Business Psychology

2015-2016 Program Guidebook

PhD Business Psychology
(IO and Consulting Track)

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

MA Behavioral Economics

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, please review: http://catalog.thechicagoschool.edu/

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Satisfactory Academic Performance

Students must be aware that in addition to The Chicago School of Professional Psychology (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 TCSPP policy to insure that both are met. Students should consult with their advisor or the Department Chair if any clarifications are needed.

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), 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 , 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 the results of the student review to the student. 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, MA BE 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.

Applied Research Project MA BE (Online)

The MA BE program culminates with an Applied Research capstone project that is a journal article submission based on data obtained during relevant field work. Students will identify a socioeconomic problem of interest to investigate and research. Students will research relevant literature to support their empirical study. Data analysis

techniques will be utilized to study the impact of existing policies and programs and students will develop recommendations based on findings.

The Applied Research capstone project is developed and completed over the length of the program and includes two milestone courses: Capstone I and Capstone II. In Capstone I, the student will outline their research proposal and write the literature review and methodology sections. Students will also complete the CITI certification and learn to write an IRB application. During Capstone II, students will complete fieldwork hours and write the results section of the article. This Capstone Project forms the summative assessment of the program as well, and is designed to satisfy the requirement of the competencies of the MA BE 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 to maintain the appropriate pace to complete the program in three years. The dissertation class does not need to be completed for credit until the end of summer term for an academic year.The requirements for each course 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.

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 (DC, LA,Chicago, Online

The sequence for dissertation consists of three dissertation courses and three courses that interact with completing the dissertation process. For more information about the specific course descriptions please refer to the Academic Catalog. Online- Dissertation proposal and final 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 as a quantitative study and complete a preliminary outline. Between PB455 and PB610, the student completes an annotated bibliography that will form the foundation of the student's literature review.

OL 621 Qualitative Research Methods. During this class the student will explore his or her dissertation idea as a qualitative study and complete a preliminary outline. The student will continue to develop their literature review.

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

PB610 Dissertation Development I. The student formalizes her or his research Proposal and defends it. The student should begin the IRB process after defending the proposal.

PB611 Dissertation Development II. The student begins the process of data collection 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.

PB613 or PB614 Dissertation Maintenance. 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 (per semester for on-ground) and .5 credit hour course (per term for on-line) may be taken as many times as needed to successfully complete the dissertation.

Dissertation Organizational Leadership PhD, (LA, DC, Chicago, Online)

The sequence for dissertation consists of four dissertation courses and three courses that interact with completing the dissertation process. . 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. During this class the student will explore her or his dissertation idea as a quantitative study and complete a preliminary outline. Between OL455 and PB630, the student completes an annotated bibliography that will form the foundation of the student's literature review.

OL 621 - Qualitative Research Methods. During this class the student will explore his or her dissertation idea as a qualitative study and complete a preliminary outline. The student will continue to develop their literature review.

OL 623   Advanced Qualitative Research Methods The student designs the qualitative methodology section of the dissertation with the course instructor and dissertation chair.

OR

PB 528 Advanced Statistics The student designs the quantitative methodology section of the dissertation with the course instructor and dissertation chair.

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 proposaland successful oral defense. The student should then begin IRB approval.

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.

OL703 or OL70 Dissertation Maintenance. 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 (per semester for on-ground) and .5 credit hour course (per term for on-line) may be taken as many times as needed to successfully complete the dissertation.

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

Students who are MA I/O or Post Bacclaurette PhD 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) Online only

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

Doctoral Residencies Online only

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). Besides course content 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 (OL and BP 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.

Comprehensive Examinations (PB 620 or 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 professional. These examinations are typically 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 the student does not pass the first retake, for which there is no charge, then the student must retake the entire exam at the next date the exam is offered, and pay for the course a second time. 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.