Doctor of Philosophy (PhD) in Psychology
with a specialization in
Industrial/Organizational Psychology

Effective October 9, 2017
The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. The curriculum provides learners the opportunity to pursue emphases in Coaching Psychology, Consultation Psychology, Industrial Psychology, and Organizational Psychology. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management, systems planning, industrial/organizational assessment, employee motivation/performance improvement, strategic planning, professional development, and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or psychologists.

**Coaching Psychology emphasis**
The Coaching Psychology emphasis is appropriate for learners interested in the application of coaching psychology theories and research. Learners examine various approaches to coaching psychology and focus on integrating theory with research when applying them in workplace settings.

**Consultation Psychology emphasis**
The Consultation Psychology emphasis is appropriate for learners interested in the application of consultation psychology theories and research. Learners assess and apply appropriate industrial/organizational interventions and consulting skills in the workplace and explore the ethical and cultural components of consultation.

**Industrial Psychology emphasis**
The Industrial Psychology emphasis is appropriate for learners interested in the application of psychological principles and constructs in organizational settings, with a primary focus on individuals within the workplace. Learners examine selection, job analysis, performance appraisal, professional development, employee health, and safety.

**Organizational Psychology emphasis**
The Organizational Psychology emphasis focuses on the application of psychological principles and constructs in organizational settings, with a primary emphasis on organizational processes within the workplace. Learners examine coaching, leadership, motivation, group processes, organizational development, strategic planning, and organizational performance.
## Career Information

### RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Corporation
- Organizational consulting firm
- Government—local, state, federal
- Land-based or online college or university
- Industrial setting
- Military
- Research organization
- Health care
- Nonprofit organization
- Private practice

### RELATED JOB TITLES TO EXPLORE*

- Director or vice president of human resources or organizational development
- Adjunct or part-time faculty
- Full-time faculty
- Instructor
- Evidenced-based coach
- Organizational consultant (internal or external)
- Director of labor relations
- Researcher
- Director of training and development
- Self-employed
- Research coordinator/administrator

### SPECIALIZATION OUTCOMES

- Synthesize theoretical and research findings from the discipline of industrial/organizational psychology
- Evaluate ethical principles and standards of psychology to academic and professional activities
- Evaluate and apply critical thinking in response to behavior in the workplace
- Examine, respect, and respond to individual differences and diversity in the practice of industrial/organizational psychology
- Evaluate, administer, score, and interpret psychological tests in the workplace
- Communicate psychological concepts effectively, using the professional standards of the discipline

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*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

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Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.
## Curriculum

- 24 required courses
- Total program credits: At least 104 quarter credits

### Residency Requirements

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927).

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8002</td>
<td>Foundations of Theory and Practice for Doctoral Psychology Learners</td>
<td>5</td>
</tr>
<tr>
<td>PSY7115</td>
<td>Research Foundations of History and Systems in Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSY7868</td>
<td>Qualitative Design and Analysis</td>
<td>5</td>
</tr>
<tr>
<td>PSY8625**</td>
<td>Advanced Inferential Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PSY8658**</td>
<td>Quantitative Research Methods in Psychology</td>
<td>5</td>
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<tr>
<td>PSY-R8925</td>
<td>PhD Dissertation Research Seminar Track 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY-R8926*</td>
<td>PhD Dissertation Research Seminar Track 2</td>
<td>3</td>
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<tr>
<td>PSY-R8927*</td>
<td>PhD Dissertation Research Seminar Track 3</td>
<td>3</td>
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*Choose one from the following five courses:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY7210</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
<tr>
<td>PSY7510</td>
<td>Psychology of Personality</td>
<td>5</td>
</tr>
<tr>
<td>PSY7520</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSY7543*</td>
<td>Ethics and Multicultural Issues in Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
<td>5</td>
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*Choose one from the following two courses:

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY8626*</td>
<td>Multivariate Statistics: Theory and Application</td>
<td>5</td>
</tr>
<tr>
<td>PSY8635*</td>
<td>Advanced Qualitative Analysis</td>
<td>5</td>
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### Specialization Courses

*Choose five from the following six courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8711</td>
<td>Principles of Industrial/Organizational Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
<td>5</td>
</tr>
<tr>
<td>PSY8730</td>
<td>Consultation Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSY8740</td>
<td>Industrial/Organizational Psychology Practices in Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>PSY8763*</td>
<td>Program Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>PSY9001</td>
<td>Research in Psychology</td>
<td>5</td>
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*In addition, choose one of the following Industrial/Organizational Psychology emphases:

For a Coaching Psychology emphasis. Choose four from the following five courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY7510</td>
<td>Psychology of Personality</td>
<td>5</td>
</tr>
<tr>
<td>PSY7810</td>
<td>Principles of Positive Psychology</td>
<td>5</td>
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<tr>
<td>PSY8721*</td>
<td>Introduction to Business Practices for Psychologists</td>
<td>5</td>
</tr>
<tr>
<td>PSY8768</td>
<td>Theory and Practice of Psychological Coaching</td>
<td>5</td>
</tr>
<tr>
<td>PSY8770</td>
<td>Psychology of Motivation and Performance</td>
<td>5</td>
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</tbody>
</table>

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
For a Consultation Psychology emphasis. Choose four from the following five courses.

PSY7530  Psychology of Group Dynamics .......................... 5 quarter credits
PSY7680* Psychological Principles of Organization Development.  5 quarter credits
PSY8721* Introduction to Business Practices for Psychologists .... 5 quarter credits
PSY8730  Consultation Psychology ................................. 5 quarter credits
PSY8770  Psychology of Motivation and Performance ............. 5 quarter credits

For an Industrial Psychology emphasis:

PSY7550* Process of Professional Development .................... 5 quarter credits
PSY8721* Introduction to Business Practices for Psychologists .... 5 quarter credits
PSY8765* Testing and Assessment in Workplace Psychology ....... 5 quarter credits
PSY8795  Psychology of Health and Stress in Organizations ...... 5 quarter credits

For an Organizational Psychology emphasis:

PSY7530  Psychology of Group Dynamics .......................... 5 quarter credits
PSY7550* Process of Professional Development .................... 5 quarter credits
PSY8721* Introduction to Business Practices for Psychologists .... 5 quarter credits
PSY8770  Psychology of Motivation and Performance ............. 5 quarter credits

COMPREHENSIVE EXAMINATION AND DISSERTATION COURSES

Upon completion of all required coursework:

PSY9919*  Doctoral Comprehensive Examination .................. 3 quarter credits

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960*  Dissertation Courseroom ............................... 3 quarter credits each

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

**This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.

Core Course Descriptions

PSY8002  Foundations of Theory and Practice for Doctoral Psychology Learners  
5 QUARTER CREDITS

In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps and requirements necessary for successfully completing the doctoral degree program in their chosen specialization; review their specialization’s requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. For PhD in Psychology learners only. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.

PSY7115  Research Foundations of History and Systems in Psychology  
5 QUARTER CREDITS

Learners in this course explore historical and contemporary schools of thought such as behavioral, humanistic, and psychodynamic psychology. In particular, learners begin the process of becoming independent researchers by developing a dissertation topic that is appropriate for their specialization and aligned with foundational theories within their chosen school of thought. For PhD learners in Psychology only. Cannot be fulfilled by transfer.

PSY7210  Lifespan Development  
5 QUARTER CREDITS

In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.
PSY7510  Psychology of Personality
This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

PSY7520  Social Psychology
This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply social psychological theory and research to various clinical, educational, and organizational settings.

PSY7543  Ethics and Multicultural Issues in Psychology
In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession. Prerequisite(s): PSY5002 or PSY5005 or PSY8002.

PSY7610  Tests and Measurements
This course is an introduction to the subject of mental measurement in psychology. Course topics include techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, standard scores, and validity and reliability. Learners acquire and demonstrate knowledge of measuring devices used in the fields of intelligence, interests, personality, and special aptitudes, and identify professional standards of test development and use. The course also includes analysis of the psychometric procedures used to develop and validate educational and psychological instruments and requires learners to present appropriate applications for each type of methodology. MS School Psychology learners must take this course during their second quarter, immediately following PSY5004.

PSY7868  Qualitative Design and Analysis
Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. Cannot be fulfilled by transfer.

PSY8625  Advanced Inferential Statistics
Learners in this advanced course examine a variety of statistical analyses, including statistical power and effect size in research design, factorial and repeated measures of analysis of variance (ANOVA), analysis of covariance (ANCOVA), selected nonparametric analyses, and bivariate and multiple regression. Learners are expected to have proficiency in the use of statistical software appropriate to dissertation-level research. Prerequisite(s): PSY7864. Cannot be fulfilled by transfer.

PSY8626  Multivariate Statistics: Theory and Application
This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. Prerequisite(s): PSY8625.
PSY8635  Advanced Qualitative Analysis  5 QUARTER CREDITS
This course extends the topics covered in PSY7868 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study, grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. Prerequisite(s): PSY7868.

PSY8658  Quantitative Research Methods in Psychology  5 QUARTER CREDITS
In this course, learners synthesize knowledge of quantitative research methodology and use it to develop a quantitative research design that may form the basis of their dissertation research project. Learners compare their quantitative research design to a previously developed qualitative design on a similar topic and identify and justify the methodology most appropriate for investigating their research topic. For PsyD and PhD in Psychology learners only. Prerequisite(s): PSY7860, PSY7868. Cannot be fulfilled by transfer.

Specialization Course Descriptions

PSY8711  Principles of Industrial/Organizational Psychology  5 QUARTER CREDITS
In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and explore diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY8720  Psychology of Leadership  5 QUARTER CREDITS
This course provides a comprehensive review of leadership theories and factors. Learners research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Learners examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice. Topics include leader development, leadership styles, and multicultural issues relevant to leadership in various settings.

PSY8730  Consultation Psychology  5 QUARTER CREDITS
Learners in this course explore the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants’ contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, self-appraisal, feedback, and discussion. Other course topics include current consultation theories, consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY8740  Industrial/Organizational Psychology Practices in Human Resource Management  5 QUARTER CREDITS
Learners in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Learners identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories and research to develop evidence-based application grounded in science and scholarship. Throughout the course, learners gain and demonstrate a working knowledge of organizational systems and culture.
PSY8763 Program Evaluation
This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize knowledge and skills gained from prior coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. Prerequisite(s): PSY7864.

PSY9001 Research in Psychology
Learners in this course engage in advanced study and research of a specialization-specific topic. Throughout the course, learners apply research, professional, and academic ethics through individual and group research tasks. The course includes participation in a faculty-directed research project. Prerequisite(s): Completion of or concurrent registration in PSY7868.

Emphasis Course Descriptions

PSY7530 Psychology of Group Dynamics
This course provides a foundational understanding of group development, processes, and behaviors. Learners evaluate current group psychology theory and research and identify the elements of effective groups to gain an understanding of the psychology of group dynamics. Topics include group formation and structure, power and influence, performance and decision making, leadership, followership, and conflict in group dynamics.

PSY7550 Process of Professional Development
Learners in this course focus on the process and content of professional development for themselves and others. Learners evaluate professional development strategies such as coaching, mentoring, and training, and identify ways to sustain their professional development through professional affiliations and networking. Other course topics include the change process, theories of adult learning, and motivation. Prerequisite(s): PSY7543.

PSY7680 Psychological Principles of Organization Development
This course introduces psychological principles related to the discipline of organizational development. Learners evaluate current research, theory, and interventions that increase organizational effectiveness and lead to higher organizational performance and success. Learners also explore the history of organizational development; development needs at the individual, team, and organizational level; implementing organizational change; organizational culture and stakeholders’ behavior; strategic planning; and the values and ethics that guide organizational development practitioners as change agents. Prerequisite(s): PSY5002 or PSY5005 or PSY8001 or PSY8002; PSY7210; PSY7543; PSY7610; PSY7620; PSY7650 or PSY7653.

PSY7810 Principles of Positive Psychology
In this course, learners analyze the theories, research, and best practices of the scientific study of optimal human functioning. Learners integrate concepts of thriving and flourishing, gratitude and wisdom, and the science of happiness, as well as apply tools from strengths-based development. In addition, learners explore interventions based on positive psychology and their application in clinical, counseling, educational, industrial, and organizational settings.

PSY8721 Introduction to Business Practices for Psychologists
In this course, learners develop an understanding of organizations as systems and the ways psychology is relevant to the performance of a business and its employees. Learners apply theoretical and research approaches from psychology to organizational settings in order to enhance business effectiveness and competitiveness. Learners gain knowledge in how to use macro-systems (cultural, leadership, and workforce diversity) and micro-systems (group dynamics and teams; conflict management; motivation and production; decision-making; selection and performance; and negotiation) to manage learning and change within organizations. In addition, learners apply psychological tool sets and methods of study within real-world organizational contexts that include government, for-profit, and nonprofit settings.
PSY8765  Testing and Assessment in Workplace Psychology  
5 QUARTER CREDITS
Learners in this course review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Learners study the assessment process, identify assessment tools and their applications, and examine ways to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment; psychometric testing; quantitative/qualitative principles and research methods; and ethical and multicultural issues associated with assessment. Prerequisite(s): PSY7610.

PSY8768  Theory and Practice of Psychological Coaching  
5 QUARTER CREDITS
Learners in this course study the psychological underpinnings, theoretical framework, and foundational elements of evidence-based coaching. Learners explore the stages of the coaching relationship and determine an effective coaching framework to apply in different contexts, including positive psychology and Gestalt perspectives. Learners also identify ethical and multicultural issues related to evidence-based coaching. Prerequisite(s): PSY7610.

PSY8770  Psychology of Motivation and Performance  
5 QUARTER CREDITS
In this course, learners explore various psychological theories, concepts, and principles of motivation. Learners evaluate the factors of motivation that influence personal and professional performance, success, and satisfaction. Learners also synthesize research in order to identify, assess, and integrate motivational strategies and apply models of performance enhancement.

PSY8795  Psychology of Health and Stress in Organizations  
5 QUARTER CREDITS
This course provides learners with an overview of the fundamental psychological elements that contribute to a healthy work environment and promote wellness. Learners examine the elements and impact of stress on the workplace; individuals' varying degrees of resistance to work stressors and the ways an individual's personality traits affect stress; and strategies organizations can employ to promote a more healthy working environment. Other course topics include the historical perspective of stress, sociocultural sources of stress, and the distinction between personal and professional job stress. Learners explore their own stress response mechanisms and develop methods for managing stress from personal and organizational perspectives.

Comprehensive Examination and Dissertation Course Descriptions

PSY9919  Doctoral Comprehensive Examination  
3 QUARTER CREDITS
This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes and learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

PSY9960  Dissertation Courseroom  
3 QUARTER CREDITS EACH
This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.
Residency Course Descriptions

PSY-R8925  PhD Dissertation Research Seminar Track 1  3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Psychology learners only. Should be taken concurrently with PSY7115. Cannot be fulfilled by transfer.**

PSY-R8926  PhD Dissertation Research Seminar Track 2  3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Psychology learners only. Prerequisite(s): PSY-R8925. Should be taken concurrently with PSY7868. Cannot be fulfilled by transfer.**

PSY-R8927  PhD Dissertation Research Seminar Track 3  3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. **Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For PhD in Psychology learners only. Prerequisite(s): PSY-R8926. Should be taken concurrently with PSY8658. Cannot be fulfilled by transfer.**
# Recommended Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>PSY8002</td>
<td>Foundations of Theory and Practice for Doctoral Psychology Learners</td>
</tr>
<tr>
<td>Q2</td>
<td>PSY7115</td>
<td>Research Foundations of History and Systems in Psychology</td>
</tr>
<tr>
<td>RESIDENCY</td>
<td>PSY-R8925</td>
<td>PhD Dissertation Research Seminar Track 1</td>
</tr>
<tr>
<td>Q3</td>
<td>Core course</td>
<td>1. Research Ethics Education Completion</td>
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<tr>
<td>Q4</td>
<td>Specialization course</td>
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<tr>
<td></td>
<td>Emphasis course</td>
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<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>PSY8625</td>
<td>Advanced Inferential Statistics</td>
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<td></td>
<td>Emphasis course</td>
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<td>Q7</td>
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<td>2. Topic Approval</td>
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<td>Q8</td>
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<thead>
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<th>COURSES</th>
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<tbody>
<tr>
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<td>Q10</td>
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<td>Q11</td>
<td>PSY9919</td>
<td>Doctoral Comprehensive Examination</td>
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<tr>
<td>Q12</td>
<td>PSY9960*</td>
<td>Dissertation Courseroom</td>
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<tr>
<td></td>
<td>4. Committee-Approved Research Plan</td>
<td>7. Pre-Data-Collection Conference Call</td>
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<td>5. Scientific Merit Approval</td>
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<tr>
<td>Q13</td>
<td>PSY9960*</td>
<td>Dissertation Courseroom</td>
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<td>Q14</td>
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<td>8. Mentor-Approved Chapters 1 &amp; 2</td>
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<td>Q15</td>
<td>PSY9960*</td>
<td>Dissertation Courseroom</td>
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<td>9. Mentor-Approved Chapters 3, 4, &amp; 5</td>
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<td>10. Committee-Approved Dissertation</td>
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<td>11. School-Approved Dissertation</td>
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<td>12. Format Editing Completion</td>
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<td>13. Final Conference Call</td>
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<td>14. Final Manuscript Approval</td>
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<td>15. Manuscript Submitted for Publication</td>
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<td>16. Dean's Final Manuscript Approval</td>
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*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.

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At each residency, learners work intensively on their topic, methodology, literature review, and research plan with the goal of developing an efficient path through the dissertation milestone process. For more information on residencies, visit [https://campus.capella.edu/web/residencies/phd-colloquium](https://campus.capella.edu/web/residencies/phd-colloquium).

Learners complete their first five dissertation milestones within their residency courses.

The comprehensive examination and dissertation courses are milestone dependent, not quarter dependent. Learners must successfully complete the comprehensive examination before registering for dissertation courses.

Dissertation milestone completion time varies based on learner progress. Reference the PhD Milestone Guide to better understand each step in the dissertation and milestone process.
**Financial Aid**

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.
Academic Leadership

Andrea Miller, PhD
Dean
Andrea Miller is the dean of the Department of Psychology in the Harold Abel School of Social and Behavioral Sciences at Capella University. Dr. Miller has worked as a member of the Capella undergraduate psychology department since 2010 and has taught online since 2005. Her professional background includes work as a psychologist in the public schools and as a psychologist and supervisor for non-profit clinics. She specializes in working with children and families as well as individuals of all ages with intellectual and/or developmental disabilities. Dr. Miller is licensed as a psychologist in three states, licensed as a specialist in school psychology, and a human services board certified practitioner. She is active in psychological associations and served as President of the Georgia Psychological Association from 2013–2014. Dr. Miller holds a PhD in Counseling Psychology from Texas Woman’s University and a BA in Psychology from the University of Michigan.

Jeanie Whinghter, PhD
Faculty Chair
Jeanie Whinghter is faculty chair of the General and Industrial/Organizational Psychology specializations within the Harold Abel School of Social and Behavioral Sciences. She has been with Capella since 2014 and has been working in the domain of online education since 2008. Dr. Whinghter has worked with Capella learners in a variety of capacities, ranging from FlexPath and regular classroom instruction to dissertation supervision and comps assessment. Dr. Whinghter holds a PhD in Industrial and Organizational Psychology from Bowling Green State University, an MS in Industrial and Organizational Psychology from Clemson University, and a BA in Psychology from Emory University. Her specialization area is occupational health psychology, which focuses on manifestations of stress and wellness within the workplace. Dr. Whinghter’s professional background includes both internal and external consulting, with a balance between corporate and academic domains for application of research. She specializes in organizational needs analysis, survey design/implementation, organizational intervention initiatives, and evaluation processes.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

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Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
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