



**TheChicagoSchool<sup>®</sup>**  
of Professional Psychology

## **2012-2013 Program Guidebook**

### **Business Psychology Programs**

Including:

PsyD Business Psychology  
(IO and Consulting Track)

MA Industrial/Organizational Psychology  
(Internship, Thesis, and ARP Tracks)

PhD Organizational Leadership

Chicago/Online/Los Angeles/Washington DC

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## Department Policies and Procedures

### ***Course Grading and Performance Feedback***

Grades (including, A,B,C,F, Pass, No Pass, Credit or No Credit) are assigned in all courses and students can review course grades online through ePortal. Course grades assist the school, the student, and the student's academic advisor to monitor the student's progress and mastery of material deemed necessary by the department faculty to become proficient and competent practitioners.

### ***Department Grading Scale\****

Grade	%	GPA
A	94-100	4.0
A-	90-93	3.67
B+	88-89	3.33
B	83-87	3.0
B-	80-82	2.67
C	70-79	2.0
F	69 or below	0

Instructors are directed to use conventional rounding practices (e.g., 93.5 and above would be an "A") "C" and "F" are not passing grades.

\*The above grading scale maybe adjusted in certain courses; therefore the grading scale provided in each syllabus is the final authority.

The Department of Business Psychology does not accept grades of "C" or "F" in required courses. A student who receives a grade of "C" or "F" in a required course within the program must repeat and pass that course with a "B-" or better the next time that course is offered. To replace the "C" or "F" grade, the retaken/replacement course must be offered by The Chicago School. Only in the most unusual of circumstances is a student allowed to replace a grade with a retaken/replacement course offered at another institution. Repeated/retaken courses may not be eligible for Financial Aid coverage.

When the retaken/replacement course is successfully completed, the second grade will be computed in the cumulative grade point average; the quality points for the first grade ("C" or "F") will no longer be computed in the student's GPA. However, the original grade ("C" or "F") will remain on the student's transcript.

### ***Incomplete as a Grade***

The grade of Incomplete may be given by an instructor only after receiving Lead Faculty/Department Chair approval.

- Student must be passing the course.
- Contract for Issuance of Incomplete must be completed
- Grades must be completed within the following term/semester according to school and department guidelines.

### ***Rework***

Instructors may allow a student to resubmit an assignment if they believe that it would advance the student's learning and skill mastery. Instructors are directed to use this option with discretion.

### ***Extra Credit***

Instructors may not offer extra credit options to individual students. Extra credit is only acceptable and fair if the entire class is afforded the opportunity to earn extra points.

### ***Independent Study***

Students may undertake a faculty supervised independent study course in an area not covered by courses in the curriculum but related to their program of study. The subject for independent study must be approved by the department chair at least two weeks prior to the term in which the independent study will be taken. When seeking approval for an independent study, the process below must be followed:

1. Student contacts department chair with idea for independent study at the beginning of the term prior to the term when the independent study will be taken. Student also identifies the prospective faculty member who they wish to lead them in the independent study topic.
2. Student and the department chair discuss the topic for the independent study course. The department chair either approves or disapproves of the topic, or makes further suggestions.
3. If the topic is accepted, the student must compile a detailed outline for the course, including course assignments and readings, and a suggested instructor. This is submitted to the chair for approval at least 3 weeks before the start of the term in which the independent study will be taken.
4. Chair approves or denies the detailed independent study outline and, if approved, checks with the faculty member to finalize approval.
5. If not approved, student revises/refines the idea and outline until approval is obtained.
6. If approved, chair will notify the student via e-mail and arrange for the independent study to begin the next term.

Note: All independent studies must be approved at least two weeks prior to the start of the next term. A student's schedule may be affected by an independent

study course and it may impact the date of graduation (unless taken in addition to the course(s) currently scheduled).

## **Satisfactory Academic Progress**

### ***Academic Performance***

Students must be aware that in addition to TCSPP policies and requirements there are also departmental policies and requirements which must also be satisfied. Therefore, the student must know and understand both the Department policy and the Chicago School policy to insure that both are met. Students should consult with their advisor or the Department Chair if any clarifications are needed.

### ***Transfer or Waiver of Courses***

Graduate courses from other accredited institutions that the student desires to submit for evaluation for transfer or waiver of credit to be evaluated in the Business Psychology Department for Fall Semester must be presented by July 1 of each year. Courses for Spring Semester are to be submitted by December 1 of each year. Courses for Summer Semester are to be submitted by April 1<sup>st</sup> of each year. Syllabi, reading lists and similar documentation may be presented to the Department office up to two weeks before the deadline. Exceptions to these policies may be allowed based on individual circumstances with an appeal to the Department Chair. Please discuss classes that are possible transfer or waiver candidates with your Advisor or the Department Chair well in advance of the deadline for submitting your material so that all needed documentation is included.

### ***Attendance***

Specific attendance requirements can be found in the student handbook, the general requirements listed here should be noted as well.

Attendance requirements for face-to-face classes are met when the student appears in class on time and stays for the whole class.

Blended or online classes may have periods of time during which the student is required to be online or in a prescribed exercise such as a discussion or chat. These times are identified in the syllabus or announced by the instructor. Attendance requirements for these courses are met when the student is online as required.

Students enrolled in 7 Week online format courses must participate each week to receive a passing grade.

Students who are absent more than one class period may incur a loss of points or other consequences for their grade. Other consequences for missed classes may be specified in the syllabus for specific classes.

### ***Student Performance Evaluation and Student Review Process***

Post Baccalaureate Students (Thesis or I/O Track):

After completion of the required first year foundational courses (typically after one year for Full-time students and a year and a half for Part-time students), students participate in an Assessment Center which evaluates students on the I/O program competencies. The faculty then meets to review students' progress. During these student reviews, the student's academic advisor summarizes his/her progress in the program to date. Student grades, Assessment Center performance, and Academic Development Plans (if applicable) are a part of the review. Other department faculty can contribute information from their experiences with the student, expressing areas of strength and/or weaknesses. The student review also involves determining a student's readiness to proceed in the program and developing recommendations to support the student's learning and progression in the program. The student's advisor forwards a copy of the Assessment Center Feedback report and the results of the student review. The student and advisor meet to discuss the feedback and to formulate a professional development plan for the student's second year in the program.

Post-Master's Students:

A review of each student's academic progress is conducted each year. Student grades, dissertation progress, comprehensive exam results, and Academic Development Plans (if applicable) are a part of the review. Other department faculty can contribute information from their experiences with the student, expressing areas of strength and/or weaknesses. The student review also involves determining a student's readiness to proceed in the program and developing recommendations to support the student's learning and progression in the program.

### ***Professional Development Group and Academic Advisor Assignment***

BP PsyD and I/O MA (Thesis and I/O Track):

All students are required to enroll in the Professional Development course during their first semester in the program. The student's Professional Development instructor serves as his/her academic advisor through the entire program. Students wishing to change academic advisors may petition to do so upon completion of their first semester in the program. Once the student begins the dissertation process, then their dissertation advisor may become their new

academic advisor as well. Please consult the dissertation manual for further information.

BP PsyD Online, OL PhD Online and I/O MA (ARP Track):

Each student in these 7 week online format programs will have a student services advisor as a support for administrative processes (for example, questions about policies, procedures, or registration). This advisor may additionally support the student's progress and professional development by monitoring attendance, participation, and successful completion of Academic Development Plans. All academic questions should be forwarded to the academic department.

### ***Departmental Academic Standards (DAS) Policy (3C/2F)***

In addition to meeting the institutional Satisfactory Academic Progress (SAP) requirements as outlined in the Student Handbook, Chicago School students must meet additional academic standards as set forth by their academic department.

Students are evaluated against DAS by their academic department at the end of each grading period. Students are expected to evaluate their own records and contact the department upon receipt of a grade below B- or NP. The academic department will notify students affected by DAS in writing. Following the departmental policy, individual grades may be appealed to the department chair. Academic Dismissal decisions may be appealed to the Dean of Academic Affairs.

### **DAS OUTCOMES and ACTIONS**

1. Student earns:
  - a. 1 "C" grade
    - i. Student understands that s/he may be placed on an ADP if standards are not met in the subsequent term
2. Student earns ANY of the following:
  - a. 1 "F" grade
    - i. Student contacts the academic department and is placed on an ADP
  - b. 1 "NP" grade
    - i. Student contacts the academic department and is placed on an ADP
  - c. 2 "C" grades
    - i. Student contacts the academic department and is placed on an ADP
  - d. A "C" grade plus one "F" grade or one "NP" grade
    - i. Student contacts the academic department and is placed on an ADP
3. Student earns ANY of the following:
  - a. Any combination of *two* of these designations - "F" grade/"NP" grade

- i. Student receives written notification from academic department and is academically dismissed
- b. 3 “C” grades
  - i. Student receives written notification from academic department and is academically dismissed
- c. A combination of *three* of these designations - “C” grades/“F” grades/“NP” grades
  - i. Student receives written notification from academic department and is academically dismissed

### ***Academic Development Plans***

Receipt of a professional degree requires more than satisfactory academic performance. Interpersonal and professional competency across settings, ongoing self-awareness, openness to feedback, and proactive efforts to effectively resolve problems toward the highest standards are also required before admission into the field. Academic Development Plans (ADPs) are created when students demonstrate deficiencies in competencies necessary for program completion and entry into professional practice. Even when they are beyond the student’s control, such difficulties present opportunities for growth, insight, and development. Therefore, ADPs are designed to maximize student development in light of strengths and weaknesses, holistic goals, and specific actions to reach those goals. While participating in an ADP may be uncomfortable for some students, it is fundamentally a supportive tool used to advance professional and personal development. Please reference the Student Handbook for more information about ADPs.

Students experiencing difficulty meeting department requirements may be placed on an Academic Development Plan (ADP) by their academic advisor or by the department chair on behalf of the department faculty. An ADP is not punitive, but rather aims to identify and address weaknesses in a student’s behaviors, skills, and academic performance. Academic advisors, or department chairs may seek consultation from each other, from the ADP manager, or a student’s academic file to best inform academic development planning. When an ADP plan ameliorates the identified concerns, no further action is required.

If an ADP is unsuccessful or unlikely to remedy the presenting problem or concern, the ADP may be modified or a student may be referred to the Student Affairs Committee for disciplinary action up to, and including, dismissal from the school. Additionally, should a student refuse to participate in academic development planning the student may be referred to the Student Affairs Committee for disciplinary action up to and including dismissal from the school.



# Professional Behavior

## *Academic Integrity*

All written assignments should be submitted to turnitin.com, either by the student or automatically through the eCollege drop box.

- Students are expected to review the turnitin originality report before the paper is due and to use it as a tool to make corrections to the paper so as to ensure all sources are properly cited according to the Publication Manual of the American Psychological Association (6th Edition).
- Students may submit an assignment to turnitin.com as many times as they wish before the due date.
- Students must turn in both the assignment and the final turnitin.com report with the assignment by the due date OR THE PAPER WILL NOT BE GRADED.
- Any paper in which the instructor suspects plagiarism MUST be referred to the Lead Faculty or Department Chair according to The Chicago School of Professional Psychology (TCSPP) policy.
- Papers determined to be in violation of the academic integrity policy will receive a zero and may not be rewritten for credit.

## *Ethical and Professional Behavior*

Students are expected to behave in a professional manner at all times. Instructors may request that a student rephrase an email in a professional manner if the tone seems unprofessional.

- If an instructor deems that a solution or intervention a student recommends in an assignment would be unethical, the instructor may deduct points from the grade for that assignment so long as feedback is provided to the student as to why the solution/intervention would be professionally inappropriate.
- Students are expected to develop a working knowledge of the ethical and legal issues pertaining to work in the domain applied psychology and adhere to the ethical principles accepted in the field. These principles include, but are not limited to, those described in APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists. Other governing principles and ethical standards can be found in relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession (e.g., Specialty Guidelines for the Delivery of Services by Industrial-Organizational Psychologists, 1981; Principles for the Validation and Use of Personnel Selection Procedures, 1987; and Standards for Educational and Psychological Tests, see [www.siop.org](http://www.siop.org)), and TCSPP standards for professional behavior.

- Students displaying improper conduct in person or in electronically mediated communication (telephone, webinar, eCollege) will be referred to the Department Chair for remedial action.

If a student has an issue with a colleague or instructor, then the students should:

- Attempt to first address the issue with the colleague or the instructor.
- If no resolution occurs, then the student should consult with their advisor or a program faculty member.
- If this approach has been taken and the issue remains unresolved then the student should contact the department chair.

## **Internship (MA I/O Internship Track or BP PsyD I/O Track)**

Post baccalaureate students entering the I/O MA internship track of the Business Psychology I/O track doctoral program are required to fulfill two 300 hour internships. The director of Business Psychology internships or the Department Chair must approve the student's internship in order for the student to receive credit for training. All sites listed in the Field Placement Database have been previously approved. Students may also develop a site for internship experience. Business Psychology internships should provide students with valuable work experiences that afford them opportunities to develop relevant and transferable skills that can be used to further their careers. The following guidelines are provided to help students decide whether an internship opportunity meets the school's guidelines and/or if a current work experience can count toward internship credit.

**Time Commitment\***: Each of the two required internships must provide a minimum of 300 hours of work experience (for a total of 600 hours of internship experience). During the 15-week fall and spring semesters, students should expect to work approximately 20 hours per week at the site. Internships completed during the eight-week summer term average about 37.5 hours per week. Internships lasting two full semesters may count for both internship experiences as long as the student meets the 600 hour requirement. If a student is working 30 or more hours per week while on internship, it is strongly suggested that he or she be in the part-time track during that semester. The internship should coincide with the start and end dates for the semester in which it takes place. If the internship lasts less than 90% of the full length of the semester, the student must obtain permission from the Business Psychology internship director. For the fall and spring semesters, the internship should overlap the term by at least 13.5 weeks. Summer internships should overlap at least 7 weeks of the semester.

**Relevance**: The internship should involve the student in learning specific, transferable, I/O relevant or HR-relevant professional skills. Internships involving only clerical work (e.g. photocopying, filing) or professional work of a non-I/O

nature (e.g. telephone sales of non-I/O products and services) will not be approved as an internship experience.

Payment: Some but not all Business Psychology internships are paid. Consistent with the mission of school, students are strongly encouraged to consider completing internships in agencies that provide community services or that serve underserved populations. Many of these agencies, unfortunately, do not have the funding that larger and corporate organizations can often provide.

## **Thesis (MA/IO Thesis Track)**

Students may choose to complete a thesis instead of completing the internship requirements and one general elective. The thesis option requires registering for two courses, Thesis I and Thesis II. The student must get approval of the Business Psychology Department Chair to enroll in the thesis track. The student must also select a faculty member to serve as thesis advisor. This faculty member will supervise the thesis. The student should refer to the dissertation guidelines as a model for their thesis and consult with their thesis advisor on the requirements.

## **Applied Research Project (MA/IO ARP Track)**

Study in the Applied Research Project (ARP) Track requires the completion of an Applied Research Project. The Applied Research Project is a case study of a documented existing program or process within an organization, or a project that has been completed in which the student was a significant participant. It is completed over the length of the program through 10 courses for a total of 5 credits.

The Applied Research Project is utilized as the summative assessment of the student's learning throughout the program and assesses the student's ability to integrate knowledge from the various courses in the degree program. It is considered a comprehensive examination of the student's knowledge, skills and abilities. Students must pass and oral and written defense in IO605B in order to graduate.

## **Virtual Residencies (MA I/O ARP Track Only)**

The ARP track features online courses and one "virtual residency" one hour Webinar/teleconference per term.

## Doctoral Residencies

### ***PsyD, BP Consulting Track, 7 Week Online Format***

Students in the Business Psychology Doctoral program (Consulting Track) in the 7-week online format will participate in three separate three day residencies (usually at the Chicago Campus). Dates are published at least one term in advance by the Department Manager. Participation in residencies is a graduation requirement.

Residency 1 occurs in conjunction with PB565 (Group Facilitation) in Term 7 of the student's program. It includes networking activities and a meeting with the student's dissertation chair.

Residency 2 is the student's comprehensive exam (PB620).

Residency 3 is the oral defense of the student's dissertation. This visit is scheduled at the convenience of the student's committee and the student, or may occur in webinar format. This occurs in Term 18 of the student's program.

### ***PhD, Organizational Leadership, 7 Week Online Format***

The PhD in Organizational Leadership Blended Online requires two residencies: the first in year one of the program and the second in year two (or after required completed coursework, if the student has taken one or more leaves of absence). Residencies for Online PhD programs are a requirement of the Higher Education Learning Commission. Schools are required to provide this in-depth, face-to-face experience a minimum of two times, and students are required to attend. Attending your residencies is required for graduation. In Residency One, the student will build a simulated dissertation proposal while engaging with faculty and peers. In Residency Two, the student will take the comprehensive exams and may meet with the student's dissertation chair to advance the dissertation.

As noted above, Residency One is a simulated dissertation process. During this residency, which lasts approximately 3 days, students will:

- meet with faculty in small groups to get to know them in preparation for dissertation committee selection. Although students will not form their committee during this session, students will have ample opportunity to see and hear faculty in real-time.
- meet with classmates and be inspired by their dedication to learning. Students will find themselves loyally pledging to help each other and asking them to support each other through the learning process.
- get acquainted with the faces and names of TCSP staff and faculty who serve and support students through the program.
- learn the steps involved in completing the dissertation and gaining a sense of what it will take to do so.

- have activities and experiences that would be difficult in the online environment and provide a broader learning opportunity
- "take home" the spirit of TCSPP in action, and this experience will help carry students through the harder days.

Residencies are held at one of our campuses: Chicago, Los Angeles or Washington D.C. Most of the residencies are held at our Chicago campus. We are pleased to have highly dedicated faculty and staff who can hardly wait to meet students and engage in the residency format.

Residency Two consists of the comprehensive (competency) examination. The examination is described in detail below. It is held over an approximately 3 day period during the second year of your program, after students have fulfilled their contingencies and prerequisites and have successfully completed the required coursework to take the examination.

## **Comprehensive (Competency) Examination (Doctoral Students)**

Every doctoral student is required to pass a Comprehensive (Competency) Examination (CE). The aim of this assessment exercise is to evaluate the student's knowledge of theory, research, and practice. The Comprehensive Examination is traditionally taken at the end of the student's second year in the doctoral program.

A student will be allowed three attempts to pass the comprehensive examinations. Any student who fails the competency exam will be placed on an Academic Development Plan (please refer to the Student Handbook and the section in this guide for a description of Academic Development Plans). After three attempts, students will be referred to the Student Affairs Committee, which may result in the student being dismissed from the program.

### ***Business Psychology PsyD***

Comprehensive Examinations (PB 620) are tests to evaluate the scholarship, professional practice, professional behavior, and diversity skills of a student. This is also an opportunity to assess the student's ability to demonstrate this knowledge and skill in simulations of work scenarios in order to judge his or her abilities as a future business psychologist. These examinations are conducted during the second year of a student's doctoral study. PB 620 is generally held during the summer semester. The exam consists of three sections: a case analysis, an interactive exercise, and the development and presentation of project presentation. Students receive a grade of credit/no credit ("CR/NCR"). A grade of "CR" indicates that a student has successfully completed the Comprehensive Examination. If students pass two of the three sections, they will be allowed to reattempt the section they failed at the next available time. If the

student is successful in this attempt, a Credit grade will be recorded. If a student fails two sections, a grade of “NCR” will be recorded and the student will be required to re-take a new Comprehensive Examination in a subsequent semester.

### ***Organizational Leadership PhD***

The Comprehensive Examination (“Comps Exam” or “Comps”) is a summative assessment of a student’s proficiency in three of the four competencies of the PhD Organizational Leadership program: Human Diversity & Ethics, Leadership, and Intervention. The summative assessment of Research, the fourth competency, occurs in the proposal and dissertation courses. The student is expected to synthesize the learning across all core courses and thereby provide evidence of breadth and depth of knowledge about organizational leadership. This knowledge will be demonstrated in writing and in action. The comprehensive exam will be administered during residency II for Online students and during the summer for LA, DC, and Chicago students. Students are provided materials in advance to assist them in studying for the exam.

### **Dissertation**

Completion of the dissertation is an essential aspect of the doctoral students’ academic experience and professional education. It provides the school the opportunity to evaluate the student’s ability to apply theory and research and to think critically and creatively about an applied issue in psychology. The dissertation should clearly and concisely demonstrate the student’s command of the research in a specific area of psychology. In the dissertation, the student will critically evaluate and synthesize relevant research and theory in the topic chosen for study. The student’s dissertation Committee is responsible for determining the appropriateness and acceptability of the dissertation proposal and for approving the final dissertation.

All requirements for the PsyD or PhD including the dissertation must be completed within 5 or 7 years (depending on point of entry post-master or post-baccalaureate respectively) from the date of first enrollment. Students must petition the department chair before the end of the 3 (Post-Masters) or 5 (post-baccalaureate) -year period if they need an extension to complete the dissertation. The department chair’s decision regarding the request for an extension is final. If an extension is granted, the extended date is firm; no additional extensions will be granted. If the dissertation is not completed by the dissertation due date, students are subject to dismissal from the school.

#### **Business Psychology PsyD (Chicago, LA, or DC):**

Students are required to complete three dissertation courses (PB 610, PB 611, and PB 612). PB 610 must be completed before taking PB 611, and PB 611 in turn must be completed before taking PB 612.

A doctoral student must take at least one dissertation class during each academic year. The dissertation class does not need to be completed for credit until the end of summer term for an academic year, but each course and its requirements must be completed in the semester in which it is taken. PB 610 must be completed by end of year 3, PB 611 must be completed by the end of year 4, and PB 612 must be completed by the end of year 5. If a student requires guidance on their dissertation before the semester the class is taken for credit, the student may enroll in a dissertation maintenance hour.

To take PB 610 a student must have completed a mini-review and signed the Dissertation Contract. The dissertation proposal must be approved by their chair and the reader(s) by the end of PB 610. PB 611 is graded upon the completion of the data collection for dissertation. PB 612 is graded on the culmination of a completed dissertation. Receipt of a grade of "NC" in PB 611 or PB 612 will result in an immediate referral to a student's advisor and department chair. It is solely the student's responsibility to ensure that they complete the requirements of each dissertation course, so that they can adhere to the curriculum schedule. Any failure to complete PB 610, PB 611 or PB 612 within the scheduled time will result in the student being placed on an Academic Development Plan, incurring the cost of retaking the course, delayed graduation, and whatever financial aid implications may occur from a student not being eligible to take a dissertation course at the appropriate time.

Each student will need to have a dissertation chair. The chair will counsel the student on the topic, literature review, methodology, and results of the dissertation. A dissertation committee will have 2 readers in addition to the chair. One of these can be outside the institution but they must be a subject matter expert with a Doctoral degree. Readers are subject matter experts who can add specialized knowledge to the topic and study. The chair will be advised of proposed 'readers' and will be the final arbiter of the dissertation committee. The Dissertation Chair is not the same as the Program Advisor. A chair can be any professor in the Business Psychology department. A student will need to contract with the professor to be the chair. It is at the sole discretion of a professor to be or not to be the chair of any dissertation.

The committee will determine whether the student successfully passes the dissertation defense, passes with revisions, or does not pass. After the defense a student is allowed to amend any problems and include the recommendations of the committee. If a defense is seriously lacking integration, interpretation or understanding a second defense may be requested. The student will then be placed on an ADP. If the second defense is unsuccessful, the department may send the student to SAC with the recommendation of dismissal.

Business Psychology PsyD, 7 Week Online Format

This sequence consists of five courses:

**PB455 Research Methods.** During this class the student will explore her or his dissertation idea and complete a preliminary outline. This course is taken during Term 3. Between PB455 and PB610, the student completes an annotated bibliography that will form the foundation of the student's literature review.

**PB610 Dissertation Development 1.** The student formalizes her or his research question and drafts the literature review during this course. This course is taken during Term 6 (end of year 1). The course instructor for PB610 becomes the student's dissertation chairperson. The student will be given access to subject matter and methodology consulting through the dissertation chair during the proposal development process. During Residency 2, the Department Chair approves the student's topic and research question.

**PB528 Advanced Statistics.** The student designs the methodology section of the dissertation with the course instructor and dissertation chair.

**PB611 Dissertation Development 2.** The student begins the process of data collection during this course. This course is taken during Term 12 (end of year 2). The student must pass committee review and submit the research proposal for approval to the Institutional Review Board during this course. The student may have on her or his committee a subject matter expert and a methodology expert according to The Chicago School's dissertation manual. Between PB611 and PB612, the student will analyze the data and write up the results (chapters 4 and 5) of the dissertation.

**PB612 Dissertation Development 3.** The student completes the dissertation and presents an oral defense at Residency 3. This course is taken during Term 18 (end of year 3).

## **Dissertation (Ph. D., Organizational Leadership)**

This sequence consists of seven courses:

**OL455 Research Methods.** The course examines the basic technologies and methodologies used to conduct research in the social sciences. Library sources and electronic search tools and services are reviewed. Topics include: Reviewing the literature, formulating a researchable question, choosing the appropriate methodology, and identifying a data analysis structure. The final project for the course will be a formal research proposal.

**OL621 Qualitative Research Methods.** The field of qualitative research is reviewed for the applications to the discipline of psychology. Primarily focused on cultural research, this course examines the methods that can be credibly employed to examine cultural and cross cultural research in psychology. Topics include: qualitative design



frameworks, establishing trustworthiness and credibility, threats to trustworthiness and mediation strategies, data collection, data analysis, and results reporting.

**OL622 Mixed Methods Research.** The strategies for conducting mixed methods research in the field of psychology are studied. Current applications of mixed methods approaches, research design, data scaling and collection, data analysis techniques and reporting formats are evaluated.

**OL630 Proposal Development.** Through weekly meetings with peers and their dissertation chair, students complete their dissertation proposal in this course. Students present their dissertation ideas to their chair and their peers and, through feedback and independent work, craft a high quality dissertation proposal. Students that register for this class must complete their dissertation within the articulated areas of expertise and within the methodologies/types of dissertations approved by their chair.

**OL631 Dissertation Maintenance.** Prerequisite: OL630 and the previous semester of Dissertation Maintenance. Students meet regularly with their dissertation chair in small groups to monitor their ongoing progress on their dissertations. Specific deadlines are set for the completion of committee approval of the proposal, IRB application, submission of the dissertation draft to the committee, and oral defense. Students must register for Dissertation Maintenance every semester after the completion of OL630 until the dissertation is complete. A total of five semesters of Dissertation Maintenance is required, in addition to the completion of OL630, to complete the dissertation.

The courses above are typically completed by the end of year 2.

**OL632 Dissertation Maintenance.** Prerequisite: OL630 and the previous semester of Dissertation. Students meet regularly with their dissertation chair in small groups to monitor their ongoing progress on their dissertations. Specific deadlines are set for the completion of committee approval of the proposal. IRB application, submission of the dissertation draft to the committee, and oral defense. Students must register for Dissertation Maintenance every semester after the completion of OL630 until the dissertation is complete. A total of three semesters of Dissertation is required in addition to the completion of OL630 to complete the dissertation.

**OL633 Dissertation Maintenance.** Prerequisite: OL630 and the previous semester of Dissertation. Students meet regularly with their dissertation chair in small groups to monitor their ongoing progress on their dissertations. Specific deadlines are set for the completion of committee approval of the proposal. IRB application submission of the dissertation draft to the committee, and oral defense. Students must register for Dissertation every semester after the completion of OL630 until the dissertation is complete. A total of three semesters of Dissertation is required, in addition to the completion of OL630, to complete the dissertation.

OL632 and OL633 are typically completed by the end of year 3.