



Program Manual

Leadership Psychology PsyD

2023-2024



WILLIAM JAMES
COLLEGE



A Message from the Chair, Organizational and Leadership Psychology Department

Welcome to the Leadership Psychology PsyD program. This is a place where faculty and students co-create a learning environment that advances the values and outcomes of healthy organizational development and leadership psychology principles.

The mission for Organizational and Leadership Psychology Department (OLP) is to have practitioner-scholar faculty train a new generation of leaders and organizational development interventionists and talent management professionals who are skilled in working across a diverse array of global clients to make organizations not only more effective, but healthier places to be.

The vision of the OLP Department is to make the opportunity of graduate education (graduate certification, masters, and doctorate) accessible to a global and diverse community by utilizing the greatest advances in pedagogy and online teaching technology.

The content delivered over the entire program targets the intentional development of a mix of competencies as described in this manual. These competencies are integral to the knowledge, skills, and behaviors of resonant leaders of positive change and talented organizational development interventionists.

One of the most important take aways from this program is your informed identity as a leader and OD change agent. This program is a deep dive into an understanding of yourself, your agency, your boundaries, your impact on others, your mental models and ways of thinking, your leadership style and the tools you have at your disposal to lead healthy, informed, effective change in organizations and systems. The more you put into this program, the more you will receive out of the program. This is an investment in yourself as an agent of change.

A wonderful benefit of the way this program is structured and delivered is the opportunity to build strong relationships with cohort members, program participants, fieldwork supervisors, faculty, advisors, and research collaborators. You are joining a vibrant global community of leaders and organizational change practitioners. I am delighted you have joined our unique, growing, always learning community.



Dr. Suzanne Devlin

Chair, Organizational and Leadership Psychology Department
Co-Director, Leadership Psychology Psy.D. Program

Preface

This Leadership Psychology Psy.D. Program Manual is for all students who entered the program in or after the Fall of 2016. It augments material in the William James College [Student Handbook](#) and provides program-specific information. All William James College policies and procedures are subject to change in response to the evolving needs or demands of the institution and its programs. In the event of such changes, appropriate notifications will be made.

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Program Overview

The Leadership Psy.D. Program (LPsyD) is a highly interactive, competency-based, and outcome-oriented program where students attain their 98-credit¹ doctoral degree within four years (full-time) to six years (part-time).

Through rigorous academic instruction and extensive field education, the program focuses on learning experiences where theories and models are applied to real world phenomena. Faculty and students with diverse lived experiences share and discuss course materials, topics, and challenges from multiple perspectives to build leadership capabilities and social-emotional and cultural competence.

Well-trained, experienced, and caring advisors foster students' personal and professional growth. Extra-curricular experiences contribute to leadership identity development, the opportunity to try new skills in a safe and supportive environment, and career enhancement. The cohort model creates an experiential peer-learning structure that further enriches personal and professional networking, the opportunity to practice giving and receiving feedback, discussing alternative points of view, and long-term relationship building.

The program is designed to develop graduates equipped to effectively steward organizational systems, teams, and individuals ranging from followers to emerging leaders to executive-level leaders within the context of uncertainty and change. This program will further serve to prepare doctoral-level practitioners and scholars to contribute meaningfully to a global discourse at the intersection between leadership and psychology.

The program is built on multidisciplinary concepts drawn from the psychology of human behavior, organizational development, business, sociology, neuroscience, and education. Students engage deeply in learning how to address organizational and leadership challenges through assessment, diagnostic models, interventions, and evaluations.

Our program provides a diverse platform for students to understand leadership, followership, organizations as systems, and to deploy the best and most contemporary research and practice approaches to address 21st-century challenges. Examining complex issues through the lens of Leadership Psychology gives our students a unique understanding of how leaders mobilize resources for change.

Mission

The mission of the LPsyD program is to prepare leaders to become catalysts for organizational and social change.

Vision

The vision of the LPsyD program is to build an international community of leaders, practitioners, scholars, students, and alumni who are creating humane, culturally competent, and innovative human systems by employing knowledge gained from cutting-edge research to organizational practices.

¹ 30 credits of the total 98 credits are applied from the student's related master's degree work from an accredited school

Scope of Practice

Upon successful completion of the program, graduates will have the background to...

- Lead psychologically healthy human systems in the face of constant change,
 - Understand systemic and strategic dynamics affecting organizations,
 - Employ cutting-edge methods of assessing and transforming human systems,
 - Demonstrate awareness of and sensitivity to the needs and perspectives of diverse and multicultural global stakeholders,
 - Use self as an instrument to lead, and improve their own and other's psychological well-being, as well as sensitively and adeptly interact with others with a high degree of multicultural and social-emotional competence to ensure high performance of individuals, teams, and whole systems
 - Act with an awareness of the social, cultural, and ethical dimensions of their work as leaders, organizational development practitioners, and change agents to make a change for the better
 - Seek to make positive change happen for the greater social good in a wide array of roles, communities, industries, and geographies.
-

Career Opportunities

Leadership psychologists work within organizations and as internal or external practitioners in any number of roles and titles including:

- Leadership Development Specialist (manager, director, etc.)
- Executive Vice President
- Senior Talent Manager
- Organizational Development Practitioner
- Learning and Development Manager
- Culture Change Leader
- Talent Acquisition Specialist
- Human Resources Business Partner
- Training and Development Specialist
- Facilitator
- Faculty
- Researcher
- Team Development Specialist, among others

They apply psychological principles of human behavior to intervene and assist leaders in human systems to improve productivity and the quality of work life. Many serve as leaders and consultants in human resources/talent management capacities who help organizations with strategic staffing, training, employee development, and employee morale and retention plans. Others work as systems consultants in the areas of leadership development, team building, strategic planning, quality management, and facilitating organizational change.

Who are LPsyD students?

This program is for current and aspiring leaders, managers, consultants, change agents and career changers with an average of 5-10 years of work experience. This program helps students who want to exercise resonant, shared leadership, create equitable and lasting systems, and encourage positive, engaged followership.

The LPsyD Program is geared toward working professionals looking to build and/or enhance careers in:

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

The program is designed to accommodate working professionals who have experience in a variety of contexts from all over the world. Ninety percent of our students work full-time and represent multiple continents. We also have many students who have family and other commitments while they complete the program.

Credit Requirements and Length

The Leadership Psy.D Program is an applied psychology, experiential-based, learning experience that students complete in four to six years for a doctoral degree of 98-credits².

The curriculum is comprised of required foundational, theory of practice, and advanced practitioner courses and seminars that develop the student's mental models of practice. Students take up to 12 elective credits and complete 300 practicum hours in the field. There is also a doctoral project requirement.

Delivery Format

The LPsyD program is a blended program. All coursework is a mixture of both online synchronous (class webinars, team projects) and asynchronous (discussion boards, reading, pre-recorded lectures) assignments as well as on campus (Orientation and Residency) contact hours.

Students engage in the following activities throughout the program:

- Fully participate on asynchronous, online discussion boards
 - Conduct substantial academic writing using APA7 style
 - Complete individual projects and team assignments
 - Conduct considerable independent reading
 - View pre-recorded lectures
 - Fully participate in live virtual webinars, including required synchronous weekly Field Experience Seminar webinars
 - Attend on-campus Orientation and Residencies
 - Meet regularly with an advisor
 - Develop self-care routines to manage busy schedules and stress
-

² 30 credits of the total 98 credits are applied from the student's related master's degree work from an accredited school

Applying to the Program

The Program requires that the student already possesses:

- a 30-credit equivalent master's degree (this is included in calculating the total 98 credits for this degree) and
- Demonstrated academic accomplishment at the graduate level of at least a 3.0 GPA or above

Candidates for the program must submit:

- \$60.00 Application Fee (non-refundable), paid through the online application before submission
 - [Completed application form](#)
 - [One \(1\) letter of recommendation](#)
 - [Curriculum Vitae](#)
 - [Application Essay](#)
 - [Official Transcript\(s\)](#)
 - [Test Scores](#)
 - [Re-Application Statement](#)*
 - [Change of Career Statement](#)*
 - [International Applicants](#)
- *if applicable

Two or more interviews are required and can be completed online. The GRE is NOT required. Students are admitted in both the Fall and Spring semesters.

Orientation and Getting Started

Orientation is experiential, and sets up students for success in their cohort, introduces them to their advisor and the faculty, and shows them how to access resources from the school.

Approximately one month before the start of school, incoming students will receive access to an asynchronous, online Canvas Orientation course. Students are expected to complete the online learning modules, interact with their cohort and the faculty on the Cohort Introductions discussion board, and attest to the fact that they read this manual and the WJC [Graduate Student Handbook](#).

The week before school starts, incoming students will attend a required, two-day orientation. Orientation is held at William James College. Orientation will be adapted for students from other continents to be able to attend virtually.

LPsyD courses start on the first day of the semester of admission as outlined in the William James College's academic calendar.

LPsyD Competencies

The learning outcomes of the LPsyD program are defined by competencies. The LPsyD Competencies are areas of expected professional mastery after successfully completing the program. Each competency is described by knowledge (K), attitudes (A), and skills (S).

What are Competencies?

A competency is a “deep and enduring part of a person’s personality and can predict behavior in a wide variety of situations” (Spencer & Spencer, 1993, p.9).

Competencies are a constellation of related skills, knowledge, personality traits, and experiences around an underlying construct.

LPsyD Competency Clusters

Nine major competency domains are divided into three clusters:

1. foundational,
 2. organizational assessment and research, and
 3. advanced practitioner.
-

Competency References

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

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

Foundational Competencies

Leadership Psychology

Students will have the opportunity to:

- Identify various leadership schools of thought, including applying models of leadership and followership as well as elements of personality theory to assess leadership style and behavior.
 - Demonstrate an understanding of the psychology of change and learn and apply change models appropriately to intervene in human systems.
 - Gain an understanding and awareness of the neuroscience research of leaders and followers.
-

Use of Self/Self as an Instrument

Students will have the opportunity to:

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

Professional Behavior, Ethics, Standards, and Values

Students will have the opportunity to:

- Demonstrate the proper application of the guiding ethics of the field of organizational development and consulting psychology.
 - Identify and correct ethical dilemmas and issues that arise in consultation with human systems in practicum work and in a real-world case study.
 - Conduct themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.
-

Multicultural Competence and Sensitivity to a Difference

Students will have the opportunity to:

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

Organizational Assessment and Research Competencies

Organizational Assessment

Students will have the opportunity to:

- Assess organizations at the leadership, group/team, and systems-level through interviewing, focus groups, survey development and administration, and data analysis.
- Understand and apply diagnostic models to inform their inquiry in their practicum work and to real-world cases.

Research Design, Methods, Statistics, and Academic Writing

Students will have the opportunity to:

- Become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of the effectiveness of interventions.” (APA, 2007, p. 984).
 - Become CITI certified and demonstrate an understanding of the laws and ethics pertaining to the engagement of human subjects.
 - Develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 7th edition.
-

Advanced Practitioner Competencies

Intervention

Students will have the opportunity to:

- Demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the individual, group, and whole-systems level.
 - Identify the marketplace, organizational, and psychological antecedents, and outcomes of change.
-

Consultation Skills and Business Acumen

Students will have the opportunity to:

- Demonstrate an understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block's five phases of consultation.
 - Engage leaders and be able to analyze an organization's position in the world marketplace and profit and loss statements to assess organizational development needs.
 - Demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.
-

Organizational Theory and Design

Students will have the opportunity to:

- Identify and evaluate the anatomy of organizations, including structure, strategy, culture, and place in the world market, including competitive drives, advantages, and threats.
 - Identify where their client companies are in terms of the life cycle and design consultations accordingly.
-

Competencies to Course Map	LP762	LP763	LP703	LP705	LP736	LP737	LP741	LP764	LP810	LP704	LP803	LP723, LP729, LP722	LP802, LP919, LP920	Field Exp.
Foundational Competencies														
Leadership Psychology	X	X	X			X	X	X	X	X				X
Use Of Self/Self as an Instrument		X	X	X		X	X	X	X	X				X
Professional Behavior, Ethics, Standards, and Values	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Multicultural Competence And Sensitivity to a Difference	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Organization Assessment And Research Competencies														
Organizational Assessment					X							X	X	X
Research Design, Methods, Statistics, and Academic Writing				X								X	X	X
Advanced Practitioner Competencies														
Intervention					X		X	X	X	X				X
Consultation Skills and Business Acumen		X		X	X							X		X
Organizational Theory and Design											X			X

Curriculum Map

Below is a map of the curriculum that students who entered *on or after* the Fall semester of 2016 will follow to complete their degree. Note that the degree is a total of 98 credits, accepting 30 credits from a prior earned master's degree from an accredited institution leaving 68 credits, which are mapped out in the table below.

Total Credits for Degree: 98 (30 masters credits + 68 doctoral credits)

Foundational Courses

Required, 13 credits

(Credits) Course Number, Course Name

- (0) CP600 Orientation
- (1) LP101 First Year Seminar
- (3) LP762 The Psychology of Leadership and Followership
- (3) LP763 Leadership, Use of Self, and Multicultural Competence
- (3) LP705 Ethics and Organizational Development Consulting Skills
- (3) LP736 Organization Development and Change

Theories of Organizational Practice Courses

Required, 21 credits

(Credits) Course Number, Course Name

- (3) LP737 The Psychology of Adult Development and Learning
- (3) LP764 The Neurobiology of Leadership
- (3) LP703 Advanced Integration of Leadership: Self and System
- (3) LP810 Team and Group Development for Leaders
- (3) LP741 Adaptive Leadership and Resistance to Change
- (3) LP704 Dialogic Intervention: Theory and Practice
- (3) LP803 International Organizational Theory

Research Series / Assessment Courses

Required, 9 credits

(Credits) Course Number, Course Name

- (3) LP729 Statistics 1: Survey Design and Analysis
- (3) LP723 Quantitative Methods of Naturalistic Inquiry
- (3) LP722 Statistics 2: Research Design (co-curricular with LP802, Doctoral Project 1)

Research Series / Doctoral Project Sequence

Required, 6 credits

(Credits) Course Number, Course Name

- (1) LP802 Doctoral Project I (co-curricular with LP722, Stats 2)
- (2) LP919 Doctoral Project II
- (3) LP920 Doctoral Project III

Fieldwork

Experience matters. The PsyD in Leadership Psychology degree program offers students hands-on, supervised field experiences. Doctoral students complete 300 hours of required practicum work with an additional 150 hours of elective practicum work available as electives. The integration of coursework with experience in the field is a William James College institutional hallmark. Consistent with this focus, practicum work is an essential aspect of the Leadership PsyD curriculum. Throughout the program, great care is exercised to match you with experiences that will enrich and enhance your classroom learning and promote your professional and personal development.

Whether a student uses their current work setting, chooses a William James College partner site, or finds a client site themselves, Field Placement team members work with students to help identify a site supervisor that has the credentials and experiences to assist a student with competency development. Field Site Supervisors and Field Experience Seminar Leaders are experienced organizational development psychologists/OD practitioners working at the Practicum site organization and/or within William James College.

Examples of Practicum Experiences

- Leadership Development Interventions
- Organizational Research and Assessment
- Team Assessment and Development
- Change interventions
- Training program design and development
- Strategic Human Resources projects
- Program Evaluation
- Strategic Planning with Boards and Leadership teams
- Research on an established grant supported project through William James College
- Apprenticing with experts practicing in the field

The PsyD in Leadership Psychology offers courses that help students to apply theory in real world situations. Fieldwork may begin once all Foundational Courses are completed. Field site experiences are always paired with a weekly seminar series where faculty and peers exchange advice and coaching related to the students' fieldwork experiences. These Seminars are conducted through a required weekly, synchronous meeting (via Zoom).

The Field Experience courses are as follows:

(Credits) Course Number, Course Name, Required or Elective

- (2) LP921 Field Experience 1 - Required
- (2) LP922 Field Experience 2 - Required
- (2) LP923 Field Experience 3 - Required
- (2) LP924 Field Experience 4 – Required
- (2) LP925 Field Experience 5 – Elective
- (2) LP926 Field Experience 6 – Elective

For more detailed information regarding Field Experience site work or seminars, please contact the OLP Field Placement Office at olpfieldplacement@williamjames.edu

Electives: Practice and Intervention Courses

Student choice is important to be able to tailor the program to different students' interests. Students may take electives, typically offered in the summer, any year(s) of the program until they meet the elective credit requirement.

- 11 elective credits required if the student completed LP101 First Year Seminar
- 12 elective credits required if the student did not complete LP101 First Year Seminar

The elective courses offered are as follows.

(Credits) Course Number, Course Name

- (1) LP400 Emerging Issues in Leadership
 - (2) LP706 The Crux of School Leadership
 - (2) LP707 Shaping School Culture
 - (2) LP708 Leadership in Educational Institutions
 - (3) LP724 Functional Neuroanatomy
 - (3) LPXXX Systems Approaches to Wicked Problems
 - (2) LP749 Neuroscience of Prejudice
 - (3) LP758 Neuroscience of Leadership Lab
 - (2) LP767 Leadership and Employee Wellness
 - (3) LP786 The Psychology of Racism and Discrimination
 - (3) LP787 Multicultural and Inclusive Leadership
 - (3) LP788 DEI Interventions and Facilitation
 - (3) LP811 Negotiation and Conflict Resolution
 - (3) LP812 Shaping your Consulting or Leadership Practice (3-credit version of LP813)
 - (2) LP813 Shaping your Consulting or Leadership Practice 2 (2-credit version of LP812)
 - (2) LP814 Giving and Receiving Feedback with the Brain in Mind
 - (2) LP909 Process Consultation and Facilitation Skills for OD Practitioners
 - (2) LP914 Empower, Excite, Engage: Leadership and Motivation
 - (3) LP912 Leading Non-Profits and NGOs
 - (3) LP913 Promoting Community Resilience After Trauma (3-credit version of LP930)
 - (2) LP925 Field Experience 5
 - (2) LP926 Field Experience 6
 - (2) LP930 Community Resilience After Trauma (2-credit version of LP913)
 - (1) LP850 Neuroscience of Leadership Seminar 1
 - (1) LP855 Advanced Neuroscience of Leadership Seminar 2
 - (1) Cultural Immersion (Haiti, Kenya, Guatemala) see [the Multicultural and Global Mental Health Center of Excellence \(CMGMH\)](#)
-

Elective Concentrations and Areas of Emphasis

Certain combinations of electives are designed to be taken together to create an Area of Emphasis (5 -6 credits) or a Concentration (7-12 credits). Students pursuing these specialties will benefit from completing practicum and internship hours as well as doctoral project research within the emphasized area.

Please be aware that the program requires 11-12 elective credits. **Some combinations of classes in the Concentrations can result in taking 13 or more credits of electives.** If a student completes 13 or more credits of electives, they will graduate with (and pay for) more than the required 68 total credits in the program. The student must pay directly for any credits earned above 68. Credits more than 68 are considered “extra” and do not qualify for financial aid assistance. Please choose electives carefully.

Leading Non-Profits and NGOs, Directed by Dr. Tuesday Cooper

Course options for the **Leading Non-Profits and NGOs** Area of Emphasis or Concentration

- (3) LP787 Multicultural and Inclusive Leadership
- (3) LP912 Leading Non-Profits and NGOs
- (3) LP913 Promoting Community Resilience After Trauma (3-credit version of LP930)
- (2) LP930 Building Resilience After Trauma (2-credit version of LP913)
- (1) Cultural Immersion (Haiti, Kenya, Guatemala) see [the Multicultural and Global Mental Health Center of Excellence \(CMGMH\)](#)

Inclusive Leadership, Directed by Dr. Enin Rudel

Course options for the **Inclusive Leadership** Area of Emphasis or Concentration

- (3) LP787 Multicultural and Inclusive Leadership
- (3) LP786 The Psychology of Racism and Discrimination
- (3) LP788 DEI Interventions and Facilitation
- (2) LP749 The Neuroscience of Prejudice
- (1) Cultural Immersion (Haiti, Kenya, Guatemala) see [the Multicultural and Global Mental Health Center of Excellence \(CMGMH\)](#)

The Neuroscience of Leadership, Directed by Dr. Erika Heilman

Course options for the **Neuroscience of Leadership** Area of Emphasis or Concentration

- (3) LP724 Functional Neuroanatomy
- (3) LP758 Neuroscience of Leadership Lab
- (2) LP749 The Neuroscience of Prejudice
- (2) LP814 Giving and Receiving Feedback with the Brain in Mind
- (1) LP850 Neuroscience of Leadership Seminar 1
- (1) LP855 Advanced Neuroscience of Leadership Seminar 2

Educational Leadership, Directed by Dr. Neesha Daulat

Course options for the **Educational Leadership** Area of Emphasis or Concentration

- (2) LP706 The Crux of School Leadership
- (2) LP707 Shaping School Culture
- (2) LP708 Leadership in Educational Institutions

Figure 1. Four-Year Curriculum

FALL	Fall 1	Fall 2	Fall 3	Spring 1	Spring 2	Spring 3	Summer
1	LP763 Use of Self	LP762 Ldr Follow	LP101 1st Yr Seminar	LP705 Ethics	LP736 ODC	X	LP737 Adult Development and/or FP and/or Elective
2	LP703 Self and System	LP764 Neuro Bio	FP or Elective	LP741 Adaptive	LP729 Stats 1	FP or Elective	FP or Elective(s)
3	LP723 Qual	LP810 Teams	FP or Elective	LP704 Dialogic	LP722 Stats 2	LP802 DP1	FP or Elective(s)
4	suzanne	LP919 DP2	FP or Elective	LP920 DP3	FP or elective	Graduate	
SPRING	Fall 1	Fall 2	Fall 3	Spring 1	Spring 2	Spring 3	Summer
0.5				LP763 Use of Self	LP762 Ldr Follow	LP101 1st Yr Seminar	LP737 Adult Development and/or Elective
1.5	LP705 Ethics	LP736 ODC	X	LP703 Self and System	LP764 Neuro Bio	FP or Elective	FP or Elective(s)
2.5	LP810 Teams	LP729 Stats 1	FP or Elective	LP741 Adaptive	LP723 Qual	FP or Elective	FP or Elective(s)
3.5	LP722 Stats 2	LP803 IOT	LP802 DP1	LP704 Dialogic	LP919 DP2	FP or Elective	FP or Elective(s)
4	LP920 DP3	FP or elective	Graduate				

Figure 2. Four-year Curriculum – Neuroscience of Leadership Concentration

FALL NEURO	Fall 1	Fall 2	Fall 3	Spring 1	Spring 2	Spring 3	Summer
1	LP763 Use of Self	LP762 Ldr Follow	LP101 1st Yr Seminar	LP705 Ethics	LP736 ODC	X	LP737 Adult Development and/or FP and/or Elective
2	LP703 Self and System	LP764 Neuro Bio	FP or Elective	LP741 Adaptive	LP729 Stats 1	FP or Elective	FP or Elective(s)
3	LP723 Qual	LP810 Teams	FP or Elective	LP724 Neuroanatomy	LP722 Stats 2	LP802 DP1	LP758 Neurolab
4	LP803 IOT	LP919 DP2	FP or Elective	LP704 Dialogic	LP920 DP3	Graduate	
SPRING NEURO	Fall 1	Fall 2	Fall 3	Spring 1	Spring 2	Spring 3	Summer
0.5				LP763 Use of Self	LP762 Ldr Follow	LP101 1st Yr Seminar	LP737 Adult Development and/or Elective
1.5	LP705 Ethics	LP736 ODC	X	LP703 Self and System	LP764 Neuro Bio	FP or Elective	FP or Elective(s)
2.5	LP810 Teams	LP729 Stats 1	FP or Elective	LP724 Neuroanatomy	LP723 Qual	FP or Elective	LP758 Neurolab
3.5	LP803 IOT	LP722 Stats 2	LP802 DP1	LP704 Dialogic	LP741 Adaptive	LP919 DP2	FP or Elective(s)
4	LP920 DP3	FP or Elective	Graduate				

Expectations

Please refer to the [WJC Graduate Student Handbook](#) regarding Academic Policy, including guidelines on professional behavior, attendance, academic integrity, and grading. In keeping with standards of professional behavior, students are expected to participate and be attentive in all portions of the virtual and on ground classroom, and to be respectful of classmates. Use of laptop computers during class should be consistent with this expectation and limited to reasonable and respectful course-related purposes.

Students are expected to complete all readings, lectures, and assignments and participate both online and in person as instructed.

1. **Readings, Lectures, and Assignments:** Students are expected to complete weekly assigned readings, lectures, and other required work prior to class so that they are prepared to discuss the course material and to practice skills as appropriate.
2. **Attendance:** Students are expected to participate in all portions of the virtual and Residency classroom for each course for which they are registered. It is the responsibility of the student to notify the instructor in advance of any foreseeable absence or as soon as possible afterwards if the absence was unexpected. Failure to appropriately communicate absences, excessive absences, or absences that negatively impact class performance may influence your grade and/or result in a Corrective Action Notice (CAN). It is the responsibility of the student who was absent to seek out and complete any missed work.
3. **Tardiness:** Students are expected to arrive to synchronous portions of the course on time and return to class on time after a break. Arriving to class late may result in a reduction in your class participation grade.
4. **Late work:** Late submission of class assignments may result in a.) the student receiving a lesser grade or b.) no credit for that assignment. If a student has questions about the paper, please contact the instructor prior to the due date for the assignment.
5. **Redistribution of materials:** Students are prohibited from any redistribution of course materials, i.e., slides, lecture notes. You must obtain the instructor's consent prior to any recording of classes.
6. **Emailing:** Always use your WJC email address, and program your email signature to have your full name and a telephone number where you can be contacted if needed. Remember that email communications should always be professional in tone and content. Students are expected to respond to faculty and administration emails within 48 hours Monday-Friday.
7. **Turnitin:** Papers are to be submitted electronically via Canvas and will undergo a plagiarism check using Turnitin. If your instructor asks you to submit a printed copy or an emailed digital copy, these papers will also be uploaded by your instructor to Turnitin for a plagiarism check.
8. **Citation of sources:** In formal written work all sources must be documented through references and citations. Submitted work containing undocumented sources will be considered plagiarism and may result in failure of the course and referral to the student's academic advisor. Depending upon the seriousness of the plagiarism, academic disciplinary action may be required up to and including expulsion from the program. All students should be familiar with definitions and types of plagiarism. Helpful online resources include: (a) The Harvard Guide to Using Sources (<http://usingsources.fas.harvard.edu/icb/icb.do>), and, (b) The website plagiarism.org (<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>). The Academic Resource Center also has a database of information and tutorials on plagiarism that are available for all students (not just students with ADA Accommodations). *You may not reuse your own previously submitted work for this course without the professor's explicit consent; if detected, this will be treated as self-plagiarism.*
Writing assistance: If you experience difficulty organizing your ideas in preparation for writing, expressing yourself clearly in writing, meeting imposed expectations for assignments, or organizing and rehearsing for class presentations, you are encouraged to seek the services of the Academic Resource Center (ARC).

Online Discussion Board Policy

Online discussions serve as opportunities to tussle with ideas, put forth opinions, and to push each other and yourselves. They are also considered class time. Check the threads frequently after your initial post and respond appropriately. The instructor will also monitor and comment. Remember, you are expected to use coherent language, cite readings, proper grammar, and punctuation. It is expected that you cite course materials/references in all original posts to support your response.

1. Your instructor will post the weekly discussion questions by the Friday prior to the following week's discussion.
 2. To earn minimal credit for the board, students must submit an initial post and respond in an academically meaningful way to at least 2 peers.
 3. Your initial response to the discussion board prompt needs to be posted by Wednesday, at 9 PM local time. Your initial posts should be no more than 300-400 words although more important than the number of words are the ideas and questions you raise. Please be reflective and concise. Please be sure to address all parts of the prompt.
 4. It is important to reference at least two course readings within your initial post unless your instructor otherwise directs you.
 5. The bulk of the discussion takes place Wednesday, Thursday, and Friday. If you are posting the bulk of your posts after close of business Friday or on Saturday, you are not part of the discussion and you may not receive full credit. Any Saturday posts should be more for gratuitous comments to peers versus substantive discussion.
 6. Saturday is the final day for responding to discussion posts and boards are considered closed at noon EST.
 7. Over the course of the semester, please demonstrate inclusivity by interacting with different members of your class each week.
 8. Reading days where you are not expected to be on the discussion boards are from noon on Saturday through Tuesday. If you choose to post before Wednesday, it is expected that you return to the boards between Wednesday and Friday to engage in the full discussion.
 9. Grades for the online discussions are based on the quality and timeliness of your participation.
 10. To achieve full credit each week you need to meet the guidelines above.
 11. Grading of threaded discussions is up to the purview of the faculty. Some faculty choose to make them pass/fail, others choose to parse out points. Please read the syllabus in each class to understand the grading structure of each course.
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Participation and Professionalism Expectations

This space is co-created by all members of the community. Therefore, how students show up is just as important as how much they show up. Professionalism in relating to peers, faculty, and William James College staff with mindful respect, assumption of positive intent, humble curiosity, and social-emotional competence is as important as a demonstrated understanding of course content. Any student can positively or negatively impact their own experience as well as the experience of other individuals in the system and the system overall. Be mindful of the agency you hold and the role you play in making this a rewarding experience for all.

The program offers the opportunity to build lifelong relationships that will power personal and professional life. Below are some best practices in student professionalism.

- Be attentive, respectful, professional, and kind to one another, faculty, administrators, and site supervisors via speaking, body language, and/or comments in writing
 - Be receptive to constructive feedback and/or criticism and demonstrating an openness to and a capacity to address the issues surfaced. Through self-reflection and self-awareness, we expect students to take time to thoughtfully curate any response and deliver it in a respectful way, with positive intent, and through the appropriate channels.
 - Seek help when needed
 - Alert the professor when a life circumstance has the potential for limiting your learning,
 - Be prepared for discussions
 - Show up on time at residency, return on time from breaks, and stay until the end
 - Attend all portions of residency
 - Mind assignment deadlines
 - For synchronous activities, please come prepared to engage and be present during the allotted synchronous time, as you would for any in-person meeting. Being fully present includes:
 - Attending on your computer in a place where you can concentrate on the class vs. connecting by phone or from locations/situations where you are having to divide your attentions (e.g., don't connect while driving/traveling).
 - Being mindful of your use of technology... It is not respectful to check email, text, web browse, or complete other work while attending a live class
 - When completing group/team projects please follow these best practices as a member of our high performing community:
 - Do what you commit to doing,
 - Communicate early and often,
 - Do your fair share of the work versus allowing others to carry shared commitments,
 - Monitor your own participation in group discussions to ensure diversity of views and maximum leveraging (multiplying) of the brain power of the group,
 - Be prepared.
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Ensuring a Safe Learning Environment

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

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

Residency Attendance Policy

Residency Attendance Expectations for Fall and Spring Semesters

Attending Residency is a mandatory requirement for all full-time leadership psychology doctoral students. The dates of the residencies are publicized well in advance so please organize your travel and your personal/work schedule so that you can be present and contribute fully to the experience.

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

If unforeseen life circumstances conflict with Residency, please consult the Leadership Psychology PsyD Residency Attendance Policy (found in the LPsyD Information Hub) for guidance. Impacted students will work with the Residency Committee, instructors, and advisors to develop appropriate alternatives to simulate as closely as possible the practice and assessment of the competencies and opportunities that were offered in Residency. Please note that alternative projects may not be feasible for all courses. Professors will specify course-specific information about Residency in their syllabi so that students can anticipate what to expect.

If you are experiencing longer-term life circumstances that have changed your ongoing ability to attend Residency, please reach out to your advisor to discuss options such as adjusting your course schedule, taking a leave of absence, or consulting with William James College Director of Disability Services, Dr. Jonathan Corey, Jonathan_corey@williamjames.edu.

Residency Attendance Expectations for Summer Session ONLY

Residencies for summer courses are mandatory and may be on ground only or hybrid depending on the required pedagogy of the course as determined by the faculty. The modality of each course will be reported during the registration process so that students may choose classes with this information in mind. Residency is a substantial component of each course and students can expect between 8 and 16 hours of synchronous Residency meetings per course (online or on-ground depending on the modality of the course). Veterans seeking to certify for in-residence benefits must attend residency on-ground.

Lap Top Policy

The use of laptop computers during class should be consistent with this expectation and limited to reasonable and respectful course-related purposes.

Evaluation of Student Work

Course Grades

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

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

General Criteria

Students who earn an “A” in this course will demonstrate mastery of theoretical material covered in the course, excellent written skills, and strong conceptual skills. Examples include sophisticated application of theory to case examples and their own experiences; ability to express themselves in a clear and organized fashion, both orally and in writing; written work that is free of spelling, grammatical, and/or APA-style errors; appropriate integration of relevant literature into written arguments; demonstration of self-awareness and willingness to engage in self-exploration; participation in class discussions and activities; regular attendance in class; prompt arrival to each class.

Students who earn a “B” in this course will demonstrate sufficient understanding of theoretical material and good writing skills but lack the sophistication and depth in their writing and conceptual skills needed to achieve an “A”. Examples include occasionally unclear and awkward writing, including the presence of spelling, grammatical and/or APA-style errors; difficulty in the application of theory; some blocks in self-awareness and/or difficulty engaging in self-exploration; infrequent or inconsistent class participation.

Students who earn a “C” or lower in this class will demonstrate insufficient understanding of theoretical material, poor writing skills, and/or weak conceptual skills. Examples include unsophisticated or superficial application of theory; unclear, unsophisticated, or unscholarly writing; significant gaps in self-awareness, and/or a lack of reflective capacity and lack of readiness to engage in self-exploration.

Satisfactory Academic Progress (SAP)

All students must maintain Satisfactory Academic Progress to maintain their place in the program and to borrow Federal funds via student loans. Students who earn a failing grade on a course will be required to repeat that course with a passing grade in order to graduate from the program.

Please refer to the [WJC Graduate Student Handbook](#) for descriptions of Incomplete, Withdrawal, and credit/ no credit grade descriptions.

Course Outcome Evaluations

The degree to which the students have mastered the course competencies will be evaluated through course assignments. We are also looking for...

- A. Quality of written and oral expression.
 - B. Participation, Professional Behavior, Attitude, and Accountability:
 - Respectful and timely email and phone communication with professors, peers, and institutional administrators
 - Timely attendance to orientation, residencies, and live online sessions
 - Demonstration of leadership – both formal and informal
 - Excellent effort, initiative, and openness to learning
 - Taking personal accountability for their own learning by reading the syllabus, paying attention to deadlines, and engaging in productive study habits
 - C. Interpersonal Relationships: demonstrates healthy respect for and collaboration with others, including peers, faculty, and WJC staff.
 - D. Participation on the threaded discussion boards is how distance learning students attend class. In the discussion boards, students have contact with faculty and their cohort to ensure they process and apply that week's materials. Discussion boards are a vital component of almost all courses in the program.
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Academic Integrity

WJC is committed to developing professionals who demonstrate personal and academic integrity. For there to be a strong learning academic environment, there must be honesty and trust among all our constituencies. We expect all students to conduct themselves with professionalism and honesty. Academic dishonesty violates the principles of any academic college. Incidents will be immediately reported to the Academic Department Chair for investigation, intervention, and possible sanctions. Sanctions may include course failure, probation, and/or dismissal, depending on the severity of the infraction. Assisting or attempting to assist in the violation of this policy is in itself a violation and considered academic dishonesty. Academic dishonesty includes, but is not limited to:

- Cheating – the attempt to use, the actual use, or the facilitation of another’s use of unauthorized materials, information, or study aids;
- Fabrication – the inventing or falsifying any information, including research data, or citations in a field or academic exercise, or false representations of a student’s personal or professional experiences or qualifications. Students must take special care in assignments that require collaboration. In group projects, each student makes an independent contribution. In situations in which students have an independent assignment, the work product must be entirely the student’s independent scholarly research and writing; and
- Plagiarism – the use of another’s work without acknowledgment. Plagiarism includes, but is not limited to, the use by direct quote or paraphrase of the work, published or unpublished, of another without proper attribution. Our college expects students to produce their own work in coursework, papers, presentations, doctoral projects, and/or any other academic work with the proper citations.

Additional information is included in the WJC Student Handbook. All students must read and become familiar with the Student Handbook

Artificial Intelligence Tool Policy

All work submitted must be the student's own work. It is never appropriate for students to submit assignments not written by themselves nor is it appropriate to submit assignments without a proper citation and reference. Any use of an Artificial Intelligence (AI) tool, such as ChatGPT or Google Bard, must be properly cited within the work submitted. AI tools are not to be used for live or take-home exams. Inputting client information into an AI tool is a HIPAA violation and is not permitted.

While the use of AI tools may be approved by instructors and helpful in providing further clarification or understanding, these tools do not produce reliable or high-quality results and do not qualify as a scholarly resource.

If work produced by an AI tool without proper citation is submitted, it is a violation of the William James College [Academic Integrity Policy](#) and is a form of plagiarism. Further information on plagiarism can be found from the Academic Resource Center (ARC) [here](#).

Other Important Policies

The OLP Department and its Programs follow the WJC policies regarding the following incidents. More information can be found in the William James College [Student Handbook](#).

- Leave of Absence
- Academic Probation
- Dismissal

The William James College Withdrawal and Refund Policy can be found on the College's website at: <https://www.williamjames.edu/admissions/tuition-and-fees/withdrawal-policies.html>

Students who withdraw from the LPsyD program are reminded that no portion of the Admissions (including deferral) deposit is refundable.

Advising

The advising structure is an important aspect of the LPsyD program. Incoming students will meet their advisor during the Orientation process. Advisors assist students in planning their course of study as well as developing their competencies and professional identities. Advisors will also offer guidance if an academic or professional concern is encountered during the program. Either students or advisors may request meetings. As educators, advocates, evaluators, and mentors, advisors' responsibilities include making themselves available for regular contact with advisees. Formal advising meetings happen twice a year, before registration in the fall and spring, and informally, as needed.

Advising Assignments

The Program Director assigns advisors to students. Although students may request a change in Advisor, it is done only in rare circumstances. All such requests must go through the Program Director for review. A student who wishes to change advisor must submit a completed "Petition for Change of Faculty Advisor" form to the Program Director.

Purpose of Advisors

Academic Advisors help to:

- Assess student strengths and training needs against goals.
 - Monitor students' progress toward completion of courses and degree requirements including fieldwork, doctoral project, and program outcomes (competencies).
 - Provide guidance when expectations are not being met. This may entail consulting with the student, course instructors, fieldwork supervisors, the Program Director, and / or the Academic Policies and Standards Committee.
 - Advocating on behalf of the student in such situations when such advocacy is appropriate.
 - Preside over Assessment and Planning conferences (A&Ps) and Intermediate A&Ps.
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Advising Meetings

The student and advisor should determine the content and length of the meeting to discuss:

- Students' progress through the program curriculum.
 - Progress in their field work and doctoral project.
 - Any feedback the student might have on program improvement or functioning.
 - Career aspirations and opportunities of the student.
 - Troubleshooting areas where the student is having difficulty making progress.
-

Assessment and Planning Conferences

A&P conferences are used to assess the student's journey through the program, including how they are settling in, areas they need help in, and specific goals they want to accomplish. Advisors will help to plan courses the students will take to graduate with the 68 credits they need to earn on time. They also assist the students in identifying their learning goals for their Field Work in order to build a meaningful progression of experiences over the course of the program.

The A&P process will take the form of a faculty advisory meeting each Fall and Spring semester. For Fall and Spring, A&P, the advisor and the student identify what courses the student will take for the next academic year (including summer), as well as what Field Work experiences they should be planning for. Students self-register for their courses each semester and complete a Practicum Planning and Project Scoping form each semester for their field work.

Interim A&P Conferences

In addition to the annual A&P conference, an interim A&P conference may be convened by a professor, the advisor, Program Director, or Department Chair to address deficiencies in coursework, fieldwork, and/or professional behavior at any point during the school year. An interim A&P conference may result in a recommendation for corrective action. In circumstances that result in academic probation, as described in the WJC Student Handbook, the corrective action takes the form of an academic probation plan. An interim A&P conference can also serve as the occasion for a student to establish having met program requirements that were not met at previous review points (e.g., satisfactory progress toward a degree, readiness for an internship, academic probation conditions).

Doctoral Project

The essential characteristics of the doctoral project process and requirements are provided below. Please consult the Doctoral Project Manual for a detailed description of the course requirements, timelines, acceptable types, committee membership and roles, IRB requirements, and requisite forms.

Goals and Expectations

The doctoral project is an integral part of the Leadership Psychology PsyD Program. The process promotes the development of previously established research competencies, as well as the integration of coursework and practice applications. It also provides an opportunity to connect the student's professional development with the larger leadership and organizational development community.

A doctoral project is a substantial body of work that makes a unique contribution to the evidence-based practice of leadership psychology. With guidance from a faculty chairperson and invited committee members, students conduct a thorough literature review; formulate and implement an ethically and methodologically sound research design; analyze and interpret findings and address implications for practice.

Coursework

Completion of the doctoral project is facilitated by a three-part course structure:

- LP802 Doctoral Project I (1 credit)
- LP919 Doctoral Project II (2 credits)
- LP920 Doctoral Project III (3 credits)

The course sequence begins with Doctoral Project I in the student's third year, second semester, and is paired with LP722 Statistics 2: Research Design. In the students' fourth and final year, they take Doctoral Project II and Doctoral Project III in the student's final semester. If the student fails to complete their DP after completing LP920 Doctoral Project III, the student must register for Continuing Doctoral Project (LP950) each Fall and Spring semester until completion of the doctoral project. Registering for Continuing Doctoral Project enables the student to be continuously enrolled so as to have access to faculty members and school resources. PR950 has associated contractual requirement that maintains the student's eligibility for Federal Title IV financial aid.

Doctoral Project Sequence

The sequence of steps for the completion of the doctoral project is as follows:

Identification of a Topic Area

The initial step is to identify a subject matter of interest relevant to the application of psychological knowledge to the practice of Leadership Psychology.

Prospectus

The prospectus is a brief overview of (a) the topic area and research questions (b) the relevance and importance of the proposed project to the field of leadership psychology (c) the general areas of literature to be reviewed and (d) a timetable for completion of the project. The length of the prospectus will vary but is typically eight to 10 pages. Students develop a doctoral project prospectus as part of the Doctoral Project I course (LP 802). After the prospectus is approved, the student may begin forming their DP committee (see DP Manual for details).

Doctoral Project Completion

Most doctoral projects will generally follow the four sections of a publishable paper in APA format: Introduction, Methods, Results, and Discussion. At the point of approval of their final project, the ***student schedules their colloquium and invites a discussant*** for their colloquium. The discussant reviews the final DP and prepares topics for discussion at the colloquium.

Colloquium

After the doctoral project has been completed, approved by the Doctoral Project Committee, and filed in the William James College library, a colloquium is held. See the DP Manual for further details.

At the colloquium, the student presents their project to the William James College community in person or virtually. The colloquium includes comments/critique by a discussant, a question-and-answer period for attendees, and celebration of the student's achievement. A timeline for completing these steps can be found in the Program's Doctoral Project Manual.

Acceptable Project Types

Acceptable types of projects are as follows:

- A systematic approach to the evaluation of a phenomenon or problem using quantitative and/or qualitative data
- A case study project
- Qualitative study
- Action Research Project
- Quasi-experimental or experimental design
- A demonstration project
- A theoretical project

Students should refer to the Doctorate Project Manual for additional information and specifics regarding requirements and procedures.

Program Leadership and Faculty

Chair, OLP Department

Suzanne Devlin, PhD

Contact: Suzanne_Devlin@williamjames.edu

Co-Director of the LPsyD Program

Core responsibilities include:

- Leading of the Organizational and Leadership Psychology department.
 - Ensuring quality of all programs within the department, including MAOP, GCEC, GCSL, and LPsyD
 - Leading and communicating departmental changes and updates.
 - Addressing issues relating to overall curriculum and substantive course changes and curriculum design.
 - Curricula creation and oversight for comprehensive exams and grading.
 - Questions concerning admittance and fit for all programs in the Department.
 - Co-Directing the Psy.D. in Leadership Psychology Program.
 - Issues relating to student advising, registration, and student performance.
 - Issues relating to scheduling specifically regarding changes in course content.
 - Issues relating to concentration declaration and changes to student status.
 - Questions regarding the Practicum and Doctorate Project.
 - Disciplinary issues with students and faculty.
-

Co-Director of the LPsyD Program

Brandi Derr, PsyD

Contact: Brandi_Derr@williamajmes.edu

Core responsibilities include:

- Doctoral student tracking
 - Registering first semester students
 - Degree audits
 - Assessment and Planning
 - Administer the process including communications, tech tools to gather data, advise faculty and students, report on data to the Chair.
 - Issues relating to student advising, registration, and student performance.
 - Issues relating to scheduling specifically regarding changes in course content.
 - Issues relating to concentration declaration and changes to student status.
 - Questions regarding the Practicum and Doctorate Project.
 - Disciplinary issues with students and faculty.
-

Director of Field Placement

Lynne Richer, EdD

Contact: Lynne_richer@williamjames.edu

Core responsibilities include:

- Placing all students in the field for practicum work
 - Leading a team of Associate Field Placement Directors
 - Acquiring field sites
 - Assisting and providing organizational development support to students and sites
 - Site supervisor training and inclusion
 - Assessment of all field placement practices and student outcomes
 - Reporting on outcomes to the Chair
 - Tracking student progress in the field in collaboration with the Field Placement Office Team
 - Providing content and faculty/student support for Leadership seminars
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Faculty

Please [click](#) here to view the LPsyD faculty names and bios.

Department Coordinator

Amanda Omalek

Contact: Amanda_Omalek@williamjames.edu

Core responsibilities include:

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

Financial Aid and Registration

Financial Aid

To qualify for federal financial aid, students must enroll in at least 4.5 credit hours per term. Term is defined as fall, spring, and summer I & II combined.

For further information on financial aid, please contact Hilary Baxter, Director of Financial Aid at Hilary_Baxter@williamjames.edu.

Full-Time vs. Part-Time

Students may choose to attend the program either full-time or part-time

- Full-time students complete all program requirements by the end of their fourth year
 - Part-time students complete all program requirements by the end of their sixth year
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Registration

The departmental coordinator registers students for Orientation and first semester classes. LPsyD students register themselves for courses starting their second semester using the Student Information Portal.

The following table lists approximate times for Advising and Registration

Advising happens in...	Registration happens in....	For classes that happen in...
March	April	Fall
October	November	Spring
October	February	Summer

Please make sure to read the LPsyD Newsletter, visit the LPsyD Information Hub, and read emails from your advisor and the Registrar to stay aware of the details.

For more information please see the [WJC Registrar's Homepage](#) or contact the WJC Registrar, Sonji Paige at Sonji_paige@williamjames.edu

Veterans and VA Benefits

The LPsyD program is proud to serve our armed services members and veterans. Please see the [WJC Aid for Veterans homepage](#) for more information:

In order for veterans to receive full VA benefits, they must take at least 9 credits during the fall, spring, and summer semesters, respectively. Please note that this is an accelerated pace. For more information about Veterans and VA Benefits, please contact Debra Boyce at debra_boyce@williamjames.edu

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