enter the MAOP Program during the Fall semester of 2016 under the Talent Management Concentration. Note that the MAOP degree is a total of 30 credits which are mapped out in the table below. Students who enrolled under the Talent Management Concentration curriculum must follow the prescribed course in taking all the courses offered to complete their degree.

Figure 2. Curriculum Map Talent Management Concentration

Current Courses	Credits	Practicum Hours
Fall 2017		
TM601 Talent Acquisition and Management (3cr) PA550 Organizational Assessment: Qualitative and Quantitative (3cr) OP600 Leadership and the Use of Self (3cr) FP734 Field Placement (2cr) PR851 Capstone 1 (1cr)	12	0-80
Spring 2018		
ST501 Designing Organizations, Groups and Teams (3cr) TM615 Performance Development and Management Psychology and Training (3cr) ST502 Diagnosis, Intervention, and Evaluation in Organizational Development (3cr) FP735 Field Placement (2cr) PR852 Capstone 2 (2cr)	13	0-80
Summer 2018		
TM610 Business Strategy and Organizational Life Cycle (3 cr) OS900 Advanced Organizational Psychology Seminar (2cr)	5	0
Total	30	80

VII. Student Programmatic Expectations

William James College provides blended and online only options for students to take part in the MAOP program. Blended students complete their courses through a combination of both online coursework and in person residencies at William James College. All blended students are required to attend the residency for each course. Online only students complete all of their course work online. All students are required to complete coursework as noted in **Coursework Policies**. Failure to comply with these expectations will result in Corrective Action Notices (CANs), academic probation, and/or dismissal from the program.

Coursework Policies

In order to receive credit for all courses students must complete all required work as found in their syllabi and MAOP, Field Placement, and Capstone guidelines at a B level or better. Students engage in the following for the length of the program:

- Substantive online discussion board participation spanning the length of the course. Missing or showing up late to more than 1 discussion board will result in an automatic failure of the course and possible dismissal from the program.
- Substantial written or project work of formal academic writing for each course.
- Use of APA style for all written work unless otherwise specifically stipulated by their instructor.
- Weekly readings.
- Viewing of a weekly pre-recorded lectures.
- Participation in live virtual webinars.
- Mandatory participation in residencies at William James College for blended students.

Residency Policy

Time in residence for the MAOP program occurs one weekend per course for Blended students only. Residencies are meant to provide valuable face time with faculty and experiential learning opportunities provided by experts in the field. They are mandatory for all blended students.

Additionally, should a student unexpectedly have to miss a portion of a residency due to illness, family illness/death, or significant personal matter, they must provide documentation to verify the emergency, e.g., Doctor's note and promptly inform the Program Director, the Department Chair, their advisor and course instructor. The student will have to complete equivalent work for the time missed. Students who miss the residency and do not give notice and are not experiencing a hardship are eligible for dismissal from the program and automatic failure of the course.

VII. Evaluation of Student Work

Course Grades

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

- A (94 - 100 %) Distinguished, superior quality work that clearly exceeds course expectations in every respect.
- A- (90 - 93%) The quality of the student's work clearly meets or exceeds course expectations and is outstanding in nearly all respects.
- B+ (87 - 89 %) The quality of the student's work clearly meets the minimum course standards and is good or very good in most respects.
- B (84 - 86 %) The quality of the student's work clearly meets the minimum course standard with no glaring areas of deficiency. The student's work is generally good, but undistinguished.
- B- (80 - 83 %) The overall quality of the student's work meets the minimum course requirements and is *marginally* acceptable by graduate school standards. The student's performance may be deficient or substandard in particular areas. Student receiving this grade will receive credit for the course, but will be automatically be put on probation. Receiving two course grades at at B- or below is ground for automatic dismissal from the MAOP program.
- C+ (77 -79 %) The overall quality of the student's work closely approaches but fails to meet the minimum course standards and raises questions regarding the student's preparation for more advanced work in the discipline. Students receiving this grade or below will receive no credit for the course and be required to take the course over for credit. Student receiving this grade or below will be placed on automatic academic probation or dismissed if this is the second grade of this level or below or if they have earned a B- in the program in any course.
- C (74 - 76 %) The student's work fails to meet course standards. Although aspects of the student's work may be acceptable by graduate and professional standards, the overall quality suggests inadequate preparation for more advanced work in the discipline.
- C- (70 - 73 %) The quality of the student's work fails to meet course standards and is poor or clearly substandard in most or all respects, raising serious questions or about the student's preparation for more advanced work in the discipline.

- D (64 - 69 %) The quality of the student's work fails to meet course expectations and is very poor or substantially substandard in all respects. The quality of the work suggests very strongly that the student's preparation is insufficient for more advanced work in the discipline.
- F (Below 64 %) The quality of the student's work fails to meet course expectations and is grossly deficient. The student's performance in the assignment or course raises serious concerns regarding the student's ability to complete graduate level work in the discipline.
- I Incomplete. The student has not completed the course requirements within the required time frame but has made arrangements with the instructor to complete them by a mutually agreed upon date. Note: An "Incomplete" is *not* granted automatically; it must be requested by the student and arranged with the course instructor. If course requirements have not been met by the end of the semester and arrangements have not been made for an Incomplete, the student will automatically earn a C (a failing grade for the course). *It is the responsibility of the student - not the instructor - to initiate a request for an Incomplete.*
- W Withdrawal without evaluation. The student has withdrawn from the course after the drop / add period but before the eighth week of the semester.
- WP Withdrawal Passing. This is an option for students who are in good academic standing (maintaining a B average or higher) who choose to withdraw from the program.
- WF Withdrawal with record of failure. The student withdraws after the drop / add period and/or after the eighth week of the semester.

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 in a course will be required to repeat that course with a passing grade to graduate from the program. See the William James College Student handbook for more information SAP. ([Found Here](#))

Individual Course Evaluations

In addition to letter grades, students receive an end of course evaluation that includes points earned on specific assignments as well as feedback on student's demonstrated strengths and learning edges for that course. Faculty also give feedback on all papers handed in and weekly on the threaded discussions. See figure X for the end of course evaluation template.

Achieving Success in MAOP and in Life

Our goal as a faculty is to ensure you learn the course content so that you can go out and practice well and ethically in the field and do no harm. Below are the areas we are evaluating you for each course in general.

- A. Achievement (degree to which the student mastered the course competencies through assignments including particular individual strengths and weaknesses).
- B. Quality of written and oral expression.
- C. Participation, Professional Behavior, Attitude and Accountability:
 - Respectful and timely email and phone communication with professors, peers, and institutional administrators
 - Timely attendance to orientation, weekends-in-residence (WIR) and live online sessions
 - Demonstration of leadership
 - Excellent effort, initiative, and openness to learning
 - Taking personal accountability for their own learning by reading the syllabus, paying attention to deadlines and engaging in good study habits
- D. Interpersonal Relationships: demonstrates healthy respect for and collaboration with others including peers, faculty and WJC staff.
 - Participation on the threaded discussion boards is how distance learning students come to class. In the discussions they have contact with faculty and their cohort to ensure they learn that week's materials. Threaded discussions are a vital component of all courses in the program.

Late Policy

Students are required to hand in all work on time. However, as this program caters to adult learners we do understand that things occasionally come up. Therefore, for non-serious issues (deemed issues not related to personal injury, family injury, or severe mental distress) students must ask their instructors at least *72 hours in advance* of the due date if they need an extension or will miss class. The granting of extensions is up to the course instructor. Make up work is required if the students miss any portion of a residency. Students who let their instructors know less than 24 hours in advance may not be granted any extensions under non-serious circumstances. Students who do not show up to class without a granted extension receive zero credit for the class. Students who miss the deadline for assignments with no documentation of a serious issue will receive zero credit for the assignment missed with no opportunity for make up work.

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

All students asking for extensions due to serious issues, e.g. hospitalization, must provide proof of the emergency (e.g., a doctor's note or a death notice). Failure to provide proof of requested extension results in failure of the assignment.

Rewrites

Students who submit work that is of poor quality will not have the opportunity to rewrite their assignment. Therefore it's critical to look at the assignment rubric and grade yourself before you end in your paper. Make sure you answered all the questions asked and do NOT hand in first drafts.

Exceptions can be made under the following circumstances:

- New students in their first course who are using English as a Second Language.

Note: Under the above criteria, the highest grade the student will be able to receive is a B.

Students should note these common mistakes rewrites are *not* considered for:

- Failure to adhere to APA guidelines.
- Failure to include references to course readings or source material necessary to complete the assignment.
- Failure to answer all of the questions in the assignment.

Students are encouraged to thoroughly **read** the syllabi for each course, *all* directions and rubrics provided, and contact their instructor **prior to the due date** if they have any questions or they need clarification. It is the responsibility of the student to be their own best advocate in getting the help they need to complete assignments on time and to standards outlined in the syllabi, directions, and rubrics.

IX. Program Withdrawal Policy

Students who withdraw from the MAOP Program are eligible to receive that semester's tuition refund based on the date the written notice of withdrawal is received by the Registrar's Office, according to the following schedule:

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

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

Return of Title IV Funds when a Student Withdraws

The Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) substantially changed the way funds paid toward a student's education are handled when a recipient of Title IV funds withdraws from school. All schools were required to implement these provisions by October 7, 2000. The new requirements do not dictate an institutional refund policy. Instead, a statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges. Because these requirements deal only with Title IV funds, the order of return of unearned funds no longer includes funds from sources other than the Title IV programs. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of

the Title IV funds. The new requirements do not prohibit a school from having its own refund policy or complying with refund policies required by state or other outside agencies. Although an institutional, state or agency refund policy will determine the charges a student will owe after withdrawing, those policies will not affect the amount of aid the student has earned under the return calculation.

Leave of Absence and Withdrawal with Passing

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

Academic Probation Policy, Dismissal, Withdrawal Policies

Please refer to the William James College Student Handbook.

X. Advising

Advising Meeting Scheduling, Frequency, and Expectations

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

Formal Advising Meeting Schedule
September 15 th
November 15 th
February 1 st
May 15 th

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

Advising Assignments

Advising assignments are made by the Program Director but students can request an advisor when they enter the program. Typically students stick with one advisor throughout the program. However, sometimes a student may request to work with one faculty over another after they have begun the program due to an area of interest the faculty and student share. IF the faculty agrees and has time to take on another advisee every 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 completion of courses and degree requirements including field placement and capstone.
3. Help address problems; 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. How the student is progressing in the program and curriculum
2. Progress in their field placement and capstone
3. Any feedback the student might have on program improvement or functioning
4. Career aspirations and opportunities of the student
5. Troubleshooting on areas where the student is having difficulty making progress

XII. Field Placement

The integration of coursework with field experience is a William James College institutional hallmark. Consistent with this focus, field placements are an essential aspect of the M.A. curriculum. Throughout the program, and within the limits of the field sites and placement resources available, great care is exercised to match students with field experiences that will enrich and enhance their classroom learning and promote their professional and personal development.

The MA in Organizational Psychology Field Placement Courses allow students to apply and practice organizational psychology and development (OP/OD). Field placement offers a supervised, hands on experience with an organization. Whether a student uses her/his own workplace, finds an organization to work with, or is accepted at a William James field site is determined by the course faculty and supervisors, with final approval by the Associate Director of Field Placement for the OLP department. Students receive supervision from William James College faculty who are experienced OP/OD practitioners through the Field Placement seminars and students will also be assigned a field site supervisor who works at the Field Site organization.

Online only students who are at a great distance from the campus are eligible to do virtual field projects contingent on availability. Online only students are required to find their own field placement sites. The Associate Director of Field Placement and Field Placement faculty will support the student in developing the scope of the project the student will complete at their field site.

The supervisory relationships with students focus on the quality and depth of students' integration of theory with practice. The field placement course and experience run concurrently with other courses during the program.

Required Hours

Each student must complete 80 hours of field work (remotely or face to face) for their field site. In addition to these hours, students will be expected to attend Field Placement course webinars, complete readings, written assignments, oral presentations, or other tasks that are associated with their field placement assignments and the course. To receive course credit and to be able to

graduate, all field placements must be completed including field placement executive summaries by the dates given in the table below.

Timeframe of Enrollment	Date of Completion
August Full Time Start	May 1 of their year
August Part Time Start	May 1 of their first year
January Full Time Start	December 15 of their year
January Part Time Start	December 15 of their first year

Examples of Field Placement Experiences

- OD Interventions including:
 - Organizational Research and Assessment (i.e., Survey development, interviewing, qualitative data analysis)
 - Team Development
 - Change interventions
 - Program Evaluations
 - Change Interventions
 - Training and development
 - Strategic HR projects
- Apprenticing with OD Experts practicing in the field to observe, to participate where appropriate, and to critique or debrief.
- Face time presenting/facilitating/interacting with clients/client groups
- Attending an OD related conference or training seminar coupled with a shorter field placement (limit of one.)

Field Placement at your place of employment

Students who are currently working are encouraged to use projects within their company as Field Placement Projects. A project completed at the students place of employment is to be OP/OD focused and offer them new learning experiences. Students using their own organizations for Field Placement will still need to have a Field Placement Supervisor at their company.

William James Partner Sites

William James College partners and builds relationships with organizations to provide real and valuable OD/OP projects and site placement to our blended field placement students. These opportunities require the student to apply and be accepted onto the project by the organization. Descriptions of these projects are posted on the Field Placement course pages.

Partnering with Field Placement Sites

The spirit of the Field Placement program is to ensure that the field site gets as much out of having a William James College student helping them as the student is helped by the placement. As such treating each site as a valued client is critical for students placed in organizations which William James College has a working relationship. The MA program partners with many kinds of businesses and organizations. One of William James College's core values is to provide service, training, and professional expertise to under-served populations. Students are encouraged to engage in field work with non-profit organizations that serve those less advantaged.

We expect students to perform with the highest level of professional conduct, ethics, follow-through, and overall commitment to field placement projects at these and all sites.

Experience, interest and other criteria are used by the Associate Director of Field Placement and Field Placement instructor/s to determine student placements in collaboration with the student and site.

Tracking Field Placement

All field experiences will be expected to follow specific, formalized, and organized plans that afford students supervised opportunities to learn as they practice and practice what they learn. The training goals of the Field Placement are consistent with the curricular goals of the Program. Together, these should provide students with a fundamental knowledge and skills to further refine their skills and deepen their understanding of their professional roles. Prior to choosing a field site, students must submit a one page memo to the Associate Director of Field Placement and their Field Placement instructor to communicate their field placement plans.

In order to best determine and monitor student learning while on field placement, students complete a Field Placement Proposal that they, their instructor, and the site supervisor must agree upon and electronically sign before each field placement. This proposal ensures that the student, instructor, and site supervisor thoroughly understand the goals of their field placement, all committing to complete the engagement. In addition, the proposal (1) constitutes a formal contractual agreement between the training site and the college on behalf of the particular student; (2) defines the parameters of the student's fieldwork experience; and (3) serves as a basis for the ongoing evaluation of the student's progress. The form itself includes statements about the general standards and goals of the program and the student's specific training-related learning goals for the year.

Students will also be required to keep and complete a field placement learning journal. This journal serves two purposes. The first is that it allows the student to track their hours in terms of what they were doing and when they were doing it. The second purpose is that it allows the student to share their reflections on the experience and for the instructor to provide advising and guidance to students to maximize their experience.

At the completion of each field placement the student must complete an executive summary or poster about their project to be delivered to the instructor and presented at a field placement webinar. This summary/poster ensures that the students reflect upon and critique their practice, but also address their challenges and goal for further development. The client site is also asked to provide an evaluation of the experience and feedback on the student's strengths and learning edges.

Field Placement Webinars

Twice a month Field Placement students will be expected to attend and participate in webinar meetings. These webinar meetings will take place on Zoom (video meeting platform) with meeting links provided on the course page. During the meetings, students will provide updates on their projects and give and receive feedback from their peers and their instructor. Throughout the course of the semester, each student will be expected to sign up to be a 'presenter' at a meeting. In this role, students will be given a specific reading related to the monthly topic that they will be asked to present out on to their peers. The webinars are how you show up for the field placement course as it does not have a threaded discussion and is supportive to both academic learning and field

experiences. Attendance is mandatory and missing more than one meeting per semester will impact the ability to pass the course.

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 their field placement instructors and advisors and so they can aid in addressing these problems quickly and professionally.

Field Placement Faculty

The Field Placement Instructor, with oversight and input from the Associate Director of Field Placement, Program Director, and the Chair of the Department, is responsible for monitoring the quality of the program's field training component. The faculty and administrators are involved in developing site relationships and expectations as well as evaluating and maintaining their quality. Sometimes this also requires troubleshooting. When problems arise, instructor(s), the Associate Director of Field Placement, the Program Director, and the Chair of the Department may work collaboratively with students' advisors and the field supervisors to help resolve the issues as expediently and efficiently as possible.

Field Placement students have a William James College Field Placement instructor and a field placement supervisor who is a member of the field site (Field Supervisor). Depending on the placement, the student's primary support resource may either be a member of the field site or a member of WJC faculty. At a minimum there needs to be a leader at the field site who can sponsor the student work, give them access to the organization, and provide feedback.

Field Placement Coursework

Completion of the Field Placement project is facilitated by a two-part course structure:

- FP734 Field Placement 1 (2 Credits)
- FP735 Field Placement 2 (2 Credits)

Students will take two Field Placement courses that spread over Fall and Spring semesters. Throughout these courses, students will identify a Field Placement site, propose and have a project accepted by the Associate Director of Field Placement, Program Director, Field Placement Instructor, and a Site Supervisor, and complete the project under the guidance of Field Placement Faculty.

Evaluation of Fieldwork

Evaluation of students' fieldwork experiences occurs throughout the term of their placement. The final evaluation for field placement is based on student self-evaluations, feedback from field and William James College supervisors, the field placement course instructor/s, and, at times, the student's advisor. Students will be evaluated on a credit/no credit basis using the following designations for all field placement work.:

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

XIII. Capstone and Competency Exams

Capstone Project

Essential characteristics of the Capstone Project process and requirements are provided below. Please consult the Capstone Guide on MyCampus and the course syllabus for detailed description of the course requirements and timelines.

Goals and Expectations

The Capstone project is an integral part of the MAOP program. The process promotes the development of research competencies, as well as the integration of coursework and practice applications. It also provides an opportunity to connect the student's professional development with the larger organizational development and/or talent management community.

A capstone project is a significant body of work that makes a contribution to evidence-based practice of organizational development and/or talent management. With guidance from the Capstone Faculty, students will complete an APA style theoretical or project based paper on a topic in Organizational Psychology and/or Talent Management.

Coursework

Completion of the capstone project is facilitated by the PR851 Capstone 1 and PR852 Capstone 2 courses that span Fall and Spring Semesters. The PR852 Capstone 2 course will also facilitate the completion of the MAOP Competency Exams at the end of the course.

Comprehensive Exams (Comps)

To complete the MAOP program, all students will take comprehensive exams where they demonstrate the knowledge they have gained over the program. Comps are given in person for blended students and in monitored technological format for online students (though online only students are welcome to take them in person at the college). Students sit for two sessions. One session covers all they have learned about organizational assessment. The second covers all they have learned about intervention. Students in the Talent Management Concentration take an intervention exam geared toward talent management scenarios. Each session is two hours long and students are given a choice of two cases to choose from. Exams are open book but students are encouraged to make condensed "crib" notes so that they don't waste time flipping through pages of text books. Students are not allowed to text others or access the internet or use phones during exams. The comprehensive exams are mandatory. Failure to take the exams will constitute grounds for dismissal from the program.

Content of the Exams. The exam uses short real world cases for a student to respond to. Students will have a choice of two questions and will respond to one of the cases for each of the two scheduled exam times. Faculty write the comprehensive questions to span across courses each year. Comprehensive exams are divided into two parts: Assessment and Intervention or Assessment and Talent Management Intervention for Talent Management Concentration students. Students should come prepared and are encouraged to conduct a thorough review of their course content prior to taking the exam. The exam is open book, but must be completed by the student alone.

There is no one ‘right’ answer. However, it’s important that students demonstrate an understanding of how to apply theory learned to a real world case - specifically. For example, if you are presented with an intervention case that asks you what you would do, as an OD practitioner, to help an organization going through change and your response is the simply outline the verbatim text book steps of action research but you give no specifics of how to apply that to the organization in question you will fail. If, alternatively, you make a thoughtful decision to use action research with the leadership group (if appropriate) and then thoughtfully apply each step, e.g., you decide not to gather more data because the company just went through an extensive employee survey, you will do well.

Comprehensive exams are graded by the Capstone Instructor and department faculty. Capstone exams are graded pass/fail. Should a student fail, the Department Chair and/or Program Director at their discretion reserve the right to ask the student to do the following:

- 1.) Rewrite the answer to the question they failed.
- 2.) Complete an oral competency examination with the Department Chair and/or Program Director

Case Workouts

Case workouts were started by Dr. Stanley in 2010 and are meant to support the student in becoming an OD practitioner. They also prepare the student for comprehensive exams. The instructor meets with the students, gives them cases, and then role plays with the students in the client role. These sessions have been described as ‘master classes’ in OD practice and we highly urge you to attend. They are conducted using zoom and in person at the college. Make sure to sign up when you see them announced. On top of how helpful they will be to teaching you how to do this work in your career and help you pass comps, they are also fun.

XIV. Program Leadership and Core Faculty

Our program is fortunate to have a practitioner leadership and faculty in place to help our MAOP students realize their goals regarding experience in the field and Capstone project work.

Chair, Organizational and Leadership Psychology Department
Director of the Leadership Psychology Psy.D Program
Kathryn Stanley, Ph.D.

Contact: [Kathryn Stanley@williamjames.edu](mailto:Kathryn_St Stanley@williamjames.edu)

or

[Department Coordinator: Kaitlin Sarrubi@williamjames.edu for scheduling](mailto:Kaitlin_Sarrubi@williamjames.edu)

Core responsibilities include:

- Leading of the Organizational and Leadership Psychology department.
- Ensuring quality of all programs within the department including MAOP, GCEC, and the Leadership Psy.D.
- Leading and communicating departmental changes and updates.
- Addressing issues relating to overall curriculum and substantive course changes and curriculum design.
- Curricula creation and oversight for comprehensive exams and grading.
- Questions concerning admittance and fit for all programs in the Department.
- Teaching in both MAOP and Leadership PsyD programs.
- Advising
- Mentoring doctoral students as they committee chair.

Program Director, MAOP

Miranda Ralston, Psy.D.

Contact: Miranda_Ralston@williamjames.edu

Core responsibilities include:

- Overall management of Masters in Organizational Psychology Program
- Issues relating to student advising, registration, and student performance.
- Issues relating to scheduling specifically regarding minor changes in course content.
- Issues regarding Field Placement or Capstone.
- Issues relating to concentration declaration and changes to student status.
- Questions regarding the Talent Management Concentration.
- Teaching in both MAOP and Leadership PsyD programs.
- Advising
- Mentoring doctoral students as their committee chair.

Department Coordinator

Kaitlin Sarubbi

Contact: Kaitlin_Sarubbi@williamjames.edu

Core responsibilities include:

- Assistance in the administrative of the Organizational and Leadership Psychology department.
- Coordinating key processes including Assessment and Planning, comprehensive examples, student registration, curriculum audits, and student tracking.
- Coordinating scheduling of courses, graduation, weekend in residence space, and departmental events.
- Leading social media and marketing campaigns for the department
- Scheduling Dr. Stanley/ Chair of the Department and Dr Ralston/ MAOP Program Director

Please click on <http://www.WilliamJamesCollege.edu/academics/degree-programs/organizational-psych-ma/faculty.asp> to view faculty names and bios.

XVI. Participation and Professionalism, Financial Aid, Registration, and Concentrations

Class Participation and Professionalism Expectations

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

- a) Students are expected to be prepared both online and in person to discuss the assigned readings, and to practice skills as appropriate.
- b) Students are expected to complete all course readings, threaded discussions, and assignments by the due dates for which they are assigned.
- c) Students are expected to participate for the entirety of the residency.
- d) Students are expected to contact their professor immediately should an absence be anticipated. Any class time missed due to an unexcused absence (excused absences are those for which the student provides documentation and are defined as due to illness, car accidents, and/or death in the family) will result in a significant reduction to your grade, academic probation and the potential to be dismissed from the program.
- e) Students are to be mindful of their use of technology during residence. Mobile devices must be set to “stun” or “vibrate” during class. Checking email, texting, web browsing, and completion of other work on devices (including phones, PDAs, laptops and netbooks) is not allowed in live classes.
- f) Students are expected to engage in their learning and learning with peers and faculty with an open and positive mental model. A positive approach to learning ensures you will learn to your highest potential and you that you will not impede the learning of others. If you find yourself, for example, challenging each assignment versus engaging in the material, this will negatively impact the participation and professionalism portion of your grade. Other examples of negative behavior that show a lack of professionalism and respect are talking over people in class discussions, coming back late from breaks, not entering the threaded discussion until Friday, being disengaged during class, or being in any way disrespectful of others, etc. Problematic behaviors are addressed directly by faculty, your advisor, the Director of the program and can result in academic probation and if they continue, dismissal from the program.

Blended vs. Online Student Expectations

William James College is fortunate to be able to provide multiple avenues for participation for students to take part in the MAOP program. One of those avenues is that students have a choice of either being a blended student or an online only student. Blended students complete their course work through a mixture of both online and in person contact hours via a mandatory weekend in residence (a two day, eight hours per day experiential learning module run by the course instructor at William James College). Online students require no in person contact hours and complete all work online.

Both blended and online students are required to complete classwork as noted in **Program Coursework Policies**. Blended students are required to attend all hours of weekend in residence. Blended students cannot miss more than two weekend in residence dates throughout the entirety of the program.

Should a student have to miss a portion of weekend in residence due to illness, family illness/death, or significant personal matter, they must inform the professor as soon as possible. The student will have to complete the equivalent work as noted for online students and provide documents that verify the emergency, e.g., Doctor's note.

Full Time Student vs. Part Time Student Expectations

William James College offers the choice of either being a full or part time student. Full time students are required to take one course every five to six weeks in continuous succession until they complete their program requirements. Additionally, full time students will be required to complete their field placements and capstone projects during the fall and spring semesters as well. Part-Time students are required to take one course every other five to six weeks until all courses are completed. Field placement occurs during the first year and capstone is completed during the second year.

Financial Aid for Full-Time and Part Time Students

In order for students to qualify for federal financial aid, students must take at least five credits per term (terms being defined as fall, spring, and summer I&II combined). Each class in MAOP is worth three credits and therefore a student needs to take at least two courses per session in order to qualify for financial aid.

Summer Session Financial Aid for Part Time Students

Given the curriculum outline for MAOP, part-time students only take one course for the summer session during their time in the program. As one course only counts for three credits, this means that part time students may not qualify for summer financial aid. Per guidance from the Financial Aid Office, students are encouraged to take out financial aid to cover the cost of their summer course by no later than May 1st of their spring semester. Students are encouraged to connect with financial aid for additional information on how to do this appropriately.

Switching Status (Blended to Online, Full-Time to Part Time, and Vice Versa)

Should students decide that they want to change their status in the program, they must inform their advisor and the program director of this change immediately in writing via email. The student must then inform the Registrar's Office and the Financial Aid of their change and fill out the appropriate paperwork.

For further information on financial aid, please contact Elaine Toomey, Director of Financial Aid at [Elaine Toomey@williamjames.edu](mailto:Elaine_Toomey@williamjames.edu).

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

Note: Students can only change their status once during the course of the program. Additionally, students must finish the current class they are in in their current status before they can switch to a different status.

Registration for Students and Course Cycle

Unlike other departments at William James College, given the strict course structure we have in the MAOP program, students do not register themselves for their courses. Course registration is done by the Program Director.

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

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

For further information on registration, please contact either Miranda Ralston, Program Director at miranda_ralston@williamjames.edu or Kaitlin Sarubbi, Department Coordinator at Kaitlin_Sarubbi@williamjames.edu.

Veterans and VA Benefits

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

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