



UNIVERSITY OF
CENTRAL FLORIDA

COLLEGE OF SCIENCES

Industrial and Organizational Psychology Doctoral Program Handbook

University of Central Florida
Division of Graduate Studies

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INTRODUCTION AND WELCOME

Welcome new graduate students!

We are very pleased that you have chosen the University of Central Florida for your graduate training in Industrial and Organizational Psychology. UCF is an exciting, growing university and you have joined a nationally recognized doctoral program in I/O psychology. The educational and research opportunities here are strong and diverse. Our faculty members are among the leaders in the profession of I/O psychology. Our faculty and graduate students have been recognized for outstanding research. In addition, our faculty members serve on prestigious editorial boards such as Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behavior, Journal of Occupational Health Psychology, Stress and Health, Journal of Business and Psychology, Journal of Management, and International Journal of Stress Management. Information about the research interests of our faculty is available on our website <https://sciences.ucf.edu/psychology/group/io-m-s-faculty/>.

We actively encourage a strong atmosphere of collaboration and collegiality between students and between students and faculty. It is important to understand that our program's reputation is built primarily from the contributions of faculty and graduate students. Your professional career and reputation are beginning to be built starting now. The best advice that we can give you is to work hard and learn as much as you can while you are in graduate school. In order to make a mark on our field, whether as a scientist, teacher, or consultant, you must have a strong foundation of knowledge in psychology and research methods. While you are here, make the most of all the resources available to you. Actively seek out mentoring from faculty, become involved in research, and above all, enjoy your time at UCF!

Despite the long nights studying for classes and working on research projects, most of us look back fondly on our graduate school experiences. Many of us still tell stories about the idiosyncrasies of our professors, and graduate school marks the beginning of lifelong friendships. Moreover, graduate school may be the first time many students are truly challenged intellectually. You are all very talented individuals. You would not be here if you weren't. I encourage you to make the most of your talents, as you are the future of our program and the future of psychology.

Sincerely,

Steve Jex, PhD
Professor and Director, Industrial and Organizational Psychology Ph.D. Program

Barbara Fritzsche, PhD
Associate Professor

Mark Ehrhart, PhD
Professor

Mindy Shoss, PhD
Associate Professor

Kristin Horan, PhD
Assistant Professor

Haylee Min, PhD
Assistant Professor

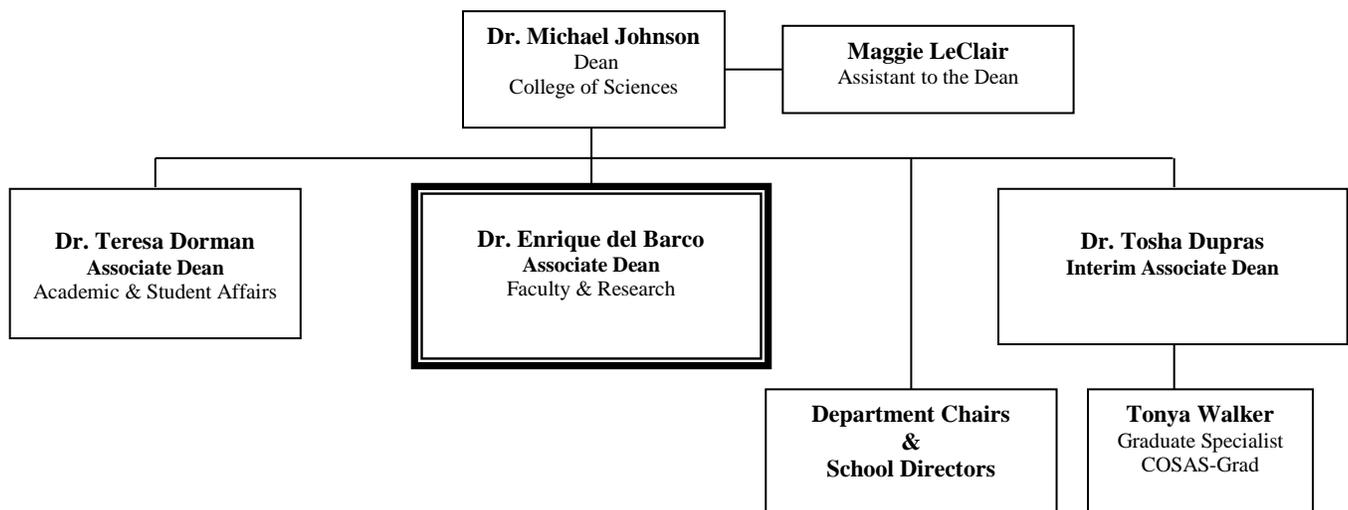
Shiyang Su, PhD
Assistant Professor

I. Mission Statement

The Doctoral Program in Industrial and Organizational Psychology at the University of Central Florida educates and trains its students “to generate and integrate scientific and professional knowledge, attitudes and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990, pp. 7-8). Our departmental mission statement [Appendix A] directs us to provide high quality education to include “the dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems.” Our doctoral program aspires to achieve excellence in research training and to contribute and perpetuate psychological science and practice through faculty and graduate student involvement in scholarly and professional activities. Our faculty and graduate students advocate for initiatives that affect the profession of psychology and the welfare of individuals and groups, and are active members of professional organizations and contributors to psychological science.

II. Organizational Chart

College of Sciences Organizational Chart (including Office of Graduate Services)



| College of Sciences Office of Graduate Services | | |
|---|--|--|
| cosgrad@ucf.edu | | |
| Dr. Michael Johnson 407/823-3491 michael.johnson@ucf.edu | Dr. Tosha Dupras 407/823-6725 tosha.dupras@ucf.edu | Tonya Walker 407/823-3898 tonya.walker@ucf.edu |

Doctoral Program Faculty and Staff

Steve Jex, Ph.D. (University of South Florida), Doctoral Program Director; Professor; interpersonal mistreatment in the workplace, employee health and well-being, retirement decision making, counterproductive work behaviors

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Barbara Fritzsche, Ph.D. (University of South Florida), Associate Dean Graduate Studies, Associate Professor; diversity in the workplace, workplace wellness, and workplace e-learning

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Mark Ehrhart, Ph.D. (University of Maryland), Professor; organizational climate and culture, organizational citizenship behavior, leadership, implementation, levels of analysis, and health/mental health organizations

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Mindy Shoss, Ph.D. (University of Houston), Associate Professor; employee stress and coping, counterproductive work behaviors, interpersonal relationships at work, job insecurity, adaptive performance, and the changing nature of work

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Kristin Horan, Ph.D. (Bowling Green State University), Assistant Professor; Interventions to improve employee health, safety, and well-being, high risk occupations, interactions between health behaviors and work

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Haylee Min, Ph.D. (Bowling Green State University), Assistant Professor; Methodology, measurement, item response theory, incivility, counterproductive work behavior, and interpersonal distrust at workplace

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Shiyang Su, Ph.D. (University of Minnesota), Assistant Professor; Psychometrics, research methods and statistics, computerized adaptive testing, adaptive learning and training, and computational organizational research

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Dani Draper (University of Central Florida), Admissions specialist; supports the administrative needs of faculty and students in the I/O programs

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III. Advising and Mentoring

Incoming graduate students will be assigned a faculty advisor who will assist them with their initial transition into the program. This faculty member will serve as the student's advisor until the student selects a research mentor (usually within the first semester). Subsequent planning is accomplished in conjunction with this mentor (or subsequent mentors) until the student forms a doctoral dissertation committee (usually in the third year). Students are free to change advisors at any time and/or be affiliated with more than one faculty member but should do so after consultation with their current advisor. Students are expected to consult on a regular basis with their advisor/major professor. The Program Director always remains a resource in the planning process. Planning takes into consideration the student's annual activity report (see Appendix B), the faculty annual review, student career interests, and training needs as determined by faculty, curriculum requirements, and program resources. The student annual report and updated CV serve to promote the skills required for life-long learning as a professional psychologist.

Student Support Services

The University of Central Florida, as a major research institution with over 60,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the Graduate Catalog and the UCF website (<http://www.ucf.edu/current/index.html>). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. Examples of programs offered by the University of Central Florida include:

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries. Basic services also include: allergy injections, blood pressure screening, consult-a-nurse services, immunizations, laboratory services, radiological services, pharmacy, post-injury care, referrals, physical exams, surgery (minor), and women's and men's clinics.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain COSEs. Staff attorneys interview each client individually to advise in the areas of law that concern the student. COSEs not covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.
- The *University of Central Florida Dispute Resolution Services* provides mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student-faculty, student-staff, student co-workers).
- The *Student Academic Resource Center* provides students with resources related to succeeding at the University such as workshops concerning study skills.
- The *Office of Evening and Weekend Studies* provides students with services such as student advocacy and assistance, information on campus and community resources, university and community referrals, pre-enrollment assistance, and registration assistance.

- The *Barbara Ying Center* serves international students and scholars and provides a social, cultural and intellectual focus for many university and community activities. Additional services include immigration counseling, international admission processing, and general advice and assistance relevant to international students attending UCF.
- The *University Counseling and Testing Center* provides counseling (individual, group, crisis), testing, and consultation services that are available to all UCF students.
- The *Multicultural Academic and Support Services* provides comprehensive and academic support, cultural enrichment, consultation, and referral services that promote the recruitment, admission, retention, and graduation of African American, Hispanic American, Asian American, and Native American students.
- The *Career Resource Center* offers comprehensive services geared to providing students with the skills, resources, and knowledge concerning establishment of careers after graduation.
- The *Office of Student Financial Assistance* provides students with information and assistance pertaining to available scholarships, grants, loans, and other sources of financial assistance available through the University.

IV. Degree Requirements

A. Steps to Completion

The emphasis in the first three years of the PhD curriculum is primarily on training in the foundational areas of industrial and organizational psychology. Taking a full load of courses, or nine hours per semester, it normally takes three years to complete the course work. The core course requirements must be completed prior to taking the Candidacy Exam. In addition, there will be elective courses that must be completed. These elective courses are incorporated into the doctoral program to provide a different perspective and to broaden the application of students' research.

Students should meet with their advisor on a regular basis to discuss their program of study. Moreover, in addition to completing coursework during the first three years of study, students are also expected to be actively involved in research. Seek an advisor who has the expertise to guide the research you are interested in and who has a mentoring style that you are comfortable with. To provide students experience with publishing and presenting research, students are expected to participate in research projects that will result in either publication or presentation at regional or national conferences. By the end of the third year, students are expected to have determined a research topic for their dissertation and have formed a dissertation committee (minimum of four individuals).

Students will typically take the doctoral candidacy exam during the summer following their third year. The candidacy exam consists of three written, closed-book sections that are designed to assess minimum competency at the doctoral level in I/O psychology. Candidates for the doctorate degree must successfully complete all three sections of the candidacy examination prior to beginning dissertation research (see details below concerning the candidacy and comprehensive examination requirements).

Upon being admitted to doctoral candidacy, the focus will be on the dissertation. For most students in the program, the research and the process of writing the dissertation takes one to two years. During this time, students are expected to remain in close contact with their dissertation research advisor to ensure the dissertation is of the highest quality. There are two required oral defenses of the dissertation. The first oral defense is a proposal meeting in which the student presents his/her research idea, study method, and proposed analyses. The second oral defense is the final dissertation defense that is conducted after the study has been completed. The dissertation committee will ask questions about the research and assess the level of competency with the research topic.

Before awarding a doctorate degree, candidates are required to complete at least 75 credit hours of required coursework and completion and oral defense of the dissertation.

B. Master's Degree en Route (optional)

Students enrolled in the doctoral program who wish to earn a master's degree en route to the PhD must meet with their PhD advisor and the program director for the MS program in Industrial and Organizational Psychology to plan a program of study. Students may be granted a master's degree after completing 38 hours of graduate courses in the PhD program including Industrial Psychology I, Organizational Psychology I, Professional Issues in I/O Psychology, Advanced Research Methods I and II, Advanced Social Psychology, and Psychometric Theory and Practice. Those who choose to do a master's thesis must also take a minimum of 6 hours of thesis and the three elective courses below. Those who choose the non-thesis option must take one Seminar in I/O Psychology, as well as either Industrial Psychology Practicum or I/O Psychology Consulting Practice, and the three elective courses below:

INP 6058 Job Analysis and Performance Appraisal (3 credit hours)

INP 6605 Training and Team Performance (3 credit hours)

INP 6215 Assessment Centers and Leadership (3 credit hours)

In addition, students taking the non-thesis option must document that they have co-authored a manuscript that was presented at a professional conference or submitted for publication in a professional journal or book.

C. Course Requirements and Sample Schedules

The Industrial and Organizational Psychology Ph.D. Program represents an integrated minimum four-year professional training sequence. It includes 75 hours of required course work which is designed to provide both factual and practical knowledge in traditional areas of Industrial and Organizational psychology.

Most students entering the program with a B.A. or B.S. degree will proceed to the Ph.D. degree in 4-5 years. The student has a maximum of seven years from the date of admission to the doctoral program to complete the dissertation. No courses taken since the program entry date at UCF may be older than seven years to apply toward completion of the program.

Following is the suggested professional development in the Industrial and Organizational Psychology program:

Doctoral Program in I/O Psychology 4-Year Schedule of Course Requirements without an MS en route degree

1st Year of Graduate Training

| Fall: | Spring: | Summer: |
|--|--|-------------------------------|
| PSY 7217C Advanced Research Methodology I (4) | PSY 7218C Advanced Research Methodology II (4) | EXP 6939 Teaching Seminar (3) |
| INP 7214 Industrial Psychology I (3) | INP 7310 Organizational Psychology I (3) | |
| INP 7081 Professional Issues in I/O Psychology (3) | Elective Specialty Course (3) | |
| Semester Total: 10 | Semester Total: 10 | Total: 3 |

2nd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|----------------|
| PSY 7219C Advanced Research Methodology III (4) | PSY 7315 Psychometric Theory and Practice (3) | |
| SOP 5059 Advanced Social Psychology (3) | INP 6933 Seminar in I/O Psychology (3) | |
| INP 6933 Seminar in I/O Psychology (3) | Elective Specialty Course (3) | |
| Semester Total: 10 | Semester Total: 9 | Total: 0 |

3rd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|-----------------------|
| INP 7251 Industrial Psychology II (3) | INP 7311 Organizational Psychology II (3) | Candidacy Exam |
| EXP 6506 Human Cognition and Learning (3) | INP 7071 Research Methods in Industrial and Organizational Psychology (3) | Directed Research (1) |
| Elective Specialty Course (3) | Elective Specialty Course (3) | |
| Semester Total: 9 | Semester Total: 9 | Total: 1 |

4th Year of Graduate Training

| Fall: | Spring: | Summer: |
|------------------------------------|------------------------------------|------------------------------------|
| PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) |
| Semester Total: 5 | Semester Total: 5 | Total: 5 |

Doctoral Program in I/O Psychology 4-Year Schedule of Course Requirements with an MS en route degree (thesis option)

1st Year of Graduate Training

| Fall: | Spring: | Summer: |
|--|--|-------------------------------|
| PSY 7217C Advanced Research Methodology I (4) | PSY 7218C Advanced Research Methodology II (4) | EXP 6939 Teaching Seminar (3) |
| INP 7214 Industrial Psychology I (3) | INP 7310 Organizational Psychology I (3) | |
| INP 7081 Professional Issues in I/O Psychology (3) | INP 6215 Assessment Centers and Leadership (3) | |
| Semester Total: 10 | Semester Total: 10 | Total: 3 |

2nd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|----------|
| PSY 7219C Advanced Research Methodology III (4) | PSY 7315 Psychometric Theory and Practice (3) | |
| SOP 5059 Advanced Social Psychology (3) | INP 6971 Thesis (3) | |
| INP 6971 Thesis (3) | INP 6605 Training and Team Performance (3) | |
| Semester Total: 10 | Semester Total: 9 | Total: 0 |

3rd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|-----------------------|
| INP 7251 Industrial Psychology II (3) | INP 7311 Organizational Psychology II (3) | Candidacy Exam |
| EXP 6506 Human Cognition and Learning (3) | INP 7071 Research Methods in Industrial and Organizational Psychology (3) | Directed Research (1) |
| INP 6058 Job Analysis and Performance Appraisal (3) | INP 6933 Seminar in I/O Psychology (3) | |
| Semester Total: 9 | Semester Total: 9 | Total: 1 |

4th Year of Graduate Training

| Fall: | Spring: | Summer: |
|------------------------------------|------------------------------------|------------------------------------|
| PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) |
| Semester Total: 5 | Semester Total: 5 | Total: 5 |

Doctoral Program in I/O Psychology 4-Year Schedule of Course Requirements with an MS en route degree (non-thesis option)

1st Year of Graduate Training

| Fall: | Spring: | Summer: |
|--|--|-------------------------------|
| PSY 7217C Advanced Research Methodology I (4) | PSY 7218C Advanced Research Methodology II (4) | EXP 6939 Teaching Seminar (3) |
| INP 7214 Industrial Psychology I (3) | INP 7310 Organizational Psychology I (3) | |
| INP 7081 Professional Issues in I/O Psychology (3) | INP 6215 Assessment Centers and Leadership (3) | |
| Semester Total: 10 | Semester Total: 10 | Total: 3 |

2nd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|----------------|
| PSY 7219C Advanced Research Methodology III (4) | PSY 7315 Psychometric Theory and Practice (3) | |
| SOP 5059 Advanced Social Psychology (3) | INP 6933 Seminar in I/O Psychology (3) | |
| INP 6933 Seminar in I/O Psychology (3) | INP 6605 Training and Team Performance (3) | |
| Semester Total: 10 | Semester Total: 9 | Total: 0 |

3rd Year of Graduate Training

| Fall: | Spring: | Summer: |
|---|---|-----------------------|
| INP 7251 Industrial Psychology II (3) | INP 7311 Organizational Psychology II (3) | Candidacy Exam |
| EXP 6506 Human Cognition and Learning (3) | INP 7071 Research Methods in Industrial and Organizational Psychology (3) | Directed Research (1) |
| INP 6058 Job Analysis and Performance Appraisal (3) | INP 6945C Industrial Psychology Practicum (3) | |
| Semester Total: 9 | Semester Total: 9 | Total: 1 |

4th Year of Graduate Training

| Fall: | Spring: | Summer: |
|------------------------------------|------------------------------------|------------------------------------|
| PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) | PSY 7980 Doctoral Dissertation (5) |
| Semester Total: 5 | Semester Total: 5 | Total: 5 |

Doctoral Program in Industrial and Organizational Psychology Required Courses

Total Hours Required for Ph.D. - Minimum of 75 credit hours beyond the bachelor's degree; minimum of 45 credit hours beyond the master's degree

Required I&O Area Courses - 33 Credit Hours

- INP 7214 Industrial Psychology I (3 credit hours)
- INP 7251 Industrial Psychology II (3 credit hours)
- INP 7310 Organizational Psychology I (3 credit hours)
- INP 7311 Organizational Psychology II (3 credit hours)
- INP 7081 Professional Issues in I/O Psychology (3 credit hours)
- INP 7315 Psychometric Theory and Practice (3 credit hours)
- PSY 7217C Advanced Research Methodology I (4 credit hours)
- PSY 7218C Advanced Research Methodology II (4 credit hours)
- PSY 7219C Advanced Research Methodology III (4 credit hours)
- INP 7071 Research Methods in Industrial and Organizational Psychology (3 credit hours)

Required Psychology Field Courses - 6 Credit Hours

- SOP 5059 Advanced Social Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses - 6 Credit Hours

- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours, taken twice) or
- INP 6971 Thesis (3 credit hours, taken twice)

Teaching Experience - 3 Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)

Elective Specialty Courses – 12 Credit Hours

Students must select four elective courses. These courses must be approved by the student's major advisor and the program director. Note, however, that all courses in the set must be approved by the I/O Program Committee. The available courses may include but are not limited to:

- INP 6933 Seminar in I/O Psychology (3 credit hours)
- MAN 6311 Advanced Topics in Human Resources Management (3 credit hours)
- MAN 7207 Organizational Theory (3 credit hours)
- MAN 6385 Strategic Human Resources Management (3 credit hours)
- INP 6058 Job Analysis and Performance Appraisal (3 credit hours)
- INP 6605 Training and Team Performance (3 credit hours)
- INP 6318 Recruitment, Placement, and Selection (3 credit hours)
- INP 6215 Assessment Centers and Leadership (3 credit hours)
- INP 6945C Industrial Psychology Practicum (3 credit hours)

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

D. Teaching Experience

Most students serve as a teaching assistant in their first and/or second year in the program. The College of Graduate Studies requires mandatory GTA Associate Training before any graduate student will be permitted to teach independently and have full responsibility for all pedagogical aspects of the assigned course(s). To qualify as a GTA Associate, students must complete the GTA Grader and Assistant online modules, as well as the GTA Associate online module in UCF Webcourses and attend an all day, face-to-face workshop presented by the Faculty Center for Teaching and Learning. The Faculty Center for Teaching and Learning hosts one face-to-face workshop prior to the start of the fall, spring, and summer terms.

Prior to teaching as instructor of record, students must also take the course EXP 6939 Teaching Seminar, which is taught each summer.

Students teaching as instructor of record are required to submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's major professor or members of the student's doctoral committee who directly observed or viewed videotapes of at least one lecture. Students will be required to administer student evaluations to their class mid-way through the semester so that they can receive feedback and make any necessary changes. The student's advisor will provide ratings of his/her performance as instructor of record at the end of the semester. If the advisor believes that the student has not performed satisfactorily, he/she will determine remediation specific to the student's weakness (e.g., presentation skills). This remediation is not limited to but may include the following: serving as a guest lecturer for another instructor of record, taking a course or seminar, or teaching another semester.

Fulfillment of the traditional Teaching requirement is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the University.

E. Degree Plan of Study

Overview of the Scientist-Practitioner Model

The program philosophy and mission of the doctoral program in industrial and organizational psychology at the University of Central Florida are grounded within a training approach designed to produce “scientist-practitioners.” The scientist-practitioner model represents an integrative approach to science and practice wherein trained psychologists embrace a research orientation in their practice and seek to maintain a practical relevance in their research (i.e., science informs practice and practice informs science). Thus, scientist-practitioners are exemplified by their use of an integrated approach to science and practice rather than a particular role or job title, and develop interlocking skills that promote a process of psychological investigation, assessment and intervention throughout their careers. All components of the industrial and organizational psychology PhD training program are consistent with the American Psychological Association Ethical Principles of Psychologists (Appendix B). Sensitivity to issues related to cross-cultural, multi-ethnic, and other individual differences is reflected at all levels of training. The desired result of a scientist-practitioner training model is “a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology. The scientist-practitioner model is ideal for psychologists who utilize scientific methods in the conduct of professional practice” (Proceedings of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology, January 16-20, 1990, Gainesville, Florida).

Training Emphasis

The Education and Training Committee of the Society for Industrial and Organizational Psychology (Division 14 of the American Psychological Association) prepared *Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* (hereafter called, “Guidelines”). The UCF industrial and organizational psychology PhD program is designed to train students according to these American Psychological Association-approved Guidelines.

The Guidelines follow the scientist-practitioner model and a competency-based approach. The Guidelines state that, “taking the scientist-practitioner model seriously means that doctoral education needs to focus on both the theory and application associated with all content areas” (p. 3). All students, regardless of whether they expect to pursue academic or applied careers, must be knowledgeable in theory, research methods, and the application of the content areas to applied practice. The competency areas to be trained include:

1. Consulting and Business Skills
2. Ethical, Legal, and Professional Context of I-O Psychology
3. Fields of Psychology
4. History and Systems of Psychology
5. Research Methods
6. Statistical Methods/Data Analysis
7. Attitude Theory, Measurement, and Change

8. Career Development
9. Consumer Behavior
10. Criterion Theory and Development
11. Health and Stress in Organization
12. Human Performance/Human Factors
13. Individual Assessment
14. Individual Differences
15. Job Evaluation and Compensation
16. Job/Task Analysis and Classification
17. Judgment and Decision Making
18. Leadership and Management
19. Organization Development
20. Organization Theory
21. Performance Appraisal and Feedback
22. Personnel Recruitment, Selection, and Placement
23. Small Group Theory and Team Processes
24. Training Theory, Program Design, and Evaluation
25. Work Motivation

Students should familiarize themselves with the description of each competency area as described on the SIOP website (www.siop.org). Students will develop knowledge and skill in these 25 competency areas through formal course work, internship, independent study, and research experiences.

Our program takes advantage of and builds upon a multitude of university and community partnerships consistent with the mission of UCF as a major urban university. There is also an infusion of diversity throughout the program that accurately reflects the surrounding society and can proactively respond to meet the needs of an increasingly diverse workforce. The program emphasizes cultural diversity by actively recruiting quality faculty and talented students with varied cultural backgrounds, as well as by offering courses that emphasize cross-cultural perspectives and considerations.

Program Goals

Consistent with the Department's Mission Statement, the doctoral program in industrial and organizational psychology's overall goals are to: (a) train and educate leaders in psychology at the doctoral level within the scientist-practitioner tradition; (b) expand and disseminate scientific knowledge about behavior at work through publications in scientific journals, conference presentations, and teaching; (c) strive to apply psychological principles to solve workplace problems and thus improve the quality of individuals' work and nonwork lives; and (d) produce psychologists who understand the ethics, principles and practice of psychology. The overall goals of the training program are consistent with that of the Mission Statement of the Department, the College of Arts and Science, Graduate Studies, and the University.

Overview of Curriculum Goals

The industrial and organizational psychology doctoral program curriculum plan (a) provides extensive coverage and a strong grounding in the substantive core areas of psychology, (b) develops a foundation of knowledge relevant to critical thinking, scientific methods, and data analysis, (c) develops general and specific competency areas specified by SIOP, (d) provides

multiple opportunities for students to develop the necessary skills and ambition to generate new knowledge through ongoing research and scholarly activities, (e) develops a foundation of knowledge and requisite skills in career-relevant domains. The integration of science and practice is achieved in several ways. Students are actively engaged in ongoing activities related to research such as literature reviews, the design and implementation of empirical investigations, data collection and analysis, psychometric design and evaluation of measures, and program evaluation.

Expectations of Doctoral Students

Graduates of the program are expected to be highly competent scientists who can contribute to both the science and practice of the discipline of industrial and organizational psychology. Graduates are expected to independently generate new knowledge and contribute to extant knowledge in the psychology field through publication and presentation of original research. They are also expected to be erudite consumers of psychological and psychologically related research findings, and to have the ability to utilize this knowledge and future research findings when practicing psychology as a professional. Graduates of the program are expected to be skilled in the delivery of a broad range of diagnostic, assessment, consultative, and instructional practices that enable them to design, initiate, evaluate, and modify these practices to meet the needs of the client. They are also expected to conduct research and engage in applied practice in a manner that reflects a thorough understanding and is consistent with relevant ethical, professional practice, and legal standards. Graduates are expected to be knowledgeable of issues and sources of individual, group, and cultural diversity and variation as they relate to the practice of industrial and organizational psychology.

Development of Competencies

The Doctoral Program in Industrial and Organizational Psychology develops the aforementioned competencies behaviorally by requiring students to complete a pre-established curriculum of core and specialty courses and engage in research. Students often also choose to complete independent studies, an internship, and additional coursework.

Seminar in I/O Psychology

Seminar in I/O Psychology (INP6933) provides an in-depth examination of specialty topics in I/O psychology with an emphasis on improving students' critical thinking and empirical research skills. All students will take at least one seminar, but it is highly recommended that students take more than one seminar. As part of the seminar, students will read and discuss the literature in a focused area, lead a class discussion on an applied topic, complete a research project, attend weekly Brown Bags, and present their completed projects at the end of the semester. Because one semester is a short time frame to complete a research project, students are encouraged to meet with the professor teaching the seminar prior to the start of the semester to narrow their topic and research strategy.

Below are brief descriptions of seminars that are offered on a rotating basis. Seminars are subject to change over time based on faculty and student interests:

Seminar in Occupational Health Psychology
Dr. Mindy Shoss, Steve Jex, and Kristin Horan

Occupational Health Psychology (OHP) is an emerging field of study that takes an interdisciplinary approach to understanding and addressing the intersection of work and well-being. This seminar offers students the opportunity to pursue research projects within the realm of OHP. Potential topics include, but are not limited to:

- Workplace interpersonal relationships (both positive – e.g., social support, and negative – e.g., interpersonal counterproductive work behavior, abusive supervision) as facilitators of, threats to, and outcomes of well-being.
- Causes and consequences of workplace aggression and other forms of misbehavior at work.
- Impact of changes in the nature of work and the employee-organization relationship (e.g., work hours, job insecurity, non-traditional work, income inequality, prior experience with layoffs) on worker well-being and behavior.
- The roles of job characteristics (e.g., control), personality, appraisal, and coping mechanisms in shaping well-being and behavior.
- The impact of well-being at different “levels”— meaning and consequences of within-person, person, and group-level well-being.
- Interventions designed to enhance employee health, safety and well-being

Seminar on Workplace Diversity and Culture
Dr. Barbara Fritzsche

With demographic shifts and the globalization of work, workplaces continue to become increasingly diverse. This presents challenges for organizations as they strive to acknowledge the unique contributions that diverse individuals bring to work while creating cohesive work teams with shared values and goals. This seminar offers students the opportunity to pursue research projects within the realm of workplace diversity. Potential topics include, but are not limited to:

- Theories of stereotyping, prejudice, and discrimination
- The understanding of intersectionality (when you are a black, older woman, for example)
- Public policy and workplace diversity
- Concealable stigmas at work
- The effects of subtle v. blatant prejudice and discrimination on workplace outcomes
- “Second hand” effects of prejudice and discrimination
- Theories and research specific to one group (e.g., race or ethnicity, gender or sex, physical or mental disabilities, sexual orientation, age)
- Diverse workgroups and teams
- Theories of cultural diversity
- Diversity initiatives that work

Seminar in Counterproductive Work Behavior

Dr. Steve Jex

Counterproductive work behavior (CWB) is becoming one of the most heavily researched areas in I/O psychology. The primary reason for this increased interest is that CWB is often to very costly to organizations, and may have other effects such as harming an organization's reputation and may even lead to lawsuits. Many forms of CWB also contribute to lowered health and well-being among employees. There may be some limited instances, however, where certain forms of CWB may have positive effects. The primary purpose of this course is to develop a greater understanding of both the causes and consequences of CWB. We will also examine interventions designed to reduce the risk of CWB. Potential research topics include (but are not limited to):

- Organizational factors (e.g., Injustice, Work Stressors) that contribute to the development of CWB.
- Mechanisms that mediate the relationship between organizational factors and the propensity to engage in CWB.
- Moderators of the relationships between work-related stressors and the propensity to engage in CWB.
- Evaluation of interventions designed to decrease CWBs.
- Examination of CWBs in unique employee populations such as older workers, younger workers, teleworkers, or temporary workers.

Evaluation of Competencies

Competency in the aforementioned areas is evaluated by means of regular programmatic review of student performance and progress, whereas activities and career trajectories of future graduates of the program are assessed on an annual student activity report. The entire industrial and organizational psychology faculty committee reviews student performance in research, course work, and professional behavior annually. Students are provided with a developmental feedback of their annual review and can meet individually with their advisor to discuss the review. Behavioral goals for the ensuing training period are outlined and discussed with the student.

Examinations

Throughout the program, students can expect regular assessments of their competency. The assessments will take various forms, such as closed-book written examinations, take-home written examinations, homework assignments, oral presentations, research papers, essays, and in-class discussions. Pay attention to individual faculty members' syllabi and policies for the successful completion of course requirements.

F. Doctoral Candidacy

Philosophy and Content

The Candidacy Exam is a comprehensive examination assessing knowledge, skills, and critical thinking abilities relevant to research methods, theories, and empirical research in the field of I&O Psychology. The topic areas covered by the examination are consistent with the core content areas detailed in the *Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology*. The exam will be organized around 3 core areas. They are industrial psychology, organizational psychology, and research/statistical/quantitative methods. Knowledge, skills, and abilities relevant to these areas will be assessed through a closed-book, closed notes, essay examination designed to measure (a) knowledge of the core content domains, (b) relationships between content domains, and (c) critical thinking and problem solving abilities with respect to the various domains. Questions will be broad and integrative in nature.

Administration and Scheduling

Responsibility for preparing, administering and scoring the exam rests with the program faculty (Drs. Jex, Fritzsche, Ehrhart, Shoss, Horan, Min, and Su). This committee will be responsible for writing items, administering the exam, and scoring the examination items. The committee will peer-review items to ensure content validity and fairness. Where appropriate and needed, the committee will enlist faculty outside of the I/O program to assist in writing and grading items. The Industrial Psychology, the Organization Psychology, and the Research Methods areas are tested. Each exam is 7 hours. While students may obtain selected past questions for practice, they may not be given past answers. Students looking to obtain past questions can contact the program assistant who will coordinate with the faculty.

Grading and Scoring

Each exam presents students with 7 questions of which they must choose to answer 5. Exam items are graded on a 5-point scale (0-4) scale. Two committee members will independently score each item. A third committee member will be called upon if consensus has not been reached. To pass an area, the student must receive a 3.0 or higher average on the 5 questions within that area. To be admitted into Doctoral Candidacy, the student must pass all three exams. Students are permitted two retakes of each exam. Students must only retake the individual exams they did not pass. Failure to pass the exam on the third attempt will result in reversion out of the doctoral program. Successful answers will demonstrate (a) knowledge of the core content domains, (b) understanding of relationships between content domains, and (c) critical thinking and problem solving abilities with respect to the various domains.

G. Time Limitation

A student has seven years from the date of admission to the doctoral program to complete the dissertation. If the seven-year limit is exceeded, the candidacy examinations as well as course work may need to be repeated.

H. Dissertation Committee

Doctoral students must have passed all three candidacy exams and must have formed a Dissertation Advisory Committee prior to being admitted into doctoral candidacy and being permitted to register for dissertation hours. The Committee will consist of a minimum of four members. Two committee members (including the dissertation chair) must be members of the Ph.D. program faculty (Jex, Ehrhart, Fritzsche, Shoss, Horan, Min, and Su). If the chair of the dissertation advisory committee has not served previously on a committee that has graduated a student, another member who has this experience must be designated as the vice chair. At least one additional member of the committee must be a qualified regular faculty member from the student's department at UCF. The fourth member must be from either outside the student's department at UCF or outside the university.

Committee membership must be approved by the Program Director and the Dean or designee of that College. All members must be in fields related to the dissertation topic. UCF Graduate Studies reserves the right to review appointments to a dissertation advisory committee, place a representative on any dissertation advisory committee, or appoint a co- chair. A student may request a change in membership of the dissertation advisory committee.

All members vote on acceptance or rejection of the dissertation proposal and the final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.

Dissertation Committee Approval Form

These approval forms should be turned in to the program support representative. Refer to the following website for more information.

http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5696#Dissertation_Requirements

Dissertation Committees

Oral presentation of the thesis/dissertation prospectus must be made to the Thesis/Dissertation Committee for approval prior to starting the research. The proposal generally includes the following: (a) title, (b) introduction to the problem, (c) comprehensive review of relevant literature, (d) establishing the uniqueness of the study, (e) theoretical background and hypotheses, (f) planned methodology, and (g) planned data analytic approach. Students are encouraged to write their thesis and dissertation using APA publication style (see APA Publication Manual, 5th edition) and to submit their completed research to relevant professional journals in the field. An appendix to the thesis and/or dissertation may be used to include a more comprehensive literature review as determined by the student's committee members. After submitting a written proposal to the Thesis/Dissertation Committee, the committee meets with the student to discuss and evaluate the proposal. The approval of the proposal by a majority of

committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study.

After receiving committee approval for the thesis/dissertation, all students must receive approval from the University's Institutional Review Board (IRB) before data can be collected from human participants. Information about this process can be obtained from the Office of Research (www.research.ucf.edu). Failure to obtain this prior approval could jeopardize receipt of the student's degree.

Students should refer to the Graduate Studies Thesis and Dissertation webpage which describes UCF's formatting requirements for theses/dissertations and outlines the steps graduate students must follow to submit their theses/dissertations to Graduate Studies for binding. Graduate students can obtain more information from clicking the following link: <https://graduate.ucf.edu/thesis-and-dissertation/>.

Additionally, the Thesis/Dissertation Editor maintains online workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a thesis and dissertation. Except as modified by UCF formatting requirements, APA publication guidelines should be followed in the preparation of thesis and dissertation manuscripts.

Students who wish to complete their degree in a given semester must hold their oral defense and turn in their final unbound copies to the Thesis and Publications Editor in Graduate Studies by the dates shown on the University Academic Calendar. Doctoral students also must provide one unbound copy for microfilming by University Microfilms International (UMI). The editor will send dissertations to UMI, with the student's completed UMI form and microfilming fee.

Each semester, the UCF Thesis and Publications Editor presents workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a thesis and dissertation. Students who are participating in graduate-level research are encouraged to attend a workshop. All graduate students will be required to submit their thesis or dissertation electronically. More information can be found by logging in to the Thesis and Dissertation Services link: https://ww2.graduate.ucf.edu/ETD_Student_Services/.

I. Doctoral Dissertation

The dissertation is viewed as a learning experience that enhances the development of the scientist-practitioner, and serves to demonstrate that the student is competent to complete an original, independent scientific investigation that furthers psychological knowledge. Student dissertation research begins only after successful completion of the Candidacy and Comprehensive Examination. Doctoral students must have a Dissertation Advisory Committee once the comprehensive exam is passed. Students will complete a minimum of 15 dissertation credit hours to meet the requirements for graduation, be registered for at least one dissertation credit each semester that dissertation work is conducted, and be registered for at least one dissertation credit during the semester of the oral defense.

When a student is scheduled to defend, a format review by the university editor must be completed to ensure that all standards are being met. If a format review is not completed, the student is not guaranteed to graduate from the program. Assuming that an appropriate committee has been selected and approved by the College Graduate Dean, a student becomes responsible for scheduling his/her defense date, location, and time with the department. This should be completed roughly one month before actual defense to allow ample time for announcement. UCF Graduate Studies sets deadline dates every term for intending students. If students miss the defense deadline, although they will be able to continue with their defense, they will not be able to graduate during that term. One of the final steps to the defense process is submitting the final paperwork to the university editor by the set deadline. If students miss the deadline set by the university editor, they will not be allowed to graduate during that term. For more information, please visit the Thesis and Dissertation services site at https://ww2.graduate.ucf.edu/ETD_Student_Services/.

J. Post-Candidacy Enrollment

Prior to enrollment into PSY7980 Doctoral Dissertation, you must have passed candidacy and your dissertation committee must be reviewed and approved by the College of Sciences Associate Dean of Graduate Studies. This form can be found online at <https://graduate.ucf.edu/forms-and-references/> (Graduate Studies home page > About > Forms and References > Doctoral Committee/Candidacy Status Form).

Doctoral students engaging in dissertation research must be continuously enrolled in at least three hours of PSY7980 every semester, including summers, until they successfully defend and submit their dissertation to the University Thesis Editor. The three hours of dissertation enrollment each semester reflects the expenditure of university resources, particularly if more than the minimum number of hours is required for completion of the dissertation.

K. Graduate Research

Research is a critical component of training in the Industrial and Organizational Psychology Ph.D. program. Students are expected to begin research activities soon after entering the program and to continue their research involvement throughout their graduate career. Minimum research requirements include completion and oral defense of a Doctoral dissertation.

Dissertations are designed to promote the integration of conceptual issues, research design, and knowledge of basic psychology, and to provide students with the skills required to conduct empirical research. Active involvement in research throughout graduate training (in addition to the minimal requirements), presentation of research at professional conferences and meetings, and manuscript submission to scientific journals are strongly encouraged of all students.

Students are also expected to follow all IRB rules for the treatment of human participants. Please see <http://www.research.ucf.edu/Compliance/irb.html>. As professionals, graduate students are expected to conduct research responsibly. Academic dishonesty (e.g., plagiarism), mistreatment of research participants, and other unethical behavior will not be tolerated and will result in immediate reversion out of the program.

UCF offers several resources to graduate students that will help develop professional and research skills. For example, the Graduate Student Association holds workshops on thesis and dissertation formatting, library research, and writing essentials. The University Writing Center provides one-on-one consultations to graduate students. Students are strongly encouraged to take advantage of the professional development programs offered at UCF.

Graduate Student Presentation

The Division of Graduate Studies offers a Presentation Award that provides funding for master's, specialist, and doctoral students to deliver a research paper or comparable creative activity at a professional meeting. Students must be the primary author and presenter. More information can be found on the Graduate Studies website: <https://graduate.ucf.edu/presentation-fellowship/>.

Student Government Association (SGA) Activity and Service Fee Travel Funding

Travel funding can be provided for both individuals and RSOs through UCF Student Government Association. Information and forms can be found at <http://ucfsga.com/services/funding/>. Direct links can also be found on KnightConnect under the SGA Forms page. Please e-mail inquiries to the Senate Pro Tempore at sga_pro@ucf.edu and or the Deputy of Senate Operations at sga_dsop@ucf.edu.

Human Subjects

If the student chooses to conduct research that involves human subjects (i.e. surveys, interviews, etc.), he or she must gain Institutional Review Board (IRB) approval prior to beginning the study. For access to the IRB submission form and sample consent forms, please visit the Office of Research website: <http://www.research.ucf.edu/> > Research Integrity & Compliance > IRB Webpage > Investigators > Principal Investigator's Manual.

Questions, complaints or concerns related to research involving human participants conducted at or under the auspices of the University of Central Florida can be directed to the UCF IRB Office at telephone (407) 823-2901, or email irb@ucf.edu.

Ethics in Research

Researchers in every discipline have a responsibility for ethical awareness as the status of the profession rests with each individual researcher. The ethical collection and use of information includes, but is by no means limited to, the following: confidentiality, accuracy, relevance, self-responsibility, honesty, and awareness of conflict of interest. The University of Arizona's Code of Research Ethics provides our students with guidelines for responsible practice in research.

This code of ethics can be found here:

<http://facultygovernance.arizona.edu/sites/facgov/files/code-of-ethics-research.pdf>. Students are also expected to read and abide by the American Psychological Association Ethical Principles and Code of Conduct. Please see <http://www.apa.org/ethics/code2002.html>.

Patent and Invention Policy

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and to (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate student as inventor will according to this policy share in the proceeds of the invention.

The full policy is available online from the Graduate Catalog:

<http://catalog.ucf.edu/content.php?catoid=4&navoid=201#proprietary-and-confidential-information>.

UCF's Thesis & Dissertation Web Page

The Thesis and Dissertation web page provides guidelines for preparing, formatting and submitting your dissertation:

<https://graduate.ucf.edu/thesis-and-dissertation/>

L. Graduation

Application process

Students are required to file an "Intent to Graduate" form prior to the semester of completion.

All students intending to graduate must have a completed audit (or nearly completed) in order to have their intent accepted by Graduate Studies. It is possible that courses are not titled exactly as they appear on the audit (special topic courses are a great example) and require a "course substitution".

To receive a course substitution, students must have their degree audit in hand with the substitution information indicated on the audit. The substitution must be approved by the program coordinator before turning in the paperwork to the program support representative. A substitution cannot be completed by the program support representative without the corrected audit in hand and proof of approval from that specific program coordinator.

In addition, it is a students' responsibility to check their account to ensure they are free of any financial holds from the university. Any student on hold with the university will not receive their degree until the hold is cleared. It is also important to monitor all deadlines associated with graduation. Particularly; there are two deadlines that will prevent graduation (ex, thesis/dissertation defense deadline, submission of thesis/dissertation defense to editor deadline). Information regarding the graduation deadlines can be found at the following link:
<https://graduate.ucf.edu/commencement/>

V. General Policies

A. Student Rights and Responsibilities

The Golden Rule is provided to answer any questions a student may have about the university rules and regulations, as well as outlines a student's rights and responsibilities. The Golden Rule can be found online at <http://www.goldenrule.sdes.ucf.edu/>. In addition, graduate students can find additional information about their responsibilities in the Graduate Catalog, found online at <https://graduate.ucf.edu/policies-procedures/>.

For more information about college and university graduate policies, see also:

Psychology Department Website:

<http://psychology.cos.ucf.edu>

College of Sciences Graduate Website:

<http://graduate.cos.ucf.edu/>

UCF Graduate Studies Website:

<http://ucf.catalog.acalog.com/content.php?catoid=4&navoid=235>

B. Satisfactory Academic Performance

Satisfactory performance involves maintaining the standards of academic progress and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in termination of the student from the program.

The university requires that students must maintain a graduate status GPA of at least 3.0 or higher in order to maintain graduate student status, receive financial assistance, and qualify for graduation. The graduate status GPA is the cumulative GPA of graduate courses taken since admission to the degree program. This graduation requirement for a minimum 3.0 GPA in all graduate courses completed since admission into the graduate program cannot be waived. The policy can be found at <http://ucf.catalog.acalog.com/content.php?catoid=4&navoid=201> > Academic Progress and Performance. Students of the College of Sciences are also required to maintain a 3.00 GPA in all coursework included in the program of study.

A program or graduate status GPA below 3.00 at the end of any semester will result in a student being placed on probation. The student is given the next nine hours of their program coursework to improve their GPA to 3.00 or better. While in this status, a student is eligible for tuition support and employment in a graduate position; however, the program may choose to

discontinue either of these until the student resolves his/her status. If a student wishes to appeal a change in status, an appeal may be filed with the Director of the program. No graduate-level courses with a grade of “C+” or lower are acceptable in the PhD program. In the event a student receives a grade of C+ or lower in a course, they must retake the course. Graduate students whose overall GPA falls below 2.0 will be reverted to non-degree seeking status. With this non-degree seeking status, you will also lose assistantship benefit and tuition waiver.

A student may earn a maximum total of 6 semester hours of “C” or lower and must maintain a 3.0 GPA (it is possible to be below 3.0 GPA with all B- grades) in courses while in the Industrial and Organizational psychology program. The final transcript may not contain unresolved “I” grades. This does not imply that a course in which a student has received these grades cannot be repeated to provide a better grade. Both grades will be used in computing the GPA. There is no forgiveness policy on graduate grades. Exceeding 6 semester hours of “C,” “U,” or unresolved “I” grades is reason for reversion to post-baccalaureate status.

C. Satisfactory Academic Progress

Doctoral students must be enrolled in full-time status, for at least two contiguous semesters following admission into the degree program.

For completion of the degree, courses older than seven years cannot be applied toward a graduate program of study. In order to allow courses older than seven to be applied toward the program of study, the student must file a petition.

D. Full Time and Continuous Enrollment

Full-time graduate status is nine (9) hours during the fall and spring Semesters and six (6) hours during the summer semesters, until regular graduate course work is completed.

Doctoral students who have finished all of their coursework and have passed their candidacy exam are considered full-time for fellowship, employment and tuition waiver purposes if they enroll in 3 hours of dissertation research (PSY 7980) for each term until degree requirements are completed.

Once a student has begun work on their dissertation, he or she must be continuously enrolled in dissertation course work for a minimum of three hours each semester.

Requirements that need to be met for federal loan eligibility override graduate full-time enrollment requirements. A student may be held to other enrollment requirements, as defined by doctoral fellowships, financial awards, veteran status, employment, or other outside agencies.

Restricted Registration

If a course is “closed” and falls under one of the following, the student must obtain a Restricted Registration Agreement form and submit it to the support representative with the faculty’s signature. Restricted Registration Form:

<http://www.cos.ucf.edu/graduate/current-students/forms/> > Restricted Registration Agreement Form

| General Title | Special Grad | Grad. & Prof. |
|---|--------------|---------------|
| Directed Independent Studies | 5907 | 6908 |
| Directed Research | 5917 | 6918 |
| Internships, Practicum, Clinical Practice | 5944 | 6946 |
| Study Abroad | 5957 | 6958 |
| Research Report | | 6909 |
| Thesis | | 6971 |
| Doctoral Research | | 7919 |
| Doctoral Dissertation | | 7980 |

If a class is “closed” and does not fall under one of the above, the student must obtain an override form from the program support representative. Overrides are not handled by students, only by staff. Please email your program support representative if you are in need of an override.

Once a student has begun work on their dissertation, he or she must be continuously enrolled in dissertation course work for a minimum of three hours each semester.

A student may be held to other enrollment requirements, as defined by financial awards, veteran status, employment, or other outside agencies.

E. Transfer Coursework

Doctoral transfer credits typically consist of graduate course work completed at a regionally accredited institution or recognized foreign institution (including UCF) BEFORE a student is given graduate status in his/her doctoral program at UCF. Typically, no more than 12 hours are accepted for transfer. Only graduate-level or higher courses may be accepted as transfer credits. Similarly, only courses with a grade of "B-" or higher may be transferred into a program of study. The acceptance of transfer credits must be approved by the program director of the student's major advisor.

For doctoral programs, a minimum of half of the total hours in the degree program must be taken at UCF. Credits that are part of an earned master’s degree can be transferred into the plan of study upon approval of the program. Transfer credits from an unearned degree that are seven years or older at the time of admission, will not be transferred into a student’s Program of Study. If the transfer hours are not from a completed master’s degree, a course-by-course transfer is required and the 7-year rule is applicable.

Students are limited to transferring 9 hours of graduate level coursework taken at UCF while an undergraduate or that was taken as a part of the Senior Scholars program.

F. Incomplete Grades

Students who received an incomplete (I) in a course are encouraged to resolve this incomplete as soon as possible; however, it must be resolved within one calendar year or prior to graduation certification, whichever comes first. Incompletes left unresolved will be changed to F (or a U in thesis, dissertation or research report) if not resolved in the allowed time period. Incomplete grades cannot be used towards completion of the program of study.

Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

G. Withdrawal Policy

If a student decides to withdraw from a course, he/she must do so by the semester's withdrawal deadline. In doing so, the student is still liable for tuition and fees for the course.

H. Petitions and Grievances

It is the policy of the Doctoral Program in Industrial and Organizational Psychology in the Department of Psychology at the University of Central Florida to provide a safe, comfortable, and positive learning and working environment for students, faculty, and staff. The Doctoral Program will not tolerate any discrimination or harassment based on gender, race, ethnicity, sexual orientation, religious preferences, disability, or age. Interactions between and among students, faculty and/or staff are expected to occur in a professional and responsible manner consistent with APA ethical guidelines and established social etiquette.

The Industrial and Organizational Psychology faculty recognizes that conflicts between students or between students, faculty and/or staff can occur for a variety of reasons despite consistent efforts to maintain a positive interpersonal ambience in the program and department. Students and faculty are encouraged to resolve these conflicts quickly and in a responsible manner. A variety of options are available to students who believe that a conflict cannot be resolved through discussion with involved students, faculty, or staff. The Industrial and Organizational psychology program recommends that concerns be expressed to faculty in the following sequence. In the event that a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the Industrial and Organizational Psychology faculty, that student is advised to bring the grievance to the Department Chair. The Department Chair reviews the grievance and consults with the student to determine whether the grievance can be settled amicably. Grievances not settled amicably at the department level may be taken to the Assistant Dean of Graduate Studies in the College of Sciences, then to the Dean of Graduate Studies, and to the Graduate Counsel for consideration and review.

Grievances may include, but are not limited to, the following areas: academic provisional status, training assignments, practicum, evaluation (including grades, training assignment, professional attitudes and ethics), departmental policies, thesis and dissertation, and quality of teaching. It is hoped that grievances will rarely arise and that when they do occur, they can be satisfactorily resolved during the initial steps of the procedures. The Industrial and Organizational Psychology

faculty will initiate procedures to address issues raised by students. In addition, formal grievance procedures are available through the Department Governance Guidelines, the University Sexual Harassment Policy and Procedures Guidelines, Industrial and Organizational Psychology Handbook, and the Academic Grievance Procedures in the Office of Student Affairs. Retribution based on student complaints or grievances will not be tolerated in accord with established University policy. For more information, please refer to the Graduate Catalog: <http://ucf.catalog.acalog.com/content.php?catoid=4&navoid=201#academic-grievance-procedure>

VI. Professional Development

Work Policy

The Industrial and Organizational Psychology Ph.D. program at University of Central Florida expects students to be full time students, so it is not recommended to get employment that requires more than 20 hours/week during the completion of the program.

Students with 10 hours/week or 20 hours/week department assistantship may be eligible to receive a partial or full tuition waiver (excluding the student fees).

Assignments will be based on student experience/training, preference, department need, match with faculty's research, and availability. Students are encouraged to discuss with the program director preferences and needs, however due to the limited financial resources, it is not guaranteed that everybody will receive what they preferred. Newer students will be prioritized because of less opportunity and availability to find outside sources of employment. First year students are usually assigned as GTA (graduate teaching associate/assistant) position and more advanced experienced students may be assigned as GTA or GRA (graduate research assistant). If a student plans to pursue any employment or assistantship opportunity outside of the Psychology Department, he/she must have advisor approval.

In order for students to be employed as Graduate Teaching Assistant, they must first complete the required UCF GTA Workshop and Legal Module. In order for students to be employed as Graduate Teaching Associate, students are also required to complete 18 hours of coursework in the discipline they intend to teach.

The Faculty Center for Teaching and Learning (FCTL) offers an optional Graduate Teaching Assistant Certificate Program. More information about GTA training and the GTA Certificate are available from the FCTL website (<http://www.fctl.ucf.edu/>).

If English is a second language, in order to be hired as a GTA the student must take and pass an Oral Proficiency Exam (also known as the "SPEAK Test"). This is in addition to attending this GTA Workshop. This test is offered by the UCF Global: <http://global.ucf.edu/> > International Students > English Speaking Test and OCI.

Pre-Doctoral Internship

Internships are not required for Industrial and Organizational Psychology Ph.D. students, however, one may be recommended for individuals who wish to pursue a career in an applied setting. Students interested in seeking an internship should first discuss with their advisor who may provide suggestions for opportunities. The internship can be counted as Industrial and Organizational Psychology elective units.

Special Award Recognition

Following are various awards and fellowships available for qualified students at UCF.

University Awards

Each year, students can submit a portfolio for nomination of College and University level awards of excellence. These are intended to show COS student excellence in academic achievement, teaching, research, leadership, and community service.

- Award for Excellence by a Graduate Teaching Assistant
 - For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record)
- Award for Excellence in Graduate Student Teaching
 - For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.
- Award for Outstanding Master's Thesis
 - To recognize graduate students for excellence in the master's thesis. The focus of this award is on the quality and contribution of the student's thesis research. Excellence of the master's thesis may be demonstrated by evidences such as (but not limited to): publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field. The university award will be forwarded to a national-level competition sponsored by the Council of Southern Graduate Schools (CSGS) when the thesis discipline corresponds to the annual submission request.
- Award for Outstanding Dissertation
 - To recognize doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidences such as, but not limited to: publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field.

For more information about the Council of Southern Graduate Schools (CSGS) thesis and dissertation awards, please see their website: <http://www.csgs.org/> > Awards.

Fellowships

- Presidential Fellowship
 - Available to new doctoral students
 - Requires highly competitive GRE or GMAT score
 - Requires evidence of experience in the field; awards, recognition, or honors; and professional contributions and achievements
 - Provides \$20,000 fellowship plus tuition support per year, for up to 4 years

- Trustee Fellowship
 - Available to new doctoral students who are a U.S. citizen or resident alien
 - Requires highly competitive GRE or GMAT score
 - Requires evidence of experience in the field; awards, recognition, or honors; and professional contributions and achievements
 - Provides \$25,000 fellowship plus tuition support per year, for up to 4 years

- Graduate Dean's Fellowship
 - All new master's, specialist, or doctoral students; College-nominated
 - One year of support provides a \$5,000 fellowship (\$2,500 Fall and \$2,500 Spring) from UCF Graduate Studies
 - Tuition support is provided by the accompanying qualifying assistantship or fellowship if awarded as part of the funding package.

For more information about various fellowships, please reference the following website:
<https://graduate.ucf.edu/fellowships/>

National Awards

- Fast Web Free Scholarship Search - <http://fastweb.monster.com/ib/scholarships-1f>

UCF professional development programs

Instructor Training and Development

The Faculty Center for Teaching & Learning (FCTL) promotes excellence in all levels of teaching at the University of Central Florida. To that end, they offer several programs for the professional development of Graduate Teaching Assistants at UCF.

- GTA Associate Training (mandatory for employment as a GTA instructor of record)

The GTA Training sponsored by Faculty Center for Teaching and Learning is mandatory before any graduate student will be permitted to teach. In order to be hired as a Graduate Teaching Associate (Position Code 9183), students must attend the one day face-to-face training workshop and complete a Legal Module online, consisting of an online quiz (which must be passed with a score of 100 percent) acknowledging the GTA's comprehension of university policies regarding sexual harassment, FERPA, and other legal issues.

Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the SPEAK exam before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant. The required SPEAK test score for Graduate Teaching Associates is 55 or higher; for Graduate Teaching Assistants, 50 or higher. The SPEAK Exam will be offered by the Center for Multilingual Multicultural Studies before the start of classes every fall and spring semester.

Please refer to following website for more information:

https://graduate.ucf.edu/graduate_teaching/#GTA-Training-Requirements

- **GTA Teaching Certificate**
This certificate program (12-weeks for domestic students, 16-weeks for international students) consists of group and individualized instruction by Faculty Center staff and experienced UCF professors. Textbooks and materials are provided, and a stipend is offered to current UCF students who complete the certificate. International students are provided the same training as well as information regarding language immersion and tricks and cultural awareness as a way of knowing what to expect from American students.

For more information <http://www.fctl.ucf.edu/> > Events > GTA Programs or call 407/823-3544.

Career Services and Office of Experiential Learning

<http://career.ucf.edu/>

<http://www.explearning.ucf.edu/>

Graduate career development issues are unique and include evaluating academic and nonacademic career choices, discussing graduate school effect on career choices, as well as learning, evaluating, and refining networking and interviewing skills. Whatever your needs, the offices of Career Services and Experiential Learning offer services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline.

Graduate Student Association

<https://knightconnect.campuslabs.com/engage/organization/GSA>

- **Seminar Series**
Each semester, GSA offers seminars geared toward academic and professional development.
- **Graduate Research Forum**
Sponsored by the Division of Graduate Studies, the Research Forum is an opportunity for students to show their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

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<https://graduate.ucf.edu/graduate-research-forum/>

VII. Financial Support

The Department of Psychology makes every effort to obtain financial support for graduate students, to the extent that funds are available. Sources of funds include: departmental teaching and research apprenticeships and departmentally arranged support from outside sources such as grants. Funds will be distributed across students in an equitable manner. However, since sources of funds are often limited, financial support cannot be guaranteed to all students, regardless of year in the program or excellence of performance. The Director of Industrial and Organizational psychology program, in collaboration with the Industrial and Organizational psychology faculty and graduate students, examine the availability of assistantships and other sources of financial support (e.g., fellowships) each year.

Tuition waiver monies are used to assist graduate students to progress toward their degrees. Both in-state and out-of-state tuition waivers are available. Full-time accepted graduate assistants are eligible to receive tuition waivers for part of their tuition. The maximum amount of the tuition waiver is based on the matriculation fees and/or non-resident fee for the semester of the award. Part-time and non-degree seeking (post-baccalaureate or Certificate) students are not eligible to receive tuition waivers.

Tuition waivers are intended for full time students in good standing with a graduate GPA of 3.0 or higher. The student must be employed as a GTA, GRA or GA for at least 10 hours/week (.25 FTE) on average, or receiving a fellowship in the amount of \$3250 or higher for the academic year. Please refer to the current Graduate Catalogue for additional rules and stipulations of tuition waivers.

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the Graduate Catalog or UCF financial aid office, <http://finaid.ucf.edu/> for descriptions and requirements of graduate financial support. The Director of Industrial and Organizational Psychology also distributes this information to all students via e-mail throughout the year as it becomes available.

Full time is considered 9 credits per semester for usual time and 3 credits in the dissertation period in the Psychology Department. However, it is individual student's responsibility to check the required units to retain any financial aids.

International Students

Several types of employment are available to international students, including on-campus employment. For more information about the types of employment available to international students, and the requirements and restrictions based in visa-type, please see the International Affairs and Global Strategies website: <http://www.intl.ucf.edu/>

Assistantships and Tuition Waivers

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalog: <https://graduate.ucf.edu/assistantships/>

To be employed and to maintain employment in a graduate position, the student must be enrolled full time and meet all of the training requirements and/or conditions of employment.

To be awarded and continue receipt of a tuition waiver, the student must be enrolled full time and either employed in a graduate position (GTA, GRA, GA), receiving a University fellowship, or (if employed off-campus) employed in a position where payment is processed through Graduate Studies.

Doctoral students can be offered tuition support for a maximum of twelve semesters (for doctoral student beyond the master's degree) or fifteen semesters (for doctoral students without a master's degree).

Students can apply for assistantships and tuition support every year, but priority is given to incoming students, international students (who have more restrictions on their employment), and second year students. After the first year, no waivers will be given for out-of-state tuition (with the exception of international students). Students are strongly encouraged to apply for in-state residency as soon as they move to the area. After the second year, students should be marketable for discipline-related employment on individual faculty member contracts and grants, internships, and other part-time outside employment. Develop your curriculum vitae and resume now, update it regularly, and start seeking outside employment starting year 3 of the program. If a departmental assistantship is desired beyond the second year, make your desire known when asked. If there are opportunities for third-year students or beyond, they will be distributed in year priority (with newer students having the highest priority).

GTA Training Requirements

If the student is hired in the position of Graduate Teaching Associate, Assistant or Graders, there are training requirements that must be met in order for the contract to be processed. Associates, Assistants, and Graders must complete all online training, including the online legal module. Associates must also complete the one day face-face training workshop and have completed at least 18 hours of graduate courses in the discipline they will be teaching. These services are offered by the Faculty Center for Teaching and Learning (FCTL) and more information can be found at the following website: <http://www.fctl.ucf.edu> > Events > GTA Programs

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by successfully passing the SPEAK test with a score of 55 or better. This test (also known as the Oral Proficiency Exam) is administered during the GTA orientation by the Center for Multicultural and Multilingual Services (CMMS). For international students to register for or inquire about the SPEAK examination, visit the following link: <http://global.ucf.edu/english-language-institute/speaktest/>

GTA Performance Appraisal

At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty advisor. These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment.

VIII. Miscellaneous

- a. **Stay aware!** Graduate students need to be independent and self-reliant. Expect lots of rules, forms, and deadlines that the department may have no influence over. Please do not expect your advisor, the program director, or the program assistant to remind you of missed forms, unfilled requirements, errors in your record, etc. By the time it comes across our desks, it may be too late. Please be vigilant, proactive, and constantly alert.
- b. **Check email.** Graduate students are expected to check their knights email daily. Moreover, they are expected to alert their advisor, program assistant, and program director when their email address changes. Many important program-related messages come through email. Don't ignore "group" messages.
- c. **Be familiar with UCF's policies.** Read the UCF Golden Rule, the Graduate Orientation materials, and the Graduate Catalog. When questions arise, consult these resources first. When answers can't be found, then come to your advisor, the program director, or the program assistant.
- d. **UCF is Growing and Changing.** Expect that things will change. Graduate Studies changes their policies. The Department changes its policies. Our program changes. This is part of "Stay aware!"
- e. **Graduate Student Workspace.** See lab manager, Julian Hale (office PSY 301K) and your major faculty member for a key to the I/O lab area (Psychology room 203). This area has a quiet study area and individual faculty labs. Please ensure that all doors are locked.
- f. **Interactions with faculty, staff, and other students**
 - i. Attend class – every class – and be fully prepared. This is a minimum expectation. If you have an emergency and need to miss class, contact your professor (or the program assistant or program director, if you cannot reach your professor) to discuss prior to missing class.
 - ii. Do not spread rumors. When you hear a rumor about our program, come to the program director immediately to discuss.
 - iii. Approach every interaction with professors, student colleagues, and staff members with a high level of professionalism. Every interaction that you have with people at UCF (e.g., Psychology Department, Management Department, Graduate Studies, COS, etc.) and every interaction that you have with people in our field (e.g., SIOP, emails with prospective students, etc.) affects our program and, ultimately, the quality of your degree. Always keep that in mind.
- g. **Professional Activities**
 - i. Every student is expected to participate in research from the start of the program until graduation.
 - ii. Plan to attend and participate in department colloquia, brown bags, interviews with prospective faculty, new student visits, etc.
 - iii. Plan to become active in our field and at our university. There are a variety of ways that you can become involved, for example:
 1. Join SIOP as a student affiliate
 2. Attend, present, and/or volunteer at conferences (IOOB, SIOP, SEPA, WSH, AOM, etc.)
 3. Get involved in opportunities to bring speakers and conferences to Orlando

4. Participate in department-, college-, and university-wide research forums, student competitions, etc.

As a doctoral student, you are a professional colleague. You are expected to start contributing to professional activities and you are expected to act in a professional manner at all times. You are no longer on the outside looking in. Take advantage of all the ways you are welcomed into the profession. Attend workshops. Attend thesis and dissertation defenses. Attend conferences. Join organizations. Enjoy our field!!!!

Also, be careful to balance your service obligations with your course and research obligations. The difference between undergraduate coursework and graduate coursework is so great that it is very common to feel completely overwhelmed. Plan for that. You may have written your papers in one marathon session or crammed the night before an exam—now you won't be able to do that. You'll worry that not only do you not know things, you don't know what you don't know. The bad news: you're right! The good news: we'll all help you. You have what it takes to succeed or we wouldn't have admitted you. Just prepare to work hard, listen to advice, and use resources that are available.

IX. Forms and Procedures

Included below is information about several forms that will be useful while completing the coursework. In addition to websites where the forms can be found, procedures for filing each of these forms are also outlined.

Each of these forms can be found on the following websites:

Division of Graduate Studies Website: <https://graduate.ucf.edu/students/> > About > Forms and References

College of Sciences Graduate Services Website: <http://graduate.cos.ucf.edu/> > Forms

Transfer Request Form

In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies. In addition to the form, supporting documentation from the program must include a memo that gives approval for courses to be transferred and where credit should be applied in Program of Study.

Traveling Scholar Form

If a student would like to request permission to enroll in a graduate course at another institution, this form must be submitted to the College of Sciences Director of Graduate Services prior to the start of classes for the semester of enrollment. Once the coursework is completed, official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies.

Time Conflict (*College Form*)

If a registration attempt results in a time conflict between two courses, in order for the student to be registered, this form must be completed. This form accompanies the override of the course they are into which they are unable to register. This form is submitted to the Director of Graduate Services for approval and course enrollment.

Dissertation Committee Approval Form

Dissertation committees must be in place and approved by the Graduate Program Coordinator, the Department Chair/Director, and the COS Associate Dean of Graduate Studies prior to a student's enrollment into Dissertation Research (XXX7980)

Committee Composition:

- Chair (Requirements: regular* department faculty, terminal degree)
- Minimum of four committee members (Requirements: terminal degree or appropriate discipline recognition)
- At least three must be regular* faculty in student's department
- At least one must be from outside the student's department
- Majority UCF faculty

- Regular department faculty are tenured or tenure earning faculty or research faculty with permanent appointments; and can include joint appointments but not courtesy joint appointments

Graduate Petition Form

Requests for exceptions to college or university policies are made by petition. The petition process includes both student and program required documentation prior to its receipt in the COS Graduate Office.

- In addition to the Graduate Petition Form, the student must supply their program with a clear statement of what exactly is being requested, why it is being petitioned and rationale for support
- If approved, the program supplies an additional letter of support and forwards the request to the COS Director of Graduate Services who reviews and submits to the COS Associate Dean for Graduate Studies
- If approved, the college supplies an additional letter of support and forwards the request to the UCF Graduate Council Subcommittee for Policy and Appeals

If at any point the petition is denied, the student is given the option of having the petition considered at the next level; however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

Graduate Student Intent to Graduate Form

Online intent to graduate must be filed by the end of registration add/drop in the semester that the student is intending to graduate.

The Graduate Advisor/Coordinator confirms potential completion of degree or certificate program by confirming program/plan, checking audit (making any revisions) and signing the form. The audit (with needed corrections, if any) and form are forwarded to the COS Director of Graduate Services who verifies potential completion.

Note: If the program of study does not show that all requirements may be met by the end of the intended term, the form will either be approved pending or not processed.

Approved forms are forwarded to the Division of Graduate Studies for processing and notification is sent to the Registrar's office that the student is intending to graduate. If it is determined that the student will not graduate, the COS Director of Graduate Services should be notified. The student will need to re-file their intent for the next semester they intend to complete the degree. Final certification is completed after grades have been released for the semester, and final transcripts are normally available about three to four weeks after certification.

X. Additional Student Resources

UCF Graduate Catalog (available online only) <http://www.graduatecatalog.ucf.edu/>

COS Graduate Website for Students <http://graduate.cos.ucf.edu/>

UCF Graduate Website for Students <http://www.students.graduate.ucf.edu/>

Academic Calendar: <https://www.ucf.edu/services/s/academic-calendar/>

Library <http://library.ucf.edu/>

Graduate Student Association

<https://knightconnect.campuslabs.com/engage/organization/GSA>

University Writing Center <http://uwc.cah.ucf.edu/>

The Counseling Center <http://caps.sdes.ucf.edu/>

Contact Information

Psychology Department

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I/O Psychology PhD Program

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College of Sciences Graduate Office

Dr. Michael Johnson, Dean

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Tonya Walker, Graduate Services Specialist, Graduate Services

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Appendix A: Mission Statement of the Psychology Department

VISION

The Psychology Department seeks to become the preeminent Psychology Department in the State University System offering an incomparable Bachelor's degree. Additionally, the Department aspires to become the leading graduate degree-granting Department in the College of Arts and Sciences, and the University of Central Florida with both applied terminal Masters degrees and unique Doctoral programs in Human Factors, Clinical and Industrial and Organizational Psychology.

MISSION

The primary mission of the Psychology Department is to provide quality education to students at the undergraduate, Master's, and Doctoral levels. This education includes dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems. At the undergraduate level, the Department is committed to providing classroom instruction and research experiences in a variety of topic areas so that students will have the opportunity for exposure to a broad range of the scientific and applied topics that constitute the field of Psychology. At the graduate levels, classroom instruction is liberally supplemented with practica, internships, research experiences, and other activities that teach the skills of the profession. Faculty research and professional service contribute to the educational mission by providing opportunities for students to observe, practice, and refine the behaviors required for socialization into the profession.

The Psychology Department is also committed to the advancement of psychology through the conduct of active and diverse research programs, funded from both external contracts and grants, as well as from internal sources. Faculty research has received national and international recognition, and graduate students in all programs engage in research projects that represent a contribution to the field. Interested undergraduate majors also participate in research activities. The Department is committed to even greater research productivity in the future.

The Department also seeks to enhance the local community and the profession of Psychology by involvement in a variety of public and professional service activities. Faculty members are helping to develop the community by contributing time and effort to several community organizations and activities. In addition, a great deal of effort is devoted to improving the University and the profession by serving on committees, editorial review boards for professional journals, in positions of responsibility in professional organizations, and by offering consulting services to local and national organizations who seek the professional expertise of psychologists.

The Department is committed to encouraging and facilitating the inclusion of individuals from diverse backgrounds through proactive recruiting and retention efforts targeted at Faculty and students, and efforts to counsel students concerning professional opportunities in the various areas of Psychology. Diversity, as defined here, involves consideration and sensitivity to religion, gender, national origin, age, disability status, sexual orientation and ethnic background, particularly African American/Black, Asian American/Pacific Islander, American Indian/Alaska Native, Hispanic/Latino(a), and mixed ethnicity.

Appendix B: STUDENT ANNUAL EVALUATION

COMPLETED BY I/O DOCTORAL STUDENTS AT EVERY LEVEL

REVIEWED ONCE A YEAR BY I/O FACULTY

SERVE MULTIPLE PURPOSES

- **BENEFIT TO STUDENTS**
 - Enables you to monitor your own progress, plan for the future, and diagnose areas where you need assistance or feedback
 - Prepares you to market yourself for jobs
- **BENEFITS TO I/O FACULTY AND PSYCHOLOGY DEPARTMENT**
 - Enables us to provide more targeted feedback to students
 - Enables us to diagnose weaknesses in the program (e.g., opportunities provided)
 - Enables us to market our program
 - Allows us to respond more quickly and accurately to data calls at the University level (e.g., to protect the program from budget cuts)
 - Helps us to make resource decisions

Appendix C: TEMPLATE OF STUDENT EVALUATION

To help us evaluate your performance, please **send Dani and your advisor** the following by **May 7**.

So we can keep track of all of the emails, please title the email: Student Evaluation Documents - LastName 2018-2019.

- Your current C.V.
- A single written document detailing:
 - A. Your career goal (e.g., I want to become a professor at a top research university; professor at a teaching college; consultant for a large external consulting firm; undecided...)
 - B. Your progress in the program (i.e., what milestones have you achieved, what have you accomplished) with regard to:
 - 1. Coursework (including grades, term/year taken, and whether you have taken candidacy exams)
 - 2. Research (e.g., projects, presentations, papers, grant applications)
 - 3. Teaching (include term/year of teaching assignment)
 - 4. Service
 - 5. Professional development (e.g., workshops, applied projects, etc.)
 - C. Your plans, including timeline, for completing program milestones and personal goals with regard to:
 - 1. Coursework (including when you plan to take candidacy exams, if applicable)
 - 2. Research (e.g., projects, presentations, papers, grant applications)
 - 3. Teaching
 - 4. Service
 - 5. Professional development (e.g., workshops, applied projects, etc.)

These documents will go into your records, along with your feedback form, so please make them professional.

I/O Psychology PhD Program
Annual Student Evaluation Feedback – 2018/2019

Student Name:

Faculty Committee Feedback/Research Lab Feedback:

Next Steps:

Student Signature _____ Date _____

Advisor Signature _____ Date _____