

Business Psychology Department

2014-2015 Program Guidebook

PhD Business Psychology
(IO and Consulting Track)

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

PhD Organizational Leadership

MA Organizational Leadership

NOTES:

- 1) This guidebook is subject to change. If it does, students will be notified via email and will be provided with the revised version.
- 2) This guidebook is for the Business Psychology Department which contains multiple programs. Please make sure to note the information that applies to your program and campus.
- 3) Policies and program information are located in the Student Handbook and Academic Catalog, to access click the URL: <http://catalog.thechicagoschool.edu/>

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Student Performance Evaluation and Student Review Process

Post-Baccalaureate Students Thesis or I/O Track (Chicago, LA, DC):

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 (PB I/O Track Chicago, LA):

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.

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 of 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), and TCSPP standards for professional behavior.

- Students displaying improper conduct in person or in electronically mediated communication (telephone, webinar, Canvas) 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:
 - a. Attempt to first address the issue with the colleague or the instructor.
 - b. If no resolution occurs, then the student should consult with their advisor or a program faculty member.
 - c. If this approach has been taken and the issue remains unresolved then the student should contact the department chair.

Professional Development Group and Academic Advisor Assignment

BP PhD (Chicago, LA, DC) or Blended 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. (Except in DC, where the Department Chair is the advisor) Students wishing to change academic advisors may petition to do so upon completion of their first semester in the program. For doctoral students, 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 PhD Online, OL PhD Online, MA OL 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.

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).

Thesis (MA/IO Thesis Track, Chicago, LA, DC)

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, Online)

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 an oral and written defense in IO605B in order to graduate.

Applied Research Project (MA OL, Online)

The MA OL Applied Research capstone project culminates in a critical analysis of a practitioner-oriented best-selling business book selected from a list provided. This analysis intends to identify the evidence-based theories that would support or fail to support the assertions made by the author. Based on theory and its supporting literature, the student will identify strengths and shortcomings of the author's approach, explaining (based on theory) why the approach would succeed or fail, and under what conditions. The paper is developed over three designated courses in concert with the rest of the curriculum. This capstone project forms the summative assessment of the program, and is designed to satisfy the requirements of the competencies of the Master's in Organizational Leadership program for a culminating experience.

Dissertation Business Psychology PhD (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 should be completed by the end of the first year of doctoral courses, PB 611 should be completed by the end of the second year of doctoral courses, and PB 612 should be completed by the third year of doctoral courses. 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 received permission from their chair. The dissertation proposal must be approved by their chair and the reader(s) through a formal defense 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. A chair can be any affiliate or full-time 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 be placed on an ADP at that time. If the second defense is unsuccessful, the department may send the student to SAC with the recommendation of dismissal.

Dissertation Business Psychology PhD (Online)

This sequence consists of how these five courses interact with completing the dissertation process. For more information about the specific course descriptions please refer to the Academic Catalog Online- Dissertation and proposal defenses for online students may take place virtually using GotoMeeting.

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 I. The student formalizes her or his research question and drafts the literature review during this course.

PB528 Advanced Statistics. The student designs the methodology section of the

dissertation with the course instructor and dissertation chair.

PB611 Dissertation Development II. The student begins the process of data collection during this course. The student must pass committee review during this course. 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 III. The student completes the dissertation and presents an oral defense.

Dissertation Organizational Leadership PhD (Chicago, DC, LA)

This sequence consists of seven courses. Following are the courses taken, in sequence, to prepare for and complete the entire dissertation process. For more information about the specific course descriptions please refer to the Academic Catalog

OL455 Research Methods.

This course covers the basic format for completing a dissertation, with an emphasis on quantitative research. Students will learn how to review the literature, formulate a researchable question, choose an appropriate methodology for their research, and identify a data analysis process. Quantitative methods employ facts and data and result in concrete answers to the research question. Students who have identified a final dissertation topic may work with that topic to complete class assignments. Students who have not yet identified a final topic may use a proposed topic for assignments. This hands-on course helps prepare students for OL630, the dissertation proposal development class.

OL621 Qualitative Research Methods.

The Qualitative Research Methods course will explore non-quantitative approaches to doctoral research. Qualitative research does not produce facts and figures, but is a complete description of the subject of research. Qualitative research is subjective. Qualitative research does not expect the researcher to have a clear idea of what is being studied, just an area of inquiry that has not been previously investigated in depth. Information is collected through personal interaction with subjects who are knowledgeable about the topic. This in turn generates new information about the topic under study.

OL622 Mixed Methods Research.

In Mixed Methods Research, students will explore the use of a combination of quantitative and qualitative research methods to collect and analyze their data. This approach to research design, data collection, and data analysis may be appropriate when either purely quantitative nor purely qualitative methodologies are adequate. Specific reporting formats are also evaluated.

OL630 Proposal Development.

This course is taken at the beginning of the second year of a student's OL doctoral work

and is designed to get students started on the development of the proposal portion of their dissertation. Work from previous Research Methods courses is refined to meet multiple weekly and monthly deliverables for OL631. These include but are not limited to proposal outline, multiple drafts of the review of literature, and a draft of the methodology section of the proposal. This course will either be taken with the student's dissertation chair, or as a regular course for on-ground students. A final proposal that has been successfully defended and is ready for IRB submission is required before a student can move on to OL631, which is offered the first semester of the student's third year of study.

OL631 Dissertation Maintenance. Prerequisite: OL630 and IRB approval for the study.

This course is taken when the student is ready to begin and complete dissertation research. A student can begin research prior to taking OL631 so long as IRB approval has been obtained; however, data collection must be completed by the end of OL631. The deliverable for successful completion of this course is that all data collection has ended. This is not a face-to-face class in any program, but rather is a class taken with the student's dissertation chair only.

OL632 Dissertation Maintenance. Prerequisite: OL630 and OL631

In OL632 a student completes work on his/her dissertation, defends that dissertation, and submits the paper for Copy Editing. In order for a student to graduate, the dissertation must be completely finished and through the Copy Editing process. Since this process can take an undetermined amount of time, depending on the degree of editing required, it is recommended that OL632 not be taken until the student has defended or is ready to defend the dissertation. If a student has stayed on track, OL632 would be taken in the student's last semester of the program.

OL633 Dissertation Maintenance.

OL633 Dissertation Maintenance courses may be taken between the dissertation maintenance courses outlined above if a student falls behind schedule in the completion of dissertation work. It is expected that a student will be actively working with his or her dissertation chair during this time. This one-credit-hour course may be taken as many times as needed to successfully complete the dissertation.

Students who stay on schedule can complete the dissertation and all coursework in three years. Students have a maximum of five years to complete the program.

Dissertation Organizational Leadership PhD, Online

This sequence consists of seven courses. Following are the courses taken, in sequence, to prepare for and complete the entire dissertation process. For more information about the specific course descriptions please refer to the Academic Catalog. Online- Dissertation and proposal defenses for online students may take place virtually using GotoMeeting:

OL455 Research Methods.

This course covers the basic format for completing a dissertation, with an emphasis on quantitative research. Students will learn how to review the literature, formulate a researchable question, choose an appropriate methodology for their research, and identify

a data analysis process. Quantitative methods employ facts and data and result in concrete answers to the research question. Students who have identified a final dissertation topic may work with that topic to complete class assignments. Students who have not yet identified a final topic may use a proposed topic for assignments. This hands-on course helps prepare students for OL630, the dissertation proposal development class.

OL621 Qualitative Research Methods.

This course explores non-quantitative approaches to doctoral research in leadership including phenomenology, grounded theory and narrative inquiry helping students to evaluate and learn to conduct such research. This hands-on course helps prepare students for OL630, the dissertation proposal development class.

OL622 Mixed Methods Research. In Mixed Methods Research, students will explore the use of a combination of quantitative and qualitative research methods to collect and analyze their data. This approach to research design, data collection, and data analysis may be appropriate when either purely quantitative nor purely qualitative methodologies are adequate. Specific reporting formats are also evaluated.

OL630 Proposal Development. Students finalize their research question, compile an annotated bibliography, draft a literature review and create a timeline for completing their proposal.

OL631 Dissertation Maintenance I: Proposal Approval and Defense. Prerequisite: OL630 and permission of chair. To pass this course, students must meet specific milestones including full committee approval of the proposal, IRB application, and successful oral defense.

OL632 Dissertation Maintenance: Data Collection. Prerequisite: OL631, IRB approval and the permission of Dissertation Chair. Under the guidance of their Dissertation Chair, students conduct data collection for their study.

OL633 Dissertation Maintenance.: Dissertation Defense. Prerequisite: OL632 and permission of Dissertation Chair. To pass this course students must meet specific milestones including full committee approval of the dissertation and successful oral dissertation defense.

Internship (MA I/O Internship Track or BP PhD I/O Track)

Students taking internship 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. However, because their staffing is usually minimal, an intern in these organizations can expect to gain a wealth of relevant work experience.

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

BP Consulting Track PhD, Online

Students in the Business Psychology Doctoral program (Consulting Track) in the 7-week online format will participate in two separate three to four 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). It includes

networking activities and a meeting if possible with the student's dissertation chair.

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

Organizational Leadership PhD, Online

Students in the Organizational Leadership Doctoral program in the 7-week online format will participate in two separate two to 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 OL573 (Organizational Diagnosis and Cultural Dynamics). It includes networking activities and a presentation of one's preliminary research topic for feedback from faculty and classmates.

Residency 2 is the student's comprehensive exam (OL620).

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 PhD

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. The exam consists of three sections: essay questions, an interactive exercise, and the development and presentation of a case analysis. 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

Comprehensive Examinations (OL 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 organizational leader. These examinations are conducted during the second year of a student's doctoral study. The exam consists of three sections: essay questions, an interactive exercise, and the development and presentation of a case analysis.

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.