



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2025/26

Human Factors & Cognitive Psychology Ph.D. Program

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Human Factors and Cognitive Psychology Ph.D. Program

Elizabeth Tummons • August 18, 2025 • Department of Psychology



Letter of Welcome

Welcome to the Human Factors and Cognitive Psychology (HFC) Ph.D. Program! You are about to embark on a great intellectual adventure, one that will be demanding but, we hope, rewarding. You will find many opportunities to self-actualize in this program. Be sure you maintain your focus on learning as much as you can about psychological theory and research, both in the classroom and especially in your laboratory research with your advisor.

Like most rigorous Ph.D. programs in psychology, the HFC Ph.D. Program follows the apprenticeship model, in which the student works closely with an advisor and is trained in the skills of research and scholarship. Our program also follows the APA 'scientist-practitioner' model, in which the goal is to train our graduates in the science of human factors and cognitive psychology and to train them to apply the science to improve human-technology interaction.

Like most things in life, how much you gain from graduate school varies directly with how much effort you put into it. If you work hard, remain focused on your research program with your advisor, and make the most of the opportunities in our program, you will do well both at UCF and after graduation.

Good luck in your scholarly endeavors,

Mustapha Mouloua, Ph.D.

Professor

Director, Human Factors and Cognitive Psychology Ph.D. Program

And

Joseph Schmidt, Ph.D.

Associate Professor

Associate Director, Human Factors and Cognitive Psychology Ph.D. Program

Department of Psychology

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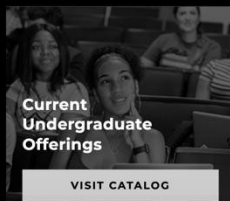
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Navigating Policy and Resources at the University of Central Florida

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at the University of Central Florida.

ACADEMIC CATALOGS

These online catalogs can help you quickly locate and save details about our undergraduate and graduate programs. Whether you are a prospective student or already enrolled, you can easily see what the University of Central Florida has to offer!



THE GOLDEN RULE STUDENT HANDBOOK

STUDENT LIFE

ORLANDO, FL | 73°F

Student Handbook

Knight Life at UCF

Don't just go to college — get the most out of it. At UCF, you'll have many ways to get involved inside and outside of the classroom. From application to graduation, you'll be inspired to do amazing things. So whether you prefer academics and research or campus activities and athletics, we'll provide you with the tools and support you need to find your place and foster your purpose.

Discover your next adventure at UCF.

GRADUATE STUDENT HANDBOOK

Understanding Your Graduate Experience

UCF Regulations

Pathways to Success

Personal and Professional Development Opportunities

HOME NOTICE ARCHIVES SUBSCRIBE TO NOTIFICATIONS UCF POLICIES

Chapter 5: Students

How to Use This Handbook

Together, the UCF Graduate Student Handbook () and this graduate program handbook should serve as your main guides throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements, and guidance for all graduate students. This program handbook describes the details about graduate study and requirements in our specific program.

Who to Contact for Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed in this document. Several key positions in this department and on campus are ready to answer your remaining questions:

Graduate Program Staff

Each graduate program has at least one designated staff member titled Graduate Admissions Specialist who serves as a primary point of contact for program policies and procedures. These specialists are knowledgeable in many aspects of graduate education beyond academic instruction and are often the first resource for question. For the Human Factors and Cognitive Psychology Ph.D. Program, Elizabeth (Liz) Tummons serves in this role and can assist with a wide range of administrative and procedural inquiries. This role is referred to as the Program Assistant in this handbook.

Directors of Human Factors and Cognitive Psychology

Each graduate program has at least one faculty member designated to direct its educational vision and structure. The Human Factors and Cognitive Psychology Ph.D. Program is currently overseen by two directors: Dr. Mustapha Mouloua, Program Director, and Dr. Nichole Lighthall, Associate Program Director.

College of Graduate Studies Services

For general graduate inquiries and graduate student services from the College of Graduate Studies, please review the College of Graduate Studies website as an additional resource.

Contact List

Department of Psychology Interim Chair

Mark Neider, Ph.D.
Mark.Neider@ucf.edu
(407) 823-4201

Department of Psychology Associate Chair

Amie Newins, Ph.D.
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(407) 823-1719

HFC Program Director

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Mustapha.Mouloua@ucf.edu
(407) 823-2910

HFC Program Associate Director

Joseph Schmidt, Ph.D.
Nichole.Lighthall@ucf.edu
(407) 823-221

Graduate Admissions Specialist (Program Assistant)

Elizabeth (Liz) Tummons
Elizabeth.Tummons@ucf.edu
(407) 823-1011

Onboarding

Department and Program Orientations

During the week before classes begin in your first Fall semester, the Psychology Department will host an orientation for all new graduate students. On the same day, the HFC Ph.D. Program typically holds a separate session focused on program-specific information. Details for both orientations will be sent to you via email in advance. If you have any questions about orientation, please contact the Program Assistant.

College of Graduate Studies Orientation

This optional non-credit Webcourse is provided at no cost to all incoming UCF graduates. The course modules will familiarize you with resources and services available and explain some of the expectations for UCF graduate students. This

Webcourse will appear on your Webcourses homepage at UCF and can be accessed anytime and anywhere with an internet connection.

New Student Training

Academic Integrity Training

All newly admitted UCF graduate students are required to complete training that promotes awareness and understanding of academic integrity, ethics, and the responsible conduct of research (RCR). This includes two online, synchronous workshops:

- Personal & Professional Integrity
- Ethics & Research Integrity

These workshops are designed to align with university guidelines and must be completed early in the program.

Pressure to Plagiarize

All incoming graduate students are required to complete the Pressures to Plagiarize Webcourse prior to the end of their first term of coursework. This course will be added to your Webcourses dashboard by the end of the first week of classes. A hold will be added to your MyUCF student account once you are admitted to the course. The hold will be removed upon completion of the course.

Graduate Teaching Training

To be eligible for appointments as a Graduate Teaching Associate, Assistant, or Grader (GTA), students must complete all required training modules listed below by the designated semester deadline. This requirement is mandatory, and exceptions are not permitted. For additional details, refer to the Assistantships and Tuition Waivers section of this handbook.

- GTA Grader Module
- GTA Assistant Module
- GTA Associate Module: required for instructors of record
- GTA Associate Face-to-Face Workshop: required for instructor of record

Supporting Students in Distress Training

Required for all student employees; focuses on mental health and suicide prevention. Register for this training through Workday. This requirement is monitored by Human Resources and not the College of Graduate Studies. For questions about this training,

please contact the Human Resources Business Center associated with their college or hiring department.

Research Compliance Training (CITI)

Graduate students involved in research must complete the Collaborative Institutional Training Initiative (CITI) course for **Group 2: Social/Behavioral Research Investigators and Key Personnel**. This training ensures compliance with federal and institutional research standards. Students should complete this module prior to engaging in any research activities involving human subjects.

Further Information

Prior to starting your first semester, you will receive an email with a tutorial on how to register for classes, along with other helpful information.

University Policies

Student Responsibility for University Communication

UCF uses email as the official means of notifying students of important university business and academic information concerning registration, deadlines, financial assistance, scholarships, student accounts (including tuition and fees), academic progress and problems, and many other critical items for satisfactory completion of a UCF degree program. The university sends all business-related and academic messages to a student's campus email address to ensure that there is one repository for that information. Every student must register for and maintain a campus email account and check it regularly to avoid missing important and critical information from the university. Any difficulty with establishing an account or with accessing an established account must be resolved through the UCF Computer Services Service Desk so that a student receives all important messages.

Additionally, each student must have an up-to-date emergency e-mail address and cell phone number by which they can be reached in case of a crisis on campus. This emergency contact information will be used only for emergency purposes. Also, both permanent and local mailing addresses must be on the record, so that any physical documents that must be mailed can be delivered.

It is critical that students maintain and regularly check their email account for official announcements and notifications. Communications sent to the campus email address on record will be deemed adequate notice for all university communication, include issues related to academics, finances, registration, parking, and all other matters. The University does not accept responsibility if official communication fails to reach a student who has not registered for, or maintained and checked on a regular basis, their email account. Please ensure that this information is current and that any changes in contact information are made online through the myUCF portal.

Plagiarism

Plagiarism is the act of presenting another person's work, ideas, or materials as one's own without proper acknowledgment. This includes, but is not limited to, the use of another's words, theories, data, graphics, or media—whether quoted directly, paraphrased, or summarized—without appropriate citation. Proper attribution must be given both at the point of use within the text or presentation and in the corresponding

bibliographic references. This applies to all forms of communication, including written documents and verbal presentations.

Graduate students are held to the highest standards of academic integrity. While the Office of Student Conduct provides general criteria for determining plagiarism, graduate programs may enforce stricter expectations. A student may not be found in violation by university conduct standards but may still be subject to academic sanctions at the program level if citation practices do not meet graduate-level expectations. Doctoral students, in particular, are expected to demonstrate scholarly independence and contribute original work to their field, making rigorous adherence to citation and attribution practices essential.

Golden Rule

The Golden Rule is the university's policy regarding non-academic discipline of students and limited academic grievance procedures for graduate students (grade appeals in individual courses, not including thesis and dissertation courses). Information concerning The Golden Rule is available at <https://goldenrule.sdes.ucf.edu> Section 11, Student Academic Behavior, addresses appeals of graduate program actions or decisions.

Nondiscrimination & Accommodations Compliance

The University of Central Florida considers its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to a respectful culture for all in its classrooms, work environments, and at campus events.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <https://cares.sdes.ucf.edu>

For more information on Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC <https://onac.ucf.edu> & onac@ucf.edu
- Disability Accommodation – Student Accessibility Services – <https://sas.sswb.ucf.edu> & sas@ucf.edu
- Student Complaints and Appeals– <https://www.sdes.ucf.edu/student-complaints-and-appeals>

- UCF Compliance and Ethics Office – <https://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <https://ombuds.ucf.edu>

Accommodations

The University of Central Florida (UCF) is committed to ensuring equal access to all programs, services, and activities for students with disabilities. Accessibility is recognized as a university-wide responsibility and is addressed through both proactive design and the provision of reasonable accommodation when necessary. Student Accessibility Services (SAS) facilitates this process in accordance with federal and state regulations, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Disability is acknowledged as a natural aspect of human diversity. Barriers to access are understood to arise primarily from environmental design rather than individual impairments. As such, the university promotes the creation of inclusive environments through the design of physical spaces, instructional methods, digital content, and institutional policies. Faculty, staff, and administrators are expected to consider accessibility in their respective areas of influence and to address barriers that may impede equitable participation.

Reasonable accommodations are implemented as a supplementary measure when proactive design does not fully ensure access. These accommodations are determined on a case-by-case basis through an interactive process facilitated by SAS. The inclusion of accommodation does not alter essential academic requirements but ensures that students with disabilities have an equal opportunity to succeed.

Accessibility is not solely the responsibility of SAS; it is a shared institutional obligation. All members of the university community are encouraged to evaluate potential barriers and take appropriate action to promote an inclusive and accessible campus environment. <https://sas.sdes.ucf.edu/accommodations>

Harassment

Discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veterans' status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature including any of these three situations.

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the ONAC Coordinator.

Program Introduction/Overview

Complete Name of Degree

Human Factors and Cognitive Psychology

College

College of Sciences

Department

Department of Psychology

Program Type

Doctoral

Program Website

<https://sciences.ucf.edu/psychology/graduate/ph-d-human-factors-and-cognitive-psychology>

Program Overview

Introduction

The UCF Graduate Catalog is the University's official record of graduate policies. In any case where this handbook appears to disagree, the Graduate Catalog is the final authority. The Graduate Catalog may be accessed via the UCF website at: <https://ucf.edu/catalog/graduate>.

About Human Factors and Cognitive Psychology

The fields of Applied Experimental Psychology, Human Factors, and Ergonomics adopt a multidisciplinary approach to the study of the interaction between humans and the environment, including systems, products, people, and procedures. Human Factors, as one of the core disciplines of the track, is a science that adds the human into the equation to make life easier, safer, and more enjoyable by applying psychological

theory and research to human-centered design. A well-known Human Factors textbook describes the field in the following quotation.

“Human factors is the application of scientific knowledge and principles to the design of products, systems, and/or environments. The goal of human factors is making the human interaction with systems one that: reduces error, increases productivity, enhances safety, and enhances comfort. Human Factors then involves the study of factors and development of tools that facilitate the achievement of these goals” (Wickens, Gordon, and Liu, 1998, p. 2).

As scientific disciplines, Human Factors and Cognitive Psychology overlap with areas such as Engineering Psychology, Social Psychology, Cognitive Psychology, Industrial/Organizational Psychology, Cognitive Engineering, Ergonomics, and Industrial Engineering. Human Factors researchers and practitioners work in areas such as automation, cognition, decision-making, display processing, human-computer interaction, physiology, safety and human error, sensation and perception, sensory systems, stress, workload, training, transportation, and workspace design.

Mission Statement

A Ph.D. professional degree track in Human Factors & Cognitive Psychology is offered to those with a baccalaureate or master's degree in psychology or an allied area. The track seeks to develop the capacity to design, conduct, and apply applied experimental and human factors research in a variety of professional settings. It is patterned on the scientist-practitioner model of the American Psychological Association (APA) and adheres to guidelines established by the committee for Education and Training of APA's Division 21 (Applied Experimental and Engineering Psychology).

Students receive training in the content and techniques of human factors psychology - including statistical and quantitative procedures, experimental design, survey methods, computer techniques, and other research methodologies. Students also select a concentration area, which they complete as part of their required elective coursework. Examples include human-computer interaction, human-machine-environment interface, human performance, human factors in simulation and training, cognitive neuroscience, or other areas of interest with advisor authorization. In addition to the course requirements students must demonstrate their knowledge and skills by completing five professional activities within two competency domains. Finally, a dissertation representing a significant research contribution to the field is required. Consistent with the Department's Mission Statement, the HFC Ph.D.

Program's overall goals are to:

- Train and educate leaders in Psychology at the doctoral level within the scientist-practitioner tradition
- Facilitate the exploration and understanding of the complexity of human behavior while expanding our collective knowledge base through multiple avenues (e.g., publications in scientific journals, conference presentations, teaching)
- Strive to improve the health and quality of life of individuals through excellence in education as well as in research and practice in human-technology interaction.

The overall philosophy that drives these goals is embodied in the policy statement that emerged from the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology held in Gainesville, Florida on January 16-20, 1990. The training model of the HFC Ph.D. Program reflects our efforts to educate students so that they can advance psychological knowledge through research and scholarship, and to evaluate the impact of training regimens and interface designs using empirically derived methods and procedures. The model also strives to help students learn how to think critically and scientifically about problems while invoking the highest standards of ethical and professional conduct. The overall philosophy of the training program is consistent with that of the Mission Statement of the Department, the College of Sciences, the Graduate School, and the University. <https://ucf.edu/mission>

Program Accreditation

The Human Factors and Cognitive Psychology Ph.D. Program is accredited by the Human Factors and Ergonomics Society.

Student Expectations

Graduates of the program are expected to demonstrate specific competencies in research and practice that prepare them to function independently in a variety of roles and settings relevant to the practice of Human Factors and Cognitive Psychology. Graduates are expected to independently generate new knowledge and contribute to extant knowledge in psychology through publication and presentation of original research. They also are expected to be erudite consumers of psychological and psychologically related research findings, and to have the skills to utilize this knowledge and future research findings when they become human factors professionals.

For general policies regarding students' responsibilities, see Student Responsibility to Keep Informed in the Graduate Catalog: <https://ucf.edu/catalog/graduate> → Policies → General Graduate Policies → Student Responsibility to Keep Informed

Program Professional Conduct/Ethics Statement

Students in the Human Factors and Cognitive Ph.D. Program shall abide by the APA Ethical Principles of Psychologists and Code of Conduct, and by the UCF Student Conduct Code. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, and academic honesty.

Students are advised that it is wise to discuss and have agreements regarding roles, responsibilities and publication credit prior to engaging in collaborative research. The authorship of dissertation and dissertations should reflect the student's primary responsibility for the project (i.e., students should be the first author). However, students may choose to relinquish their right to first authorship. For example, they may decide not to publish their findings in a timely manner yet make arrangements with a collaborator to do so. In any case, publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions as detailed in the APA Publication Manual 6th edition.

Any student suspected of violating any of the APA ethical principles, including treatment of research participants and any incidents of plagiarism, will be evaluated by the HFC Program Committee and may be grounds for dismissal from the program. The Program Committee will evaluate and decide on any remediation action as a consequence of ethical violations.

Advising/Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members. Each student entering the HFC Ph.D. Program will be assigned an advisor who will supervise student research activities and serve as a mentor based on program fit and research interests. Students are expected to meet with advisors on a regular basis to discuss academic and professional progress.

Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to chair the committee that will determine whether you have performed at an acceptable level in each of your degree milestones. Other roles of your advisor may include tracking your progress in

completing your degree, assisting with course selection and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

Changing Your Advisor

In rare instances, students may wish to change their advisor. In such case, the student must submit a written petition to the Program Committee indicating the reason for requesting the change. An advisor may also initiate the process. Ideally, the student should discuss this first with their advisor, and with the Program Directors. Note that tuition waivers allocated to the program are allocated to the faculty member, not the student. Hence, both the student's advisor and the prospective advisor need to approve, and the prospective advisor must have a waiver to allocate to the student or another source of funding for the student (e.g., a grant). Hence, prior to submission to the Program Committee, the student needs to obtain written approval from their current advisor AND the faculty member who would serve as the new advisor. The HFC Program Committee may not consider the petition if both the current and prospective advisors have approved it. A student may not submit such a petition more than one time per academic year.

Giving & Receiving Feedback

The performance of each graduate student will be evaluated annually at the beginning of the Fall semester by their advisor and discussed among the HFC Ph.D. Program faculty. The purpose of these evaluations is to identify areas of strength and accomplishments as well as skills in need of further development.

Program Assessment

At the University of Central Florida, Ph.D. programs undergo annual Institutional Effectiveness Assessments (Program Assessment) to ensure academic excellence, continuous improvement, and compliance with certification or accrediting bodies. It is essential for students to submit their competency materials promptly by the stated deadlines, as these submissions contribute to quantitative assessments of program outcomes and results measures. These evaluations help identify appropriate performance targets to ensure academic progress. As part of this assessment, the program systematically collects data to evaluate student performance. For example,

one assessment model previously set a target for 40% of students to publish a peer-reviewed first-author manuscript or present at a national or international conference by the end of their third year, with this rate increasing to 50% by the fourth year. By aligning evaluations with structured goals and actively engaging in assessments, faculty and students strengthen doctoral education, refine UCF's programs, and foster a high-quality academic experience that prepares graduates for success.

Program Curriculum

Admission Requirements

In addition to the general UCF graduate application requirements, applicants to this program should hold a degree in psychology or a closely related field. Admission typically requires evidence of successful completion of undergraduate coursework in statistics and core areas of experimental psychology. While each applicant's background is evaluated individually, students are generally not admitted without a foundational level of preparation in experimental psychology. This preparation usually includes at least 18 semester hours in relevant coursework, such as research methods, computer applications, statistical methods, and general experimental psychology topics including learning, physiological psychology, perception, cognition, motivation, and psychological measurement.

Degree Requirements

The Human Factors and Cognitive Psychology Ph.D. Program requires students to complete a minimum of 74 credit hours beyond the baccalaureate degree, including the following required courses. Students are required to achieve a minimum grade of B- in each core curriculum course. Students who take PSB 6328 Psychophysiology and PSB 6348 The Neuroanatomical Basis of Psychological Function must achieve a B- in **both** courses.

Required Courses (29 total credits):

- EXP 5256 - Human Factors I (3)
- EXP 6257 - Human Factors II (3)
- EXP 6258 - Human Factors III (3)
- EXP 5208 - Sensation and Perception (3)
- EXP 6506 - Human Cognition and Learning (3)
- EXP 6541 - Advanced Human Computer Interaction (3)
- PSY 7217C - Advanced Research Methodology I (4)
- PSY 7218C - Advanced Research Methodology II (4)
- Complete at least 1 of the following:
 - PSB 6328 - Psychophysiology (3)
 - PSB 6348 - The Neuroanatomical Basis of Psychological Function (3)

Required Directed Research (9 total credits):

- EXP 6918 - Directed Research (1-15)

Required Dissertation (15 total credits)

- PSY 7980 Doctoral Dissertation

Approved Elective Courses (21-22 total credits):

Students should choose electives in concentrated course groupings: for example, human-machine systems, performance measurement and evaluation, simulation and training, or quantitative methods. Other elective course groupings may be developed for the student's specific interests. Students may choose to satisfy these elective requirements by taking courses outside of the Psychology Department that can serve their multidisciplinary needs.

Courses outside of the Department that have already been approved as electives are contained in the list below. A student who wishes to use courses that are not included on this list may seek approval by petitioning the HFC Program Committee through their advisor. Students may take up to 15 credit hours of Directed Research, however, it is highly recommended that they take elective courses that are related to their discipline from other graduate programs or departments at UCF. Electives may include but are not limited to the following courses:

- DEP 5057 - Developmental Psychology (3)
- DIG 6432 - Transmedia Story Creation (3)
- EIN 5248 - Ergonomics (3)
- EIN 5251 - Usability Engineering (3)
- EIN 5255C - Interactive Simulation (3)
- EME 6613 - Instructional System Design (3)
- EME 6614 - Instructional Game Design for Training and Education (3)
- EXP 5254 - Human Factors and Aging (3)
- IDS 6916 - Simulation Research Methods and Practicum (3)
- IDS 6146 - Modeling and Simulation Systems (3)
- IDS 6147 - Perspectives on Modeling and Simulation (3)
- DIG 5875C - Introduction to Modeling and Simulation (3)
- IDS 6148 - Human Systems Integration for Modeling and Simulation (3)
- IDS 6149 - Modeling and Simulation for Test and Evaluation (3)
- INP 7310 - Organizational Psychology I (3)
- PSB 6328 - Psychophysiology (3)
- PSB 6348 - The Neuroanatomical Basis of Psychological Function (3)
- PSB 6352 - Neuroimaging Design and Analysis Methods (3)
- PSB 7349 - Advanced Topics in Cognitive Neuroscience (3)
- SPS 5605 - Building and Improving Relationship and Emotional Intelligence (3)
- SOP 5059 - Advanced Social Psychology (3)
- EXP 6116 - Visual Performance (3)

- EXP 6255 - Human Performance (3)
- PSY 7219C - Advanced Research Methodology III (4)
- EXP 6939 - Teaching Seminar (3)
- EXP 6918 - Directed Research (1-15)

Master's Degree Enroute

As part of the HFC Ph.D. Program, students entering the program with a baccalaureate degree may also earn a non-terminal Master's degree in Human Factors and Cognitive Psychology enroute to the Psychology Ph.D. by completing all required coursework (29 total credits) and at least one additional credit hour of directed research totaling at least 30 credit hours.

For courses counting toward the HFC MA enroute (or along the way - MAW), students are required to achieve a minimum grade of B- in each core curriculum course. Students who take PSB 6328 and PSB 6348 toward an HFC MAW must achieve a minimum grade of B- in *both* courses. Additionally, to fulfill the Independent Learning requirement, students must complete and pass both components of the HFC Ph.D. Program's First Year Project (manuscript and presentation).

The HFC Master's enroute is not available to students who already have a Master's degree in Psychology.

Full-Time Program Requirement

The Human Factors & Cognitive 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. First year students are usually assigned as GTA (graduate teaching assistant) positions and more advanced experienced students will be assigned as GTA (assistant or associate) or GRA (graduate research assistant). Students with 10 hours/week or 20 hours/week department assistantship are eligible to receive tuition remission in the form of a waiver or funds (excluding the student fees).

Program of Study

A Program of Study (POS) is a listing of coursework agreed to by the student and the degree program specifying course degree requirements. A specific Program of Study, which may vary from student to student, must be formulated jointly by the student and their advisor and approved by the College of Graduate Studies. It must comply with the student's relevant catalog.

Procedures and Time Guidelines

A POS form can be obtained from the Program Assistant. This form should be prepared and signed by the advisor and student, then given to the Program Directors for review and signature. After approval, the Program Assistant will file the document with the College of Graduate Studies by the end of the student's first semester.

An up-to-date Program of Study must be on file prior to a student's transition to Doctoral Candidacy. If any coursework taken during the program differs from what is listed in the approved POS, the College of Graduate Studies will reject the candidacy status until a corrected POS form is submitted. Students can review Programs of Study through their myUCF account and are solely responsible for ensuring its accuracy and timely updates.

Students are recommended to meet with the Program Assistant within the first two weeks of each semester to confirm that their Program of Study is accurate.

5-Year Program of Study

The Ph.D. is designed to be obtained in 5 years of full-time study from the baccalaureate level and in 3 years from the master's level. (A minimum of one-year full-time student status is required.) If a student anticipates a deviation from this schedule, they should consult with their advisor as well as the Program Directors.

A full-time degree-seeking graduate student must take at least 9 credit hours in the fall and spring semesters. A half-time load is defined as enrolled in at least 4.5 credit hours in fall and spring terms. During the summer term, full-time is 6 credit hours and half-time is 3 credit hours. A minimum of 3 credits per semester of dissertation credits is required until the minimum required 15 total is met, and then as low as 1 credit per semester can be taken until the semester successfully defended.

First Year of Graduate Training

Fall: Required Coursework <ul style="list-style-type: none"> • EXP 6506 Human Cognition & Learning (3) • PSY 7217C Advanced Research Methodology I (4) • EXP 6918 Directed Research (3) 	Spring: Required Coursework <ul style="list-style-type: none"> • EXP 5208 Sensation & Perception (3) • PSY 7218C Advanced Research Methodology II (4) • EXP 6918 Directed Research (3) 	Summer: Recommended Coursework <ul style="list-style-type: none"> • EXP 6939 Teaching Seminar (3) AND EXP 6918 Directed Research (3) • OR EXP 6918 Directed Research (3) AND Elective (3) • OR EXP 6918 Directed Research (6)
Semester Total: 10	Semester Total: 10	Semester Total: 6

Second Year of Graduate Training Entered the Program on an EVEN Year

Fall: Required Coursework <ul style="list-style-type: none"> • EXP 5256 Human Factors I (3) • EXP 6541 Advanced Human-Computer Interaction (3) Recommended Coursework <ul style="list-style-type: none"> • PSY 7219C Advanced Research Methodology III (4) OR EXP 6918 Directed Research (3) 	Spring: Required Coursework <ul style="list-style-type: none"> • EXP 6257 Human Factors II (3) • PSB 6348 The Neuroanatomical Basis of Psychological Functions (3)^a • EXP 6918 Directed Research (3) 	Summer: Recommended Coursework <ul style="list-style-type: none"> • Elective (3) AND EXP 6918 Directed Research (3) • OR EXP 6918 Directed Research (6) • OR Elective (6)
Semester Total: 9	Semester Total: 9	Semester Total: 6

^a You may take this to satisfy the PhD and MAW course requirements. If you use PSB 6328 Psychophysiology to satisfy this requirement, then replace PSB 6348 with a three-credit elective.

Second Year of Graduate Training Entered the Program on an ODD Year

Fall: Required Coursework <ul style="list-style-type: none"> • EXP 5256 Human Factors I (3) • EXP 6541 Advanced Human-Computer Interaction (3) Recommended Coursework <ul style="list-style-type: none"> • PSY 7219C Advanced Research Methodology III (4) OR EXP 6918 Directed Research (3) 	Spring: Required Coursework <ul style="list-style-type: none"> • EXP 6257 Human Factors II (3) • PSB 6328 Psychophysiology (3)^a • EXP 6918 Directed Research (3) 	Summer: Recommended Coursework <ul style="list-style-type: none"> • Elective (3) AND EXP 6918 Directed Research (3) • OR EXP 6918 Directed Research (6) • OR Elective (6)
Semester Total: 9	Semester Total: 9	Semester Total: 6

^a You may take this course to satisfy the PhD and MAW course requirements. If you use PSB 6348 Neuroanatomical Basis of Psychological Functions to satisfy this requirement, then replace PSB 6328 with a three-credit elective.

Third Year of Graduate Training Entered the Program on an EVEN Year

Fall: Required Coursework <ul style="list-style-type: none"> EXP 6258 Human Factors III (3) Recommended Coursework <ul style="list-style-type: none"> PSY 7219C Advanced Research Methodology III (4) OR Elective (3) OR EXP 6918 Directed Research (3) EXP 6116 Visual Performance (3) OR Elective (3) OR EXP 6918 Directed Research (3) 	Spring: Recommended Coursework <ul style="list-style-type: none"> PSB 6328 Psychophysiology (3)^a Elective (6) OR EXP 6918 Directed Research (6) 	Summer: Recommended Coursework <ul style="list-style-type: none"> Elective (3) AND EXP 6918 Directed Research (3) OR EXP 6918 Directed Research (6) OR Elective (6)
Semester Total: 9	Semester Total: 9	Semester Total: 6

^a You may take this course to satisfy the PhD and MAW course requirements. If you use PSB 6348 Neuroanatomical Basis of Psychological Functions to satisfy this requirement, then replace PSB 6328 with a three-credit elective

Third Year of Graduate Training Entered the Program on an ODD Year

Fall: Required Coursework <ul style="list-style-type: none"> EXP 6258 Human Factors III (3) Recommended Coursework <ul style="list-style-type: none"> PSY 7219C Advanced Research Methodology III (4) OR Elective (3) OR EXP 6918 Directed Research (3) EXP 6116 Human Performance (3) OR Elective (3) OR EXP 6918 Directed Research (3) 	Spring: Recommended Coursework <ul style="list-style-type: none"> PSB 6328 The Neuroanatomical Basis of Psychological Functions (3)^a Elective (3) AND EXP 6918 Directed Research (3) OR EXP 6918 Directed Research (6) OR Elective (6) 	Summer: Recommended Coursework <ul style="list-style-type: none"> Elective (3) AND EXP 6918 Directed Research (3) OR EXP 6918 Directed Research (6) OR Elective (6)
Semester Total: 9	Semester Total: 9	Semester Total: 6

^a You may take this course to satisfy the PhD and MAW course requirement. If you use PSB 6328 Psychophysiology to satisfy this requirement, then replace PSB 6348 with a three-credit elective.

Fourth Year of Graduate Training

Fall: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3) 	Spring: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3) 	Summer: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3)
Semester Total: 3	Semester Total: 3	Semester Total: 3

Fifth Year of Graduate Training

Fall: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3) 	Spring: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3) 	Summer: Required Coursework <ul style="list-style-type: none"> PSY 7980 Doctoral Dissertation (3)
Semester Total: 3	Semester Total: 3	Semester Total: 3

A complete listing of courses at UCF can be found at: <https://ucf.edu/catalog/graduate>
→ Courses

Continuous Enrollment

Students must be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. Students who do not meet this enrollment requirement breach continuous enrollment and will be discontinued. These students must reapply for admission. Readmission is not guaranteed.

Students with extenuating circumstances that will compel them to be unenrolled for two consecutive semesters or more may complete a Special Leave of Absence Form to petition to remain in active student status. Students who are in dissertation hours should apply for a Special Leave of Absence when they cannot enroll in every semester (including summer). This form must be submitted no later than the end of the add/drop period of the third semester of non-enrollment. See the Special Leave of Absence section for more details.

International students must be enrolled every fall and spring semester. For students in this category, a Special Leave of Absence is only available for documented medical reasons.

A student without an approved Special Leave of Absence who breaks continuous enrollment will lose the option of fulfilling the degree requirements originally listed in the student's official Program of Study and will instead fulfill the degree requirements listed in the graduate catalog in effect at the time the student resumes their attendance.

7-Year Rule

The University of Central Florida requires all graduate students to complete their degrees within seven years, or up to 21 semesters. If a student has not yet completed their degree after five years of graduate study, they must submit a 7-Year Rule Completion Plan Form to help monitor their progress toward graduation. This plan must include an annotated timeline outlining all remaining coursework, as well as dissertation requirements. Additionally, the plan must be reviewed and signed by both the student's advisor and Program Director. Incomplete plans will be returned to the student for completion, and failure to submit a Complete Plan Form will result in a registration hold. If a student's progress toward their degree changes, they must submit an updated Completion Plan Form to reflect the new timeline.

Students who do not complete their degree within 21 semesters without an approved petition on file will be dismissed from their graduate program. If the student, advisor, and program director determine that graduating within 21 semesters is unlikely, the student must complete the plan with an accurate timeline extending beyond the

standard limit and submit a 7-Year Rule petition to the Graduate Appeals Committee for review. This petition must include documentation of extraordinary circumstances that may impact the student's ability to complete their degree within the required timeframe.

Completed forms must be submitted via email to gradrcrd@ucf.edu with the advisor, Program Directors, and Program Assistant included or delivered in person to the College of Graduate Studies, located in Millican Hall 230. By following these requirements, students can effectively manage their academic progress and remain in compliance with UCF's graduate policy.

Restricted Registration

There are several categories of credit hours for COS Graduate students that are restricted and require completion of a Restricted Registration Agreement (RRA) to enroll. Students do not enroll in these hours via myUCF – students should submit an RRA form via DocuSign to request enrollment.

Students are expected to begin their RRA form as early in the registration period as possible to avoid delays in processing. Prior to submission, students must ensure that all required fields are completed and that there are no holds on their student account. The assignments section of the form should be completed in consultation with the student's instructor or advisor. If a student is unable to complete a form they have started, they must contact the Program Assistant to request that the incomplete form be deleted. Students should not submit duplicate forms under any circumstances. For questions regarding the status of a submitted RRA form, students should reach out to the Program Assistant or cosgrad@ucf.edu.

Course numbers and categories that require an RRA form:

- 6908: Independent Study
- 6918: Directed Research
- 6909: Research Report
- 7919: Doctoral Research
- 7980: Dissertation (must have candidacy status)
- 6946: Internship
- 6958: Study Abroad (requires approval from UCF Global)

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

Transfer Coursework

Receipt of a graduate degree from UCF indicates that a student has completed most of their graduate training through classroom, research, and practical experiences at UCF and that the graduate training they received reflects current knowledge in the field. The Program Directors have the responsibility of ensuring graduate program quality by reviewing transfer credit requests, including courses taken at external institutions or at UCF prior to admission in the graduate program.

Students should request credit transfers when creating a Plan of Study (POS) during their first semester of enrollment (i.e., their admit term). Transfer credit requests are made to the Program Directors, who will review the student's transcript and the associated syllabi to decide if the transfer course(s) are equivalent to the course(s) required by the program. Some syllabi may require an additional review by faculty with relevant expertise to determine equivalency. The POS must then be submitted by the Program Assistant to the College of Graduate Studies for review and approval.

The following limits apply to transfer requests:

The total number of transfer credits cannot exceed 50% of the UCF degree requirements, and at least 15 credit hours of graded (A-F) courses must be taken at UCF once admitted.

Only graduate-level courses taken post-baccalaureate with a grade of 'B' or higher can be transferred. No Satisfactory/Unsatisfactory or Pass/Fail courses can transfer. Internal transfer courses (i.e., courses taken at UCF) will appear as a graded course on the transcript.

Courses older than 7 years cannot be transferred unless they have been reviewed and approved by a formal committee comprised of graduate faculty in the program. Program-level approvals must be accompanied by statements demonstrating the currency of the course content in the context of the student's experience. The course must then be approved by the dean of the College of Sciences. All other transfer policies apply. Approved courses are valid if the student maintains continuous enrollment in the graduate program. If the student is readmitted after discontinuation or dismissal, the student must initiate a new transfer request for courses older than 7 years.

Graduate students recruited to transfer to UCF when their faculty supervisor is being hired by UCF from another institution may transfer up to 2/3 of the total degree requirements if all other transfer requirements are met. In this case, the student's transfer must be requested by the faculty supervisor being hired by UCF (rather than initiated by the student). This exception still requires the student to complete the following at UCF: a minimum of 9 hours of graded coursework, the requirements for Doctoral Candidacy, and a minimum of 15 hours of dissertation.

Withdrawal Process

If a student decides to withdraw from a course, they must do so by the semester withdrawal deadline found in the Academic Catalog. In doing so, the student is still liable for tuition and fees for the course.

Traveling Scholar

If a student would like to request permission to enroll in a graduate course at another institution, this form can be found on the College of Sciences Forms and References page and 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 College of Graduate Studies.

Program Competency Requirements

Purpose

The purpose of the following requirements is to develop and assess the competency of professional behaviors in doctoral-level graduate students. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduating students to (1) competently engage in research; and (2) competently serve as innovative teachers/instructors in colleges and universities, and as presenters at local, regional, national, and international professional conferences. Students admitted to the Human Factors and Cognitive Psychology Ph.D. Program must complete two competency domains: Research and Teaching and/or Professional Presentations to fulfill professional competency requirements.

Successful completion of the competency requirements reflects the Program's desire to ensure overall breadth of training in the field of Human Factors & Cognitive psychology that is complemented by individually tailored professional training experiences and competencies consistent with a student's career goals. The two domains outlined below (and detailed in the subsequent sections) are consistent with this intent.

Students are strongly encouraged to discuss their preferences and planned courses for fulfilling these requirements with their advisors. All domain requirements must be met during enrollment in the Human Factors and Cognitive Psychology Ph.D. Program at the University of Central Florida; prior work from other institutions will not be accepted.

Procedures

Email is the official mode of communication for all program-related matters, and students should always 'cc' their advisor, Program Directors, and the Program Assistant each time an activity is added to their official records. Students should consult with the Program Assistant within the first two weeks of each semester to verify official documentation of professional activities. The Program Assistant will notify students of submission dates and deadlines via email throughout the academic year.

Each competency activity has specific submission procedures, which are detailed in the corresponding sections of this handbook. Students are responsible for submitting the necessary documentation of completed competency activities required for the passing of candidacy. Proof of submission and participation—such as benchmark acceptance

letters for peer-reviewed journal articles or conference agendas for presentations—is required for all relevant activities, and must be sent via email to their advisor, the Program Directors, and the Program Assistant for record keeping.

The Program Directors will review each submission. The Program Assistant will notify students of their outcome in writing once all competency requirements are successfully met. Students may formally advance to Doctoral Candidacy after receiving this final Letter of Confirmation.

Time Guidelines

Domain 1: Research Deadlines

First-Author Published/Publishable Journal Article Deadline:

End of sixth semester in Program - excluding summers.

First-Year Project Deadlines:

Manuscript: Two weeks after the start date of the first semester of the second year.

Presentation: At least two weeks after submission of the manuscript.

Second-Year Project Deadlines:

Manuscript: Two weeks after the start date of the first semester of the third year.

Presentation: By the end of the spring semester of the third year in the program.

Literature Review Deadline:

End of the second semester of the third year in the program.

Domain 2: Teaching and/or Professional Presentation Deadlines

Teaching Experience Deadline:

End of sixth semester in Program - excluding summers.

Professional Presentations Deadline:

End of sixth semester in Program - excluding summers.

Students may petition the HFC Faculty Program Committee for extensions to a deadline when appropriate.

Domain 1: Research

First Author Published/Publishable Journal Article

Students are required to submit an article to a refereed journal and receive feedback on the manuscript. Students must be first or solo authors on empirical research that is either published or publishable in a peer-reviewed journal. If the student does not receive word on the journal submission by 8 weeks or if the article is rejected, the faculty program committee will review the student's work and determine if it fulfills the requirement.

Fulfillment of this component is intended to (a) complement the student's graduate level coursework in research methods, design, statistics, and on-going research practica, (b) hone conceptual and professional writing skills related to publishing findings in scholarly journals, (c) encourage students to submit completed scholarly works to journals for peer-review, and (d) provide students with the opportunity to receive and react to comments offered by professional journal reviewers. Students must complete research and articles while enrolled in the HFC Ph.D. Program. The student must report receipt of the peer-review and submit a copy of the article for inclusion in their competency materials via email as confirmation that this benchmark has been fulfilled. The manuscript and editorial response may be reviewed by the HFC Committee to determine whether the student has satisfied this requirement.

First Year Project

In the first year, all students must do a laboratory research project that includes at least one empirical study. The project must be approved and supervised by the student's advisor. Students must submit a Summary and Contributions Form to the Program Directors and Program Assistant that describes 1) what they intend to investigate (e.g., "I will be investigating the effects of X and Y on Z and W."); and 2) what their contribution to the project will be (e.g., conceptualization, development of the tasks, analysis of results, manuscript preparation, etc.). The student may request this form from the Program Assistant and should obtain the approval of their advisor prior to submitting this document. The deadline for submitting the document will be the middle of the Fall Semester of the first year in the program. The student must submit a complete draft of the manuscript to their advisor no later than one month prior to the deadline for the final paper.

By 5:00PM two weeks after the start date of the first semester of the second year (if this date falls on a weekend or academic holiday the due date will be 5:00 PM on the first day following on which university classes are in session), the student must submit a written manuscript describing their work structured in accordance with APA guidelines

and including all sections necessary for a typical journal submission in their field. It should not exceed 20 pages of text (exclusive of References, Tables, and Figures). Approval of the manuscript is required by two members of the Human Factors and Cognitive Psychology Ph.D. Program faculty (one of whom will be the student's advisor; the other will serve as a 'second reader.'). The student must inform the Program Assistant via e-mail who their second reader is no later than the date the final manuscript is submitted. The student must submit the manuscript to their advisor and the reader by the deadline noted above, and they must cc the Program Directors and Program Assistant on the e-mail. The advisor and the second reader will evaluate the manuscript on a pass/fail basis. If the advisor and the second reader disagree regarding whether the manuscript is acceptable, then the manuscript will be reviewed by the entire HFC Ph.D. Program Committee, and the committee will make the final determination regarding pass/fail. The pass/fail decisions will be completed during a HFC Program Faculty meeting.

Additionally, the student must undergo a 20-minute oral examination based on the written report. This examination will be in the format of an academic talk delivered to area faculty and students that will occur after submission of the manuscript at a time and date determined by the Program Directors. Satisfactory performance on both the manuscript and oral examination is required to maintain good standing in the program. Cases in which performance is deemed unsatisfactory may result in dismissal from the program, but it will at minimum result in academic probation with conditions specified in a retention plan for the student. In such cases, the student must successfully satisfy the conditions of this plan to maintain status in the program. If a student already on academic probation delivers a First Year Project (either paper or talk) that is deemed unsatisfactory, then they may be removed from the program at the discretion of the Program Faculty Committee. Failure to complete the First Year Project is grounds for dismissal from the program.

Second Year Project

In the second year, all students must do a laboratory research project that includes at least one empirical study. The project must be approved and will be supervised by the students' advisor. Students must submit a Summary and Contributions Form to the Program Directors and Program Assistant that describes 1) what they intend to investigate (e.g., "I will be investigating the effects of X and Y on Z and W." or "Based on results of my previous study, I will investigate..."); and 2) what their contribution to the project will be (e.g., conceptualization, development of the tasks, analysis of results, manuscript preparation, etc.). The student may request this form from the Program Assistant and should obtain the approval of their advisor prior to submitting this document. The deadline for submitting the document will be the middle of the Fall

Semester of the second year in the program. The specific date will be determined by the Program Directors. The student must submit a complete draft of the manuscript to their advisor no later than one month prior to the deadline for the final paper

By 5:00PM two weeks after the start date of the first semester of the third year (if this date falls on a weekend or academic holiday the due date will be 5:00PM on the first day following on which university classes are in session), the student must provide a written manuscript describing their work structured in accordance with APA guidelines and including all sections necessary for a typical journal submission in their field. It should not exceed 20 pages of text (exclusive of References, Tables, and Figures). Approval of the manuscript is required by two members of the Human Factors and Cognitive Psychology program faculty, one of whom will be the student's advisor. The second reader may be, but is not required to be, the same faculty member who served as second reader for the First Year Project. The student must inform the Program Assistant via e-mail who their second reader is no later than the date the final manuscript is submitted. The student must submit the manuscript to their advisor and the second reader by the deadline noted above, and they must cc the Program Directors and Program Assistant.

Additionally, the student must undergo a one-hour oral examination based on the written report. This examination will be in the format of an academic talk delivered to area faculty and students that will occur in an HFC Program seminar (typically held on Friday afternoons) during the Fall or Spring Semester of the third year in the program. The specific date on which the student presents their work will depend on the seminar schedules for those two semesters. Satisfactory performance on both the manuscript and oral examination is required to maintain good standing in the program. Cases in which performance is deemed unsatisfactory may result in dismissal from the program, but it will at minimum result in academic probation with conditions specified in a retention plan for the student. In such cases, the student must successfully satisfy the conditions of this plan to maintain status in the program. If a student already on academic probation delivers a Second Year Project (either paper or talk) that is deemed unsatisfactory then they may be removed from the program at the discretion of the Program Committee. Failure to complete the Second Year Project is grounds for dismissal from the program.

Literature Review

Students will fulfill the Literature Review requirement by completing a sole-authored review paper of literature in their area of research interest. The paper will synthesize research of that selected area and derive and include proposals of novel hypotheses,

models, or frameworks that can be used to formalize the selected literature to advance future research.

Fulfilling this requirement is intended to a) develop students' expertise in their research area, b) refine students' abilities to capture current understanding of a research topic through scholarly writing, c) encourage students to develop well-supported and testable hypotheses that can advance research in their field, and d) provide students an opportunity to receive feedback from all program faculty.

Students can focus this review on their intended dissertation topic and use said review as a basis for their dissertation introduction. This is not a requirement. Prior to beginning the review, students must document approval of the topic from their advisor. The advisor will also determine the length and content requirements for the Literature Review. They must also obtain commitment from a second reader (from within the HFC Ph.D. Faculty) to assess the completed review. The second reader cannot be the same second reader selected for the student's First Year Project. The deadline for submission of the final document to the advisor and the second reader will be during the spring semester of the third year and will be determined by the Program Directors. Note that students need to provide a draft of their Literature Review to their advisor at least two weeks prior to the final submission deadline. Any changes required by readers must be integrated and the revision completed to the readers' satisfaction in order for the student to fulfill this requirement. The final version must be submitted by the student via e-mail to their advisor and the second reader; the student must include the Program Directors and Program Assistant in the e-mail.

The review paper must be formatted in accordance with APA guidelines. Students may refer to papers published in the Annual Review of Psychology for guidelines on the length, composition, and level of support included in a well-composed review.
<https://www.annualreviews.org/journal/psych>

Domain 2: Teaching and/or Professional Presentation

Fulfillment of this domain requires first that all students complete the UCF Graduate Studies GTA trainings (<https://graduate.ucf.edu/graduate-teaching>). Students must either serve as instructor of record for an undergraduate course at UCF or complete formal presentations. Students are free to select either option in consultation with their faculty advisors. If the student opts for instructor of record of an undergraduate course, the student must do the following: Submit a syllabus, lecture notes, examinations, and receive a Student Perception of Instruction course evaluation administered online by UCF, distributed by the Department of Psychology.

Students must report each completed activity to their advisor, Program Directors, and Program Assistant for inclusion in their records within thirty (30) days of the presentation or of the end of the semester in which the teaching activity occurred. Failure to meet the thirty-day deadline will result in disqualification of the activity for satisfying this competency. The activity may be reviewed by the HFC Ph.D. Program Committee to determine whether the student has satisfied this requirement.

Fulfillment of the traditional **Teaching** domain 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.

Students must submit their Graduate Teaching Associates assistantship contract via email including the student's advisor, the Program Directors, and the Program Assistant as official documentation.

Formal **Professional Presentations** are an alternative option under this domain intended to encourage students to engage in research studies beyond those required by The Program and to present their findings at professional meetings. Fulfillment of this requirement is expected to promote research involvement throughout graduate training and promote student competency in (a) developing written submissions of completed empirical works, (b) oral presentation skills with professional audiences, (c) learning and using innovative technology relevant to paper/poster presentations, and (d) receiving and reacting to constructive comments offered by professionals.

Students must provide formal documentation to verify their participation as the primary presenter at a professional conference. Acceptable proof includes a digital conference program excerpt with presentation details, an email from their advisor confirming their contribution, a certificate of participation if provided by the conference, or a photo of the conference listing converted to a PDF from the event's website. These options ensure a clear and balanced verification process.

Students satisfy this domain by accumulating **4 points** for teaching and/or professional presentation. For presentations, the student must be the primary presenter. Points are assigned as follows:

Professional Presentation Activities

Oral Presentation/Talk:

One paper presentation at a National/International conference: **2 points**

One paper presentation at a Regional conference: **1 point**

One HFC Ph.D. Program Colloquium/Brown Bag Talk: **1 point**

Posters:

One poster presentation at a National/International conference: **1 point**

One poster presentation at a Regional conference: **½ point**

UCF Student Scholar Symposium:

One paper or poster presentation: **½ point**

Teaching:

Instructor of Record of an undergraduate course: **4 points**

Graduate Teaching Assistant of a laboratory section once a semester: **1 point**

Graduate Assistantships and Tuition Waivers

Graduate assistantships and tuition waivers are key forms of financial and academic support available to graduate students at the University of Central Florida.

Assistantships provide paid opportunities for students to contribute to teaching, research, or administrative functions, while tuition waivers help offset the cost of graduate education. These forms of support are often awarded together and are subject to eligibility, enrollment, and training requirements.

The Human Factors and Cognitive Psychology Ph.D. Program provides funding—including both a stipend and tuition waiver—for the fall and spring semesters of the first four years of study. Funding beyond the fourth year and during summer semesters may be available depending on departmental resources. Students interested in receiving departmental support beyond the fourth year or during summer terms should communicate their interest when prompted by the program.

Graduate Assistantships

Graduate students may be appointed as Graduate Teaching Associates, Assistants, or Graders (GTAs), Graduate Research Associates or Assistants (GRAs), or Graduate Assistants (GAs). To be eligible, students must be admitted to a graduate degree

program and enrolled full-time. Continued employment in an assistantship requires full-time enrollment and compliance with all employment conditions.

Assistantships are available at both half- and full-stipend levels. Half-stipend assistantships require a minimum of 10 hours of service per week, while full-stipend assistantships require a minimum of 20 hours per week. In exceptional cases, assignments may exceed 20 hours per week; such appointments during the fall and spring semesters require prior approval via the Supplemental Assignment Form. Summer term assignments exceeding 20 hours do not require prior approval. Stipend rates vary by department.

Tuition Waivers

Tuition waivers are financial benefits that cover a portion or all of a student's tuition costs and are typically awarded in conjunction with graduate assistantships. While assistantships provide a stipend in exchange for service, tuition waivers reduce the financial burden of tuition and are not considered compensation for work. Tuition waivers allocated to the program are allocated to the faculty member, not the student.

For students receiving tuition support based on their graduate assistantships, the level of tuition support is dependent on the level of assistantship. To receive half tuition support, students are required to have a single assistantship assignment for a minimum of 10 hours per week during the period of the assignment. To receive full tuition support, students are required to have a single assistantship assignment for a minimum of 20 hours per week, or two assistantship assignments, each for a minimum of 10 hours per week during the period of the assignment.

Certain fellowships also provide tuition support. Students should review the letter offering the fellowship and the terms of the award to see if tuition support is included. Specific questions concerning the amount of tuition included with a given fellowship may be directed to the UCF College of Graduate Studies at gradfellowship@ucf.edu.

Required Training for Graduate Assistantships

All graduate assistants must complete mandatory training to be eligible for and maintain their assistantship positions. There are no exceptions to these training requirements.

Failure to complete them may result in ineligibility for assistantship appointments.

- **GTA Grader and Assistant Training:** Required for all GTAs and Graders. Must be completed online in UCF Webcourses by the semester deadline.

- **GTA Associate Training:** Required for GTAs serving as instructors of record. Includes completion of the GTA Associate online module and attendance at a face-to-face workshop hosted by the Faculty Center for Teaching and Learning (FCTL), held before each term begins.
- **Supporting Students in Distress:** All student employees must complete this university-wide training on mental health and suicide prevention. Registration is available through Workday.

Alternatively, completion of Preparing Tomorrow's Faculty Program satisfies all GTA training requirements if completed in a prior semester. Concurrent enrollment does not fulfill the requirement.

Teaching Qualification

At the beginning of their first semester as an instructor of record, students must submit a Teaching Qualification Form and their assistantship agreement to the College of Graduate Studies at gradservices@ucf.edu.

Versant English Speaking and Listening Test

Students who are non-native speakers of English and do not have a degree from a U.S. institution must pass the Versant English Speaking and Listening test before they will be permitted to teach as Graduate Teaching Associates or Graduate Teaching Assistants. Students must register for the Versant Test online at <https://global.ucf.edu/english-test>. All inquiries regarding the Versant Test should be directed to the English Language Institute (UCF Global, GB Suite 301) or phone (407)-823-5515.

GTA Performance Assessments

UCF requires that the teaching-related performances of all Graduate Teaching Associates, Assistants, and Graders be assessed at the end of each term that the student serves as a GTA. The GTA assessment is documented through the submission of the online GTA Performance Assessment to the UCF College of Graduate Studies. This form constitutes a summary rating based on the areas of performance that were required in the GTA's teaching-related assignment(s). The GTA's assigned Faculty Supervisor (the first person so listed on the student's GTA assistantship agreement) submits the rating online after appropriate consultation with the Department Chair, Graduate Program Directors, or other relevant individuals. This summative assessment will be discussed with the student, and the student will be given an opportunity to respond to the assessment.

Doctoral Candidacy

Overview

Doctoral candidacy represents a formal transition from coursework to independent research and dissertation development. In the Human Factors and Cognitive Psychology Ph.D. Program, admission to candidacy confirms that a student has demonstrated sufficient academic preparation and research readiness to begin focused dissertation work. Candidacy status is an official designation granted by the College of Graduate Studies (CGS) and the Human Factors and Cognitive Psychology Ph.D. Program upon successful completion of all pre-dissertation requirements.

Doctoral Candidate Expectations

Doctoral candidates in the Human Factors and Cognitive Psychology Ph.D. Program are expected to demonstrate a high level of scholarly engagement, professional integrity, and consistent progress toward degree completion. As advanced students, candidates should take initiative in their research, contribute meaningfully to the academic community, and uphold the ethical standards of the discipline.

Candidates are responsible for maintaining regular communication with their advisor, meeting program milestones in a timely manner, and actively participating in departmental and professional activities. They are also expected to foster a collaborative and respectful environment, both within the department and in their interactions across academic and research settings.

Eligibility and Requirements

Advancement to doctoral candidacy requires the successful completion of all coursework and competency domains, as well as the additional requirements outlined in the sections below.

Letter of Confirmation

A completed competency material dossier must be submitted to the Program Directors and Program Assistant no later than thirty (30) days prior to the start of the semester in which the student anticipates entering candidacy (i.e., becoming ABD – All But Dissertation). The Program Directors will review each submission, and the Program Assistant will notify students in writing upon successful completion of the requirements. Failure to meet the submission deadline may delay candidacy approval and prevent enrollment in dissertation hours for the intended term.

Dissertation Advisory Committee

Students must establish a Dissertation Advisory Committee prior to the completion of the Program Competency Requirements. The committee will consist of a minimum of four members. At least three members must be qualified regular faculty members from the Psychology Department at UCF, one of whom must serve as the chair of the committee. The chair of the committee and one other departmental faculty member must be HFC Ph.D. Program faculty. The third member may be either Program faculty or Department faculty. The fourth member must be from either outside the student's department at UCF or outside the university. Note that the external committee member cannot have a joint appointment in the Psychology Department. In addition, if a person received their Ph.D. from UCF within five years prior to the formation of the committee, they may not serve as the external committee member. Alumni who received their Ph.D. from this program more than five years prior to the formation of the committee may serve as an external committee member. It is likely that the student's advisor will serve as the chair of the committee. Students are therefore strongly encouraged to consult with their advisor in identifying potential committee members. All members vote on acceptance or rejection of the dissertation proposal and the final dissertation by a majority of the committee.

To formally establish the Dissertation Advisory Committee, students must complete and submit the Dissertation Advisory Committee Form, which is available electronically on the College of Graduate Studies Forms and References page at <https://graduate.ucf.edu/form-and-references>. The process begins with the student entering the names and email addresses of all proposed committee members. It is crucial that students input email addresses accurately on this form, as errors or incorrect entries may result in processing delays. Once submitted, the form is routed sequentially for electronic signatures—first to each committee member, then to the Program Assistant for verification. Afterward, it proceeds to the College of Sciences for approval, and finally to the College of Graduate Studies, where it is officially recorded and implemented into the university system. Students are encouraged to complete this process well in advance of their candidacy deadline to ensure timely approval.

Graduate Faculty Scholar

Graduate Faculty Scholars are individuals who are not regular members of the UCF Graduate Faculty—such as adjuncts, research associates, or professionals outside the university—but who bring relevant expertise to the student’s research. If a student wishes to include a Graduate Faculty Scholar on their Dissertation Advisory Committee, they must ensure that the individual has been formally nominated and approved by the College of Graduate Studies. These individuals may serve as committee members or co-chairs, depending on their qualifications and the approval granted. To initiate this process, the student must work with the Program Assistant to submit a completed Nomination and Appointment to Graduate Faculty and Graduate Faculty Scholars form, along with the nominee’s current CV. The form must be endorsed by the Program Directors and Department Chair before submitting to the College of Graduate Studies for final approval. This process should be completed well in advance of any committee-related milestones to ensure the nominee is eligible to serve.

Passing of Doctoral Candidacy

The process of passing doctoral candidacy in the Human Factors and Cognitive Psychology Ph.D. Program involves both program-level and college-level approvals. Once a student has completed all required coursework, domain requirements, submitted their full competency dossier, and the Program Directors determines the student has satisfied candidacy criteria, the Program Assistant will submit a “Passing of Candidacy” form to the College of Graduate Studies on the student’s behalf. This form is required for the university to officially recognize the student’s advancement.

Once the form is approved, the student will receive direct communication from the College of Graduate Studies confirming their ABD status. At this point, the student becomes eligible to enroll in dissertation hours and may begin the dissertation phase of the program.

It is essential that students coordinate closely with the Program Assistant to ensure all documentation is submitted in a timely manner. Delays in this process may affect a student’s ability to register for dissertation hours in their intended semester.

Enrollment in Dissertation Hours

Doctoral students are required to take a minimum of 15 credits of dissertation hours (PSY 7980). Dissertation research is considered to be a full-time effort, and post-candidacy enrollment in at least three doctoral dissertation credit hours constitutes full-time graduate status. At no time may a student register for all 15 minimally required hours of dissertation in a single semester. Students wishing to enroll in fewer than 3 credit hours must have approval from their advisor.

Students taking dissertation hours must be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. Students who need to interrupt their dissertation work for extenuating circumstances must submit a Special Leave of Absence Form to the College of Graduate Studies.

Institutional Review Board (IRB) and Human Research Protection

All UCF students conducting research involving human subjects are required to comply with the university's Institutional Review Board (IRB). Doctoral candidates whose research involves human participants must obtain IRB approval before beginning data collection. The IRB application process is managed through the Huron IRB system, and students are encouraged to work closely with their faculty advisor and committee to finalize their research design before applying. To support this process, UCF offers guidance through the IRB Ambassador, who provides one-on-one assistance with application preparation, platform navigation, and policy questions. Students can schedule appointments or email questions to the IRB Ambassador for support.

It is the student's responsibility to ensure that IRB approval is secured in a timely manner, as failure to do so may delay progress toward dissertation completion. Additional resources, including protocol templates, application instructions, and training guides, are available on the Office of Research's IRB website.

Doctoral Dissertation

Overview

Dissertations are required in all PhD programs. The dissertation consists of an original and substantial research study designed, conducted, and reported by the student with the guidance of the Dissertation Advisory Committee. The written dissertation must include a common theme with an introduction and literature review, details of the study, results and conclusions prepared in accordance with program and university requirements. The dissertation is expected to represent a significant contribution to the discipline. Since this work must be original, it is very important that care is taken in properly citing ideas and quotations of others. Failure to do so is academic dishonesty and subject to termination from the program without receiving the degree. In exceptional circumstances, the use of an archival data set may be accepted through a petition to the HFC Ph.D. Program Committee.

Students are encouraged to write their dissertation proposal and dissertation using APA publication style (see APA Publication Manual, 6th edition) and to submit their completed research to relevant professional journals in their field of research.

An oral defense of the dissertation is required.

Chronological Guide and Required Materials

The dissertation process is a structured sequence of academic and administrative steps that culminate in the successful completion of a doctoral dissertation. This section outlines each required milestone—from the proposal stage through final submission—and highlights the forms, deadlines, and university policies students must follow. While this guide provides a comprehensive overview, students are also expected to consult the Thesis and Dissertation Webcourse and the College of Graduate Studies website for the most current procedures, templates, and resources. Careful planning, timely communication, and adherence to all requirements are essential for a smooth and successful doctoral experience.

Review Dissertation Advisory Committee

Before advancing to key milestones in the dissertation process students must take time to review the composition of their Dissertation Advisory Committee. Students should ensure that their committee meets all university and program-specific requirements,

including the appropriate number of members, faculty rank, and departmental representation. If any changes to the committee are needed, such as replacing a member or adding a co-chair, students must submit a new Dissertation Advisory Committee Form and receive approval from the College of Graduate Studies **before** scheduling the final dissertation defense. Early review and confirmation of the committee's composition helps prevent delays and ensures that all members are prepared to support the student through each stage of the dissertation process. Students are encouraged to consult their Program Assistant or Program Directors with any questions about committee requirements or changes.

Hold the Dissertation Proposal/Prospectus

To schedule a dissertation proposal, students must first coordinate with their committee members to confirm a date. Once scheduled, the student is responsible for submitting the full proposal document to their Dissertation Advisory Committee no later than two weeks prior to the proposal date. In addition, students must notify the Program Assistant of the scheduled date and request that the Dissertation Proposal Approval Form be routed to all committee members. This form is used to officially record the outcome of the proposal meeting. The signed form must be returned to the Program Assistant no later than two weeks following the proposal. Timely communication and adherence to these steps are essential for maintaining progress.

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. After submitting a written proposal to the Dissertation Advisory Committee, the committee will meet 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

Intent to Graduate

At the beginning of the semester in which the student plans to defend their dissertation, they must submit an Intent to Graduate (ITG) form through the myUCF portal. This step is essential for initiating the degree audit process conducted by the College of Graduate Studies. It is the student's responsibility to ensure that their Program of Study is accurate and up to date prior to submission. As part of the ITG process, students will also verify their name and mailing address in the university system and complete an exit survey. If a student misses the published deadline for filing the ITG, they may submit a Late Intent to Graduate form; however, this may affect their eligibility to participate in

commencement for that term. Students who graduate under a Late ITG may still participate in a future commencement ceremony, up to three semesters after their graduation. Students are encouraged to consult with the Program Assistant or advisor if they have questions about the ITG process or deadlines.

TD Release Option Form (iThenticate)

As part of the final semester requirements, students must complete the Thesis and Dissertation (TD) Release Option form to acknowledge that their final document will be made publicly available through UCF's institutional repository, STARS. This form must be submitted through the myUCF portal no later than the Intent to Graduate deadline, though students are encouraged to complete it early in the term to allow time for processing. The TD Release Option form is accessed via the Graduate Students section in myUCF and requires the student to provide their dissertation title, defense date, and an acknowledgment of public access. The College of Graduate Studies processes these forms daily, and both the student and their committee chair will receive confirmation once it has been reviewed. The format review of the dissertation will not proceed until this form is submitted.

In addition, the university requires all students submitting a dissertation to undergo an originality review using iThenticate. This review is intended for advisement purposes and to ensure academic integrity. The dissertation chair is responsible for coordinating the submission of the students' electronic document to iThenticate and for reviewing the results with the full Dissertation Advisory Committee. The committee uses the report to guide the students in refining their work and addressing any concerns related to originality. Students do not need to resubmit the TD Release Option form unless their embargo status or graduation term changes. Any updates to the title or defense date should be reflected on the Thesis and Dissertation Approval Form and in the final document. Students considering an embargo should consult the Embargo Policy page for additional guidance.

Format Review

To remain eligible for commencement in their final semester, dissertation students must submit a defense-ready version of their document for review by the Format Review Deadline in the Academic Calendar. Submissions are made through the Format Review Assignment in module two of the Thesis and Dissertation Webcourse. The student must select the appropriate semester, upload a bookmarked PDF, and await a "complete" or "incomplete" grade. Reviews typically take five to seven business days. If revisions are required, students may resubmit after the deadline as long as the initial submission was on time. To ensure compliance, students are strongly encouraged to use the approved templates, consult the Format Review Checklist, and seek assistance during formatting

help hours—available both in person at the Graduate Student Center and online. Appointments can be scheduled via Webcourses, and questions may be directed to ETDHelp@ucf.edu.

Defense Announcement

In accordance with UCF's graduate policies, all final dissertation defenses must be publicly announced at least two weeks prior to the scheduled defense date. To meet this requirement, students must submit their defense announcement to the Program Assistant at least three weeks in advance. The defense announcement must include the date, time, location, and—if applicable—a virtual meeting link to ensure public accessibility. A required announcement template is available from the Program Assistant and must be completed and attached to the submission. Once received, the Program Assistant will submit the finalized announcement to a public ListServ to fulfill the university's public notification requirement.

Hold the Dissertation Defense

To schedule a dissertation defense, students must first coordinate with their committee members to confirm a date, then make a room reservation with the Program Assistant if applicable. Once scheduled, the student is responsible for submitting the full dissertation document to their committee members and the Program Assistant no later than two weeks prior to the defense date.

CGS and HFC Dissertation Approval Forms

Following a successful dissertation defense, students are required to complete two separate Dissertation Approval forms: one for the College of Graduate Studies and one for their program records, often referred to as the HFC Defense Approval Form. These forms serve to confirm that the dissertation has been approved by the student's Dissertation Advisory Committee. After the defense, the student is responsible for collecting all required signatures. The completed CGS Defense Approval Form must be emailed to editor@ucf.edu, while the HFC Defense Approval Form must be returned to the Program Assistant. The College of Graduate Studies will obtain the dean's signature on the CGS form after it has been submitted. Timely communication and adherence to these steps are essential for maintaining academic progress and meeting graduation requirements.

Final Submission of the Dissertation

The final step in the dissertation process is submission to STARS (Showcase of Text, Archives, Research & Scholarship), UCF's institutional digital repository managed by the UCF Libraries. This submission is a graduation requirement and must be completed by the Final Submission Deadline, as published each semester in the Academic

Calendar. STARS serves as the official platform for archiving and publicly sharing approved dissertations, ensuring long-term preservation and global access to student research.

To complete the submission, students must log into the STARS system using their UCF credentials. The submission URL is located in the Final Submission Instructions file, found in the Format Review assignment comments. Students must complete the submission form and upload the final PDF of their dissertation, along with any optional supplemental files such as datasets, audio, or video materials. It is important to allow sufficient time for large files to upload and to ensure all materials are fully submitted before leaving the page.

All submissions are considered **final** unless the College of Graduate Studies specifically requests a resubmission. Processing begins only after the signed approval form has been received. Most submissions are not approved until after the final deadline. Students will receive two confirmation emails, one when the submission is approved and another when the dissertation is officially posted in STARS, which typically occurs about one month after the semester ends. Students should verify that their STARS account reflects confirmation of submission to ensure successful completion of this requirement.

IRB Study Closure

At the conclusion of a dissertation study involving human subjects, it is essential that students formally close their IRB-approved study. Study closure is not just a procedural step—it is a critical part of maintaining ethical research standards and institutional compliance. Closing a study signals to the IRB that all research activities, including data collection and analysis, have been completed and that no further interaction with participants or use of identifiable data will occur.

Failure to close an IRB study can result in administrative complications, including delays in graduation clearance, noncompliance with federal regulations, and potential issues with future IRB submissions. It may also affect the university's ability to accurately report research activity and uphold its responsibilities to research participants.

To close a study, students must submit a Continuing Review in the Huron IRB system and indicate that the study is ready for closure. There is no separate “study closure” button. Detailed instructions for this process can be found in the Huron IRB Help Center under: IRB → Help Center → Guides → UCF Researcher Guide to Huron IRB Internal Studies.

Students are strongly encouraged to complete this step promptly after finishing their dissertation research and consult their advisor or the IRB office if they have questions about the closure process.

Dissertation Format and Content Requirements

While the structure of a dissertation may vary depending on the degree program and academic discipline, all manuscripts submitted to the University of Central Florida must adhere to a set of core formatting and content standards. These requirements ensure consistency, academic integrity, and accessibility across all graduate-level research submissions.

General Formatting Standards

All dissertations must include a single abstract following the title page that summarizes the entire document. Abstracts for individual chapters are not permitted. A common table of contents and a comprehensive introduction that addresses the full scope of the dissertation are also required. If figures or tables are used, a unified list of figures and/or tables must be included. Figures and tables must be numbered either consecutively throughout the manuscript or within each chapter, but the chosen method must be applied consistently.

The manuscript must also include a list of references, which may appear either at the end of each chapter or as a single section at the end of the document. Regardless of the organizational style, all formatting must follow UCF's official dissertation guidelines. This includes using a single-column layout, double-spaced text, and consistent formatting for headings, subheadings, page numbers, tables, figures, and appendices.

Required Manuscript Sections

Each dissertation must contain the following components in the specified order, unless otherwise noted:

Title Page (Required)

Copyright Page (Optional)

Abstract (Required)

Dedication (Optional)

Acknowledgments (Optional)

Table of Contents (Required)

List of Figures (If applicable)

List of Tables (If applicable)

List of Media/Abbreviations/Nomenclature/Acronyms (Optional)

Chapters (Required)
Appendix (Optional*)
List of References (Required)
Index (Optional)

*May be used to include a more comprehensive literature review as determined by the student's committee members.

Copyright and Co-Authorship Considerations

If a dissertation includes previously published or accepted articles, the student must obtain written permission from the copyright holder. These permissions should be included in an appendix. A disclosure statement must also appear at the beginning of each chapter containing previously published content, identifying the publication name, edition, date, and authorship.

In order to include co-authored material in a dissertation, the program or department must first approve its inclusion. The student's advisory committee must also confirm that the student is the primary author of the work. Additionally, the student's specific contributions must be clearly identified in a statement placed at the beginning of the relevant chapter. Written permission must be obtained from all co-authors. It is important to note that multiple-authored dissertations are not permitted; each submission must represent the individual work and scholarship of the student.

Academic Standards and Progress

Academic Performance and Review

College of Graduate Studies Academic Performance

The primary responsibility for monitoring academic performance standards rests with the degree program. However, the College of Graduate Studies will monitor a student's progress and may dismiss any student if performance standards or academic progress as specified by the program, college or university are not maintained. In addition to the minimum Program GPA requirement (see below), satisfactory performance also 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 dismissal of the student from the program.

College of Graduate Studies Annual Review

All doctoral students at the University of Central Florida are required to participate in the College of Graduate Studies Annual Review process. This review must be completed before the end of each spring semester and serves as a formal evaluation of academic progress, research development, and professional conduct. The process is initiated by the College of Graduate Studies, and it includes a comprehensive assessment of milestones achieved, coursework performance, research engagement, and overall standing in the program. The annual review is intended to ensure timely progress toward degree completion and to identify any areas requiring additional support or intervention. Documentation of the review is submitted to the College of Graduate Studies and becomes part of the student's official academic record.

Program GPA

A Program GPA will be calculated based on the courses taken in the Program of Study since admission into each degree or certificate program. Grades from courses taken at UCF prior to admission into the graduate program will also be included in Program GPA if, and only if, these courses are approved as transfer credits. Grades from courses completed by students readmitted to a graduate degree program they were previously enrolled in will also be included in the Program GPA. The Program GPA is used to monitor the student's progress in the program. The university requires that students maintain a Program GPA of at least 3.0 or higher in order to maintain regular graduate student status, receive financial assistance, and qualify for graduation. This GPA requirement cannot be waived.

The student's approved Program of Study will guide the student in choosing courses. If the student deviates from the Program of Study without approval, all courses taken from the curriculum listed in the student's catalog year will populate into the Program GPA. Courses cannot be moved in or out of the Program GPA once the student has taken them. Thus, unsatisfactory grades will be included in the Program GPA.

Maximum Hours of Satisfactory Grades

A degree-seeking or non-degree student may earn a maximum total of three semester hours of "C" (C+, C, C-) or lower grades. A course in which a student has received these grades may be repeated to provide a better grade. However, both grades will be used in computing the GPA. **There is no forgiveness policy on graduate grades.** Exceeding three semester hours of unsatisfactory grades ("C+" and below, 'U,' or unresolved "I" grades) is reason for dismissal by the program.

Incomplete Grades

A grade of "I" (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where an "I" grade is received, the student and faculty member must complete an agreement form that specifies how and when the incomplete grade will be made up. This agreement form is submitted with the instructor grade rolls at the end of the semester, and a copy of this agreement is given to the college for further follow-up. For those students on financial assistance, the incomplete (I) must be made up by the agreement date. Failure to complete course requirements by that date may, at the discretion of the instructor, result in the assignment of an "F" grade, or a "U" grade for thesis, dissertation, or research report hours. It is the student's responsibility to arrange with the instructor for the change of the "I" grade.

Grades of "I" must be resolved within one calendar year or prior to graduation, whichever comes first. An "incomplete" in regular course work left unresolved will be changed to "F" if not changed in the allowed time period, and this time period may be sooner for those receiving financial assistance. The exception to this is enrollment in dissertation hours where the incomplete grade will be allowed to continue until graduation. UCF fellowship students cannot receive fellowship funds while holding "incomplete" grades and have thirty days from the issuance of the Incomplete to remedy it in order to continue to receive fellowship funds.

Probationary Status and Dismissal

Students whose Program GPA falls below 2.0 will be immediately dismissed from the degree program and will not be allowed to enroll in graduate courses unless they have been admitted to another graduate program or admitted as a non-degree student.

Students whose Program GPA falls below 3.0 but remains above 2.0 will automatically be placed on academic probation by the College of Graduate Studies, who will then notify the student of their status at the start of the probationary period. A probation statement will also be officially indicated on the student's advising transcript. Students will have a maximum of 18 credit hours of graded A-F course work from their Program of Study to increase their Program GPA to 3.0 or higher. Unsatisfactory performance may also be indicated by a "U" grade in graduate course work. Under such circumstances the program may elect to place the student on academic probation.

If the student has not attained a Program GPA of 3.0 of graded A-F course work at the end of the probationary 18 credit hours, they will be dismissed from the graduate program unless an approved Graduate Retention Plan is in place as described below. Students who have not remedied the unsatisfactory "U" performance, as defined by the program, may also be dismissed.

The College of Graduate Studies will also notify the Program Directors at the time of probation and give an opportunity during the 18-hour probationary period to formally prepare a "Graduate Retention Plan" in consultation with the Appeals Subcommittee of the Graduate Council. The Graduate Retention Plan should detail how the student can realistically regain their regular graduate status (GPA 3.0) within a reasonable time frame (usually one semester). It should also define the courses to be taken and the timing of the courses to regain their graduate status. In addition, the plan can include other conditions as necessary for the continued enrollment of the student in the program such as retaking courses requiring better performance, taking remedial course work in specified areas, or completing special projects to better prepare the student for success in the program. Ideally, the student and the faculty should know exactly what conditions are required for the continued enrollment of the student. Failure to meet the conditions will result in dismissal without any further appeal of retention. An approved Graduate Retention Plan by the Appeals Subcommittee will usually include an extension of the probationary period, if needed, thus allowing the student to continue without interruption in their program even should the student fail to succeed in their initial probationary period. International students placed on probationary status will be sent to UCF Global for advisement regarding immigration status implications of this action.

More information regarding probation and dismissal resulting from a low GPA can be found at: <https://ucf.edu/catalog/graduate> → General Graduate Policies → Academic Progress and Performance

After Dismissal

In the event of dismissal from the program, students may have limited options for continuing their studies at the University of Central Florida. The following section outlines the formal procedures and pathways available to dismissed students, including appeals for immediate retention, reapplication to the same program, or application to a different graduate program. Each option is subject to specific conditions and approval processes, and students are expected to adhere to all university and program-level academic standards.

The Program Appeals for Retention of the Student in the Next Semester After Dismissal. The dismissed student may not take program-related course work during this appeal, which must occur within the next semester following dismissal. The appeal for retention should include reasons for readmitting the dismissed student, as well as provide a "Graduate Retention Plan" as described above. If the appeal is approved, students will be readmitted into the program under the "Graduate Retention Plan," and failure to meet the conditions will result in dismissal without any further appeal of retention. Appeals for retention submitted during the summer may be delayed until the first Appeals Subcommittee meeting in the fall semester. An approved appeal for retention will allow the student to reenroll in the very next semester and not have a "dismissal" on their transcript.

The Dismissed Student Applies for Entry into the Program from Which They Were Dismissed. In this case, the student must submit a new application (application fee, letters of reference, transcripts, and a statement describing why the student thinks they are more capable now of successfully completing the program. The program must make a new admissions decision and prepare a "Graduate Retention Plan" (as described above) if they choose to admit the former student. The Graduate Retention Plan must be submitted and approved by the Graduate Appeals Subcommittee before the student is admitted.

A student that is admitted back into a program from which they were dismissed will continue to have the original dismissal denoted on the transcript and will continue with the same Program GPA that the student held prior to dismissal. Also, the student is admitted as a Provisional Student and must meet the conditions prescribed by the Graduate Retention Plan to enter regular graduate status.

Apply to Another Program. This option is always available and requires a completely new application.

Readmission

To file for readmission, students must complete a new application, submit the application fee, and update their residency information and health history (if applicable). Students should apply for readmission if they were previously admitted and enrolled in a graduate program but have been absent for three major semesters. For more information on readmission, please visit the Graduate Students website.

Petitions, Policies, and Grievances

It is the policy of the Human Factors and Cognitive Psychology Ph.D. Program 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 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 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.

UCF Graduate Studies allows for petitions of university requirements and their academic matters. Academic matters are those involving instruction, research, or decisions involving instruction or affecting academic freedom. The academic grievance procedure is designed to provide a fair means of dealing with graduate student complaints regarding a specific action or decision by a faculty member, program or college, including termination from an academic program. Academic misconduct complaints associated with sponsored research will invoke procedures outlined by the Office of Research.

Students who believe they have been treated unfairly may initiate a grievance. The procedure provides several levels of review, and at each level of review the participants are further removed and have a broader outlook than where the grievance originated. Procedures for initiating an academic grievance can be found at The Golden Rule <https://goldenrule.sdes.ucf.edu>. Students who wish to file a grievance should consult university policies 5.016 and 5.017. These can be found at: <https://regulations.ucf.edu/chapter5.asp>.

Petitions of Graduation Requirements

Students have the responsibility to familiarize themselves with policies and procedures of the university, college, and program. Students are responsible for knowing the degree requirements and for following the policies that govern the academic program.

However, when unusual instances arise, making it appropriate for students to request exceptions of existing graduate academic policies for graduate students, graduate students may petition the program for an exception to this requirement.

Petition Procedure

The graduate student completes a Graduate Petition Form, specifying the requirement and the exception desired to the Program Directors. The Program Directors may ask the Program Committee to examine the necessary information. The Program Committee will recommend a response to the petition to the Program Directors.

Program Level: The Program Directors will consider the input of the Program Committee and make a recommendation about the exception.

Department Level: The Program Directors will consider the input of the Program Committee and make a recommendation to the Department Chair about the petition. The Department Chair will then make a final unit decision about the petition. If the exception requested is only a program requirement, then the petition decision is final and will not move forward.

College Level: The petition will be sent to the College of Graduate Studies for a final decision. The Dean of the College of Graduate Studies may ask the Appeals Committee of the Graduate Council of the Faculty Senate to examine the information provided in the petition at their next scheduled meeting and make a recommendation concerning the petition.

University Level: The Vice Provost and Dean of the College of Graduate Studies may consider the input of the Appeals Committee of the Graduate Council and will make a final decision about the petition for the university.

Special Leave of Absence

Students who anticipate that they may not be able to enroll continuously due to external circumstances should apply for a Special Leave of Absence. For students taking classes, the Special Leave of Absence Form must be submitted no later than the end of the add/drop period of the third semester of non-enrollment. For doctoral candidates, the Special Leave of Absence Form must be submitted no later than the end of the add/drop period of the term of non-enrollment.

Students may request up to 6 semesters of non-enrollment for each program the student is pursuing. If the student is active in multiple degree programs, approved leave

requests will be applied uniformly to all active programs. Time spent in a Special Leave of Absence can add a maximum of 3 terms (1 academic year) to the total time limitation for the degree (see the policy regarding Time Limitation for Degree Completion in the Graduate Catalog: <https://ucf.edu/catalog/graduate> → Doctoral Graduate Policies → Time Limitation and Continuous Enrollment).

To qualify for a Special Leave of Absence, the student must demonstrate good cause (e.g., illness, family issues, financial difficulties, personal circumstances, recent maternity/paternity, employment issues). The specific reason for the Leave of Absence request must be indicated by the student on the Special Leave of Absence Form. A Special Leave of Absence will be granted only after approval from the Program Directors for the student's program of study and the College of Graduate Studies (and UCF Global for international students, when applicable).

Due to current U.S. government regulations, international students must be enrolled every fall and spring semester. For students in this category, a Special Leave of Absence is only available for documented medical reasons.

If a student fails to enroll in the semester following the last term in the approved Special Leave of Absence, the student will fail to maintain continuous enrollment and must apply for readmission to the university.

Professional Development and Recognition

UCF Professional Development Programs

Career Services and Experiential Learning

Graduate career development issues are unique to each student and include evaluating academic and nonacademic career choices, discussing graduate school's 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. <https://career.ucf.edu>

Graduate Student Life

The Office of Graduate Student Life provides a variety of services to support graduate students throughout their time at UCF and help prepare them for after graduation. Learn more about our opportunities for graduate students on the Graduate Student Life page: <https://graduate.ucf.edu/graduatestudentlife>.

Student Scholar Symposium

The Student Scholar Symposium provides an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for the best poster and best oral presentation in each category will be given, and all participants will receive recognition. <https://researchweek.ucf.edu/symposium>

Human Factors and Ergonomics Society

The Society was founded in 1957 as the Human Factors Society of America. The Society's mission is to promote the discovery and exchange of knowledge concerning the characteristics of human beings that are applicable to the design of systems and devices of all kinds.

The Society furthers serious consideration of knowledge about the assignment of appropriate functions for humans and machines, whether people serve as operators, maintainers, or users in the system. And it advocates systematic use of such knowledge to achieve compatibility in the design of interactive systems of people, machines, and environments to ensure their effectiveness, safety, and ease of performance.

The Society encourages education and training for those entering the human factors and ergonomics profession and for those who conceive, design, develop, manufacture,

test, manage, and participate in systems. For more information on the society go to <https://hfes.org>.

Human Factors and Ergonomics Society Student Chapter

Members of the UCF Student Chapter of the Human Factors and Ergonomics Society (HFES) are mostly graduate students in the Human Factors and Cognitive Psychology, and Industrial Engineering programs. The Student Chapter gives members the opportunity to further their professional goals by encouraging members to attend conferences and sponsoring colloquia where members have the opportunity to meet the foremost researchers in the field. <https://sciences.ucf.edu/psychology/hfes>

Award Recognition

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

Award for Excellence by a Graduate Teaching Assistant

The university grants this award to 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

The university grants this award to 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 Dissertation

The university grants this to recognize doctoral students for excellence in their dissertations. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidence 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.

Order of Pegasus

This selective program recognizes exemplary performance by graduate students in the areas of academic achievement, professional or community service, leadership, and publication or research experiences. Because of the breadth of accomplishments

required for this award, the Order of Pegasus is the most prestigious and significant student award that can be attained at the University of Central Florida. For more information, visit the website: <https://ucf.edu/leadership/president/order>.

For more information about these awards, please refer to the following link:
<https://graduate.ucf.edu/awards-and-recognition>.

National Awards

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

National Science Foundation Graduate Research Fellowship Program:
<https://nsfgrfp.org>

Student Support and Resources

Student Support Services

The University of Central Florida, as a major research institution, 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. 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:

Graduate Student Center

UCF is fortunate to have its own Graduate Student Center. The GSC offers study space, private conference and presentation rooms that can be reserved, and a variety of events and workshops throughout the academic year to bring the graduate community together. Located on the second floor in suite 213 of Trevor Colbourn Hall Building, the Graduate Student Center is just minutes from the Student Union, Bookstore, and Library.

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, and 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 cases. Staff attorneys interview each client individually to advise on the areas of law that concern the student. Cases not covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.

The Student Academic Resource Center

Provides students with resources related to succeeding at the university, such as workshops concerning study skills.

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, and 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.

Career Services

Offers comprehensive services geared to providing students with the skills, resources, and knowledge concerning the establishment of careers after graduation. They also provide workshops on developing skills for job searches after graduation, including a workshop on resume development.

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.

Financial Support

The Office of Student Financial Assistance is dedicated to supporting UCF's mission and goals through the efficient delivery of student aid. The office provides UCF students with a comprehensive offering of financial assistance options to support student success and the attainment of a university degree. Financial aid guidance is available in a variety of formats including in-person, virtual, phone and email counseling services. More information on the types of financial aid available to students and financial aid policies can be found in the Financial Aid Guide: <https://ucf.edu/catalog/graduate> → Admissions → Financial Information → Student Financial Assistance.

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.

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 UCF Global website: <https://global.ucf.edu>.

Research Labs and Opportunities

Research Labs

Adult Development and Decision Lab (ADD Lab)

The ADD Lab is dedicated to understanding the neural mechanisms of decision processing across adulthood. Broadly, our research examines how momentary and long-term changes to brain function affect decision making. Current projects in the lab are focused on how cognitive and affective components of decision making contribute to decision processing and quality. These studies aim to address important problems such as age-related decline in decision making and negative effects of stress on risk taking behavior. In conducting this research, lab members utilize an array of methodological approaches including behavioral manipulations, biomarker measurement, and functional magnetic resonance imaging. Director: Dr. Nichole Lighthall. Lab website: <https://sciences.ucf.edu/psychology/lighthalllabs>

Applied Cognition and Aging Lab (ACAL)

ACAL focuses on understanding the perceptual and cognitive processes that guide human behavior throughout the lifespan. Using that knowledge, we then devise strategies to augment human performance in a variety of “every day” (and not so “every day”) tasks and situations, generally through training interventions and technological supplementation. The lab utilizes a number of experimental techniques including traditional behavioral paradigms, eye tracking, virtual reality, driving simulation, and neuroimaging. Director: Dr. Mark Neider Lab. website: <https://markneider.com>

Applied Cognition and Technology Laboratory (ACAT)

ACAT is a collaboration between a cognitive psychologist and a social psychologist. Research examines human interactions with intelligent non-humans, including robots, computers, and animals. Anthropomorphism and its implications for design are a key part of this research. Director: Dr. Valerie Sims. Lab website: <https://sciences.ucf.edu/psychology/acat>

Attention and Memory Lab

The Attention and Memory Lab focuses on the interaction of visual working memory, long term memory, attention and oculomotor control. To guide attention throughout the world in a goal-directed way; to pick up your coffee mug for example, we must maintain some mental representation of the object to match visual information in peripheral vision. We investigate this interactive process from a multitude of theoretical and methodological directions by integrating eye tracking with event-related potentials,

allowing us to investigate the behavioral, oculomotor, and neural instantiations of memory and attentional processes. By better understanding how memory representations interact with attentional processes, we hope to gain insights into how these processes are integrated into our broader cognitive function. Director: Dr. Joseph Schmidt. Lab website: <https://sciences.ucf.edu/psychology/awmlab>

Transportation Research Group (TRG)

TRG conducts applied research aimed at improving safety and efficiency across surface, aviation, and aerospace transportation systems. The lab is structured into three specialized divisions: surface transportation, aviation/aerospace, and neurolinguistics. Each division includes both graduate and undergraduate researchers. TRG research explores a wide range of topics, including individual differences in driving and unmanned aircraft system (UAS) operation, high-risk and aggressive driving behavior, in-vehicle navigational systems, operator workload and fatigue, trust in automated systems, and language processing in monolingual and bilingual individuals. The lab's work contributes to a deeper understanding of human interaction with complex transportation systems. Research findings from TRG have been presented at numerous professional conferences, including the Human Factors and Ergonomics Society (HFES) Annual Meeting, the International Symposium for Aviation Psychology (ISAP), the Applied Human Factors and Ergonomics (AHFE) Conference, the American Psychological Association (APA) Conference, the Southeastern Psychological Association (SEPA) Conference, and the Southeastern Human Factors Applied Research Conference (SHARC). Director: Dr. Mustapha Mouloua. Lab website: <https://sciences.ucf.edu/psychology/trg>

Minds in Technology, Machines in Thought (MIT²) Laboratory

The MIT² Lab focuses on issues of stress, workload and fatigue in dynamic, hazardous environments with particular attention to military applications. We are a virtual research lab, including the Minds in Technology, Machines in Thought (MIT²) Labs at the University of Central Florida, the Cognitive Sciences Lab at George Mason University, Linköping University, Team Performance Laboratory (UCF) and the Florida Institute of Technology. The MIT² affiliate labs at UCF include the Transportation Research Group (TRG). Director: Dr. Peter A Hancock. Lab website: <https://mit.ucf.edu>

Performance Research Laboratory (PeRL)

PERL is involved in research on performance, workload, and stress associated with performance of cognitive tasks. Both group and individual differences are investigated in research on human performance. Of particular interest is the interaction between the characteristics (trait and state) of individuals and the characteristics of the tasks they perform. Director: Dr. James Szalma. Lab website: <https://sciences.ucf.edu/psychology/perl>

Team Performance Laboratory (TPL)

TPL specializes in basic and applied principles of both individual and team performance, processes, and training in a number of military and civilian domains including aviation and human robot interaction. Current projects include, (a) in aviation, we are currently investigating Crew Resource Management (CRM) training and examining how it has been applied in different domains over the years with the overall goal of providing the Federal Aviation Administration (FAA) with valuable information for augmenting CRM guidelines, principles, procedures and tools, (b), in human-robot interaction, we are currently conducting research relevant to autonomy, shared mental models, situation awareness, and guided discovery learning in mixed human-robot teams for the Robotics Collaborative Technology Alliance (RCTA). Director: Dr. Florian Jentsch Lab website: <https://ist.ucf.edu/labs/TPL>

Other Research Opportunities

Institute for Simulation and Training (IST)

IST is an internationally recognized research institute that focuses on advancing modeling and simulation technology and increasing our understanding of simulation's role in training and education. Founded in 1982, IST is one of the nation's leading research centers for simulation, training, modeling and virtual reality research for both defense and commercial applications. IST employs full-time researchers and support personnel, part-time faculty researchers (many of whom have joint appointments in other departments), and numerous graduate and undergraduate students. Located in a dynamic, growing field, supported by government and industry sponsors, and charged with identifying new directions for this technology, IST is helping to define the future of simulation and training.

The Institute for Simulation and Training is located in the Central Florida Research Park, adjacent to the University of Central Florida in Orlando. Central Florida is noted for its dense population of high-tech companies engaged in many different aspects of simulation and training. More than 140 simulation and training companies have facilities in the Central Florida area. This base gives IST a broad range of resources and

experiences from which to draw. The Naval Air Warfare Center Training System Division (NAVAIR Orlando), U.S. Army Simulation, Training, and Instrumentation Command (STRICOM), Air Force Agency for Modeling and Simulation and Marine Liaison Office (Trainers and Simulators) are also located in the Research Park within walking distance of IST.

The Research Park at UCF

Houses numerous other sites for gaining practical experience in the field of human factors, including both military and industry organizations.

HFC Faculty and Staff

UCF HFC faculty members have diverse academic backgrounds and research interests and provide training that integrates psychological theory and research, human factors design principles, and experimental. In addition to teaching and research, the faculty provides services to the community outside UCF, including the design of training procedures, interfaces, and systems, as well as external grant activity and consultation. Many also serve on editorial boards and are active in professional organizations. In addition to the faculty members listed below, there are several affiliate faculty members in other departments and research units of the University.

Faculty

Greenspan, Rachel, Ph.D.



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Dr. Rachel Leigh Greenspan is an Assistant Professor in the Department of Psychology at the University of Central Florida. She earned her Ph.D. in Psychology and Social Behavior from the University of California, Irvine, and completed a postdoctoral fellowship at the Quattrone Center for the Fair Administration of Justice at the University of Pennsylvania Carey Law School. Her research takes an applied, interdisciplinary, and multi-method approach to studying questions at the intersection of psychology, criminal justice, and the law. Her main research interests focus on the development and downstream consequences of memory errors, particularly in the criminal legal system. Her current work examines how artificial intelligence is increasingly supplementing or replacing human memory in applied contexts, exploring questions about the use of AI-generated faces in police lineups and the accuracy of facial recognition technologies. She also investigates issues in research methodology, including how social scientists design, conduct, and report upon the results of their research.

Hancock, Peter, D.Sc., Ph.D.



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Dr. Peter Hancock, D.Sc., Ph.D. is a Provost's Distinguished Research Professor in the Department of Psychology and the Institute for Simulation and Training, as well as at the Department of Civil and Environmental Engineering and the Department of Industrial Engineering and Management Systems at the University of Central Florida (UCF). He continues to hold an appointment as a Clinical Adjunct Professor in the Department of Psychology at Minnesota. He is also an affiliated Scientist of the Humans and Automation Laboratory at MIT, a Research Associate of the University of Michigan Transport Research Institute, and a Senior Research Associate at the Institute for Human and Machine Cognition in Pensacola, Florida. Professor Hancock is the author of over seven hundred refereed scientific articles and publications as well as writing and editing over twenty books. He has been continuously funded by extramural sources for every year of his professional career, including support from NASA, NSF, NIH, NIA, FAA, FHWA, DARPA, and the US Navy, Army, and Air force as well as numerous State and Industrial agencies. He was the Principal Investigator on a Multi-Disciplinary University Research Initiative (MURI), in which he directed \$5 Million of funded research on stress, workload, and performance, which was the first MURI in behavioral science ever awarded by the US Army. He is a Fellow and past President of the Human Factors and Ergonomics Society and Fellow and past President of the Society of Engineering Psychologists as well as a former Chair of the Board of the Society for Human Performance in Extreme Environments at UCF. In 2009 he was named the 16th University Pegasus Professor and in 2012 was named 6th University Trustee Chair. Any additional information concerning Dr. Hancock and his research program can be found at <https://mit.ucf.edu>

Jentsch, Florian, Ph.D.



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Dr. Florian Jentsch is a Professor of Psychology at the University of Central Florida with a joint appointment in the Department of Psychology and at the Institute for Simulation & Training at the University of Central Florida and the Director of its Team Performance Laboratory where he conducts research on team performance, pilot training, perceptual training, and human-automation/autonomy interaction. Dr. Jentsch received his Ph.D. in human factors psychology from the University of Central Florida in 1997. He also holds master's degrees in aeronautical engineering from the Technical University of Berlin and in aeronautical science from Embry-Riddle Aeronautical University. His dissertation on training for junior commercial flight crew members won the American Psychological Association's 1998 George E. Briggs Award for the best dissertation in applied/experimental psychology, and he was also awarded the American Psychological Association's 2002 Earl Alluisi award for Early Career Achievement in applied/experimental psychology. Dr. Jentsch's research interests are in team performance, team training, human-robot-interaction, aviation human factors, cross- cultural research, research methodology, and simulation where he has authored or co-authored over 150 journal articles, book chapters, and proceedings papers, and he has contributed to more than 100 other scholarly works, presentations, and articles. He has received grants and contracts from the U.S. Department of Defense (Air Force Office of Scientific Research [AFOSR], Army Research Laboratory [ARL], Defense Advanced Research Projects Agency [DARPA], U.S. Navy's Naval Air Warfare Center (NWAC-TSD), Office of Naval Research [ONR], Office of the Secretary of Defense [OSD]), the Dept of Homeland Security (Transportation Security Administration [TSA]), the Federal Aviation Administration (FAA), the Transportation Security Laboratory (TSL), the Army Research Laboratory (ARL), the Army's Simulation Training and Instrumentation Command (STRICOM), and the National Science Foundation (NSF). The Rapidly Reconfigurable Line-Oriented Evaluations (RRLOE) scenario generation software developed with FAA funding under his direction has been distributed to over 50 airlines and aviation concerns, and it has been adopted by Airbus Industries as the cornerstone of their scenario-generation software. He also has consulted on system and software development projects for the FAA, the U.S. Navy, U.S. Army, NIH, NSF, and NASA. Most recently (2023-24), Dr. Jentsch has been Principal Investigator (PI) on an FAA-funded project investigating modern training technologies, including extended reality (XR), for pilot training, co-PI on a DARPA-funded project on artificial social intelligence for teams, and co-PI on a project investigating team cognition and performance for the U.S. Space Force. His methodologies combine qualitative and quantitative analysis of open-source materials with empirical studies in the laboratory and in the field. Lab website: <https://ist.ucf.edu/labs/TPL>

Kocur, Martin, Ph.D.

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Dr. Martin Kocur is an Assistant Professor in the Human Factors and Cognitive Psychology Ph.D. program at the University of Central Florida's Department of Psychology. He holds a B.A. in Media Informatics and Information Science and an M.Sc. of Media Informatics from the University of Regensburg in Germany. Before coming to the University of Central Florida, Dr. Kocur worked as an Assistant Professor in the Department Digital Media at the University of Applied Sciences Upper Austria in Austria, where he focused on game design and immersive applications. The goal of his research is to better understand how changing the self-perception using virtual avatars can be leveraged to positively influence users' performance and experience while interacting with immersive virtual worlds. Dr. Kocur's lab utilizes motion capture technology to create embodied experiences and induce body ownership illusions to study the effects of avatars using different methodological approaches including physical and cognitive tasks, physiological measures such as heart rate and skin temperature, and behavioral outcomes.

Lighthall, Nichole, Ph.D.

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Dr. Nichole Lighthall is an Associate Professor of Psychology in the Human Factors and Cognitive Psychology program. She holds a B.A. in psychology from the University of California, Berkeley and a Ph.D. in gerontology from the University of Southern California. Before coming to the University of Central Florida, Dr. Lighthall worked as a postdoc in the Center for Cognitive Neuroscience at Duke University and was a postdoctoral fellow in the Duke Center for the Study of Aging and Human Development. The goal of her research is to develop a neural model of decision processing in human aging that can be used to identify age-related vulnerabilities and pathways to compensation. She is particularly interested in how age-related changes to cognitive and affective components of decision-making impact decision processing and quality. In conducting this research, the Lighthall Lab utilizes a diverse array of

methodological approaches, including behavioral manipulations, biomarker measurement, functional magnetic resonance imaging (fMRI), computational modeling, and functional near-infrared spectroscopy (fNIRS). Her work is supported by NIH, DOD, and the Florida Department of Health. She currently serves as the lead PI for the Florida Consortium to Reduce Misinformation and Exploitation in Alzheimer's Disease. She also Co-Directs the NIA-funded Scientific Research Network on Decision Neuroscience & Aging. Lab website: <https://sciences.ucf.edu/psychology/lighthalllab>

Mouloua, Mustapha, Ph.D.



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Dr. Mustapha Mouloua is the Director of the Human Factors and Cognitive Psychology Ph.D. Program at the University of Central Florida. He earned his M.A. and Ph.D. in Applied/Experimental Psychology from The Catholic University of America in Washington, D.C., where he also served as a research fellow at the Cognitive Science Laboratory from 1992 to 1994. Since joining UCF in 1994, Dr. Mouloua has established a distinguished career in research and teaching. His scholarly interests include attention and human performance, cognitive aging, automation, driver distraction, older driver assessment, and aviation psychology. Dr. Mouloua has authored/co-authored over 140 publications and 300 professional presentations at academic conferences across local, national, and international. His work has also been featured in 42 interviews from media outlets. Lab website: <https://sciences.ucf.edu/psychology/trg>

Neider, Mark, Ph.D.



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Mark Neider is a Professor and the Interim Chair in the Department of Psychology at the University of Central Florida. He received his B.A. in Psychology from Hofstra University. He also holds an M.A. in Psychology and a Ph.D. in

Cognitive/Experimental Psychology from Stony Brook University. Dr. Neider is the Director of UCF IMMERSE, a recently formed (2019) interdisciplinary lab at UCF made possible by a large equipment grant from the Department of Defense. IMMERSE's mission is two-fold: 1) to provide researchers with state-of-the-art facilities to study human behavior and neurophysiological responses in a wide range of environments, from virtual reality to mixed reality, to the real world, and 2) to encourage engagement and access for the next generation of STEM students, particularly those from underrepresented groups. He also holds an appointment as an affiliated research faculty in UCF RESTORES, a university center that provides clinical services to veterans, active-duty military, first responders, survivors of trauma, and community members experiencing posttraumatic stress disorder.

The research conducted in Dr. Neider's lab can be contextualized within Pasteur's quadrant. He seeks to understand basic scientific questions while concurrently providing solutions to practical problems. His research is broadly focused on the cognitive processes that underlie human behavior in real-world contexts and how training interventions and/or technological innovation can improve performance, health, and wellness across the lifespan. Broadly, he employs several methodological tools including driving simulation, virtual reality, eye tracking, neurological/physiological measurement, and machine learning techniques. As such, much of his work is inherently interdisciplinary. Accordingly, his collaborators span many traditional university departments, including but not limited to Engineering, Computer Science, Modeling and Simulation, Biomedical Health Sciences, Neuroscience, and Kinesiology. As a faculty member, research in Dr. Neider's lab has been continuously funded by external grants since 2014 from a variety of federal agencies, including the National Institutes of Health, National Science Foundation, and Department of Defense. Lab website: <https://markneider.com> and IMMERSE: <https://sciences.ucf.edu/psychology/immerse>

Schmidt, Joseph, Ph.D.



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Joe Schmidt is an Associate Professor and the Associate Program Director in the Human Factors and Cognitive Psychology program. He received his Ph.D. in Experimental & Cognitive Psychology in 2012 from Stony Brook University. After receiving his doctorate, he spent two years as a Post-doctorate Research Fellow at the University of South Carolina's Institute for Mind and Brain. After his post-

doctorate position, he spent over a year as a Research Support Specialist at SR Research.

His primary research interest focuses on the interaction of memory and attentional systems and how they affect our broader cognitive functions. By simultaneously tracking eye movements and recording EEG/ERP he can measure both overt and covert shifts of attention and relate them to the amount and intensity of memory representations. Much of his research focuses on how changes to a target representation held in memory affect our ability to guide attention to a target object in the world around us. Given that memory and attentional processes are involved in most tasks, his research interests are quite broad. Some recent projects include investigating saccade-contingent change-blindness in video viewing, investigating oculomotor control and attentional processes in stroke patients who suffer from aphasia and alexia, relative to age-matched controls as well as college-aged controls, and investigating attentional processes in infants, children, adolescents, and adult mothers of children with autism spectrum disorder and/or fragile-X disorder. Lab website: <https://sciences.ucf.edu/psychology/amlab>

Sims, Valerie, Ph.D.



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Dr. Valerie Sims is an Associate Professor in the Psychology Department. Her lab, the Applied Cognition and Technology (ACAT) group, studies human experiences of non-humans, including computers and animals. Dr. Sims obtained her B.A. in psychology with a concentration in cognitive studies from Carleton College in Northfield, MN. She holds an M.A. and Ph.D. in Cognitive Psychology, as well as an interdisciplinary emphasis in human development from the University of California, Santa Barbara. Prior to coming to UCF, Dr. Sims worked for three years as an assistant professor at Cedar Crest College in Allentown, PA. Her primary research interests are in the areas of human-computer interaction, human-animal interaction, and individual differences in spatial ability. Some of her research has centered on the cognitive abilities of video game experts. Her teaching interests include Cognitive Psychology, Sensation and Perception, Developmental Psychology, and Research Methods. In her spare time, Dr. Sims likes to swim and play video games, and she loves to go to the beach. Lab website: <https://sciences.ucf.edu/psychology/acat>

Szalma, James, Ph.D.



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Dr. James Szalma is an Associate Professor in the Psychology Department at the University of Central Florida. He received a B.S. in Chemistry from the University of Michigan in 1990 and an MA in Human Factors & Cognitive psychology in 1997 from the University of Cincinnati. He received a Ph.D. in Human Factors & Cognitive psychology in 1999 from the University of Cincinnati. The theme for his laboratory, the Performance Research Laboratory (PeRL), is how variations in task characteristics interact with the characteristics of the person (i.e., personality, emotion, motivation) to influence performance, workload, and stress of cognitively demanding tasks. His primary research interests include signal/threat detection (e.g., friend/foe identification), training for threat detection, and how the characteristics of tasks and operators interact to influence performance in the context of tasks that require sustained attention or that include human-automation interaction. He has conducted research on the application of tasks created in a video game environment to train sustained attention using feedback in the form of knowledge of results, work that was funded by the Army Research Institute. Dr. Szalma also conducts research on the influence of motivation on performance and human-technology interaction (social media use), and on the influence of social context on performance, workload, and stress associated with monitoring tasks. He has also conducted research on the validity of Fuzzy Signal Detection Theory for performance evaluation in threat detection tasks. Lab website: <https://perl.cos.ucf.edu>

Staff

Tummons, Elizabeth (Liz)



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Elizabeth (Liz) Tummons is an experienced administrative specialist dedicated to supporting students through their academic journey. She combines a detail-oriented perspective with a genuine passion for student success. She values efficient communication and aims to provide thorough assistance, meeting each student where they're at. With a background in project management studies and nearly a decade in client-focused roles, Liz takes pride in helping others navigate complex processes and believes that accessible, personalized support makes all the difference in a student's experience. Her commitment is to build a welcoming space in which every student is equipped and inspired to achieve their goals.

Program Notes

Stay Informed and Proactive

Graduate school requires independence and attentiveness. Policies, forms, and deadlines are numerous, and some may fall outside the department's control. While the faculty and staff are here to support you, it is ultimately your responsibility to stay on top of requirements. Missed deadlines or overlooked paperwork can have serious consequences, so be proactive, ask questions, and keep track of important tasks. Additionally, expect change. The Program Director role rotates every three years, Graduate Studies updates its policies, and departmental guidelines evolve. The program itself will continue to grow and adapt. Staying informed and engaged will help you navigate these transitions smoothly and ensure your success throughout your doctoral journey.

Be Familiar with UCF Policies

A strong foundation in university policies ensures a smooth academic experience. Students should familiarize themselves with the Graduate Catalog, Program Handbook, and UCF Student Handbook as they are essential resources. When questions arise, consult these materials first. If answers are not readily available, seek guidance from your advisor, Program Directors, or Program Assistant to ensure compliance with university expectations.

Check Your Email

Graduate students are expected to check their email daily and promptly notify their advisor, Program Assistant, and Program Directors of any changes to their email address. Important program-related updates are often communicated via email, including deadlines, policies, and funding information. Group messages should never be ignored, as they may contain critical announcements. Keep in mind that the Program Assistant and other university staff are required to send official correspondence only to your UCF email account—failure to monitor it regularly could put your funding and program status at risk.

Attend Every Class and Come Prepared

Consistent class attendance and preparation are fundamental expectations. If an emergency arises and you need to miss a session, notify your professor in advance. If your professor is unavailable, contact the Program Directors to discuss the situation as soon as possible. Academic engagement is key to success, and preparedness is a professional responsibility.

Engage in Research and Professional Development

From the start of the program through graduation, continuous involvement in research is expected. In addition, active participation in departmental events such as colloquia, Brown Bag sessions, faculty interviews, and new student visits enriches the academic experience. Students are encouraged to engage with the broader academic and professional community, both within the university and beyond. Opportunities include joining the Human Factors and Ergonomics Society (HFES) Student Chapter, presenting or volunteering at conferences, supporting efforts to bring guest speakers and academic events to Orlando, and participating in research forums, student competitions, and university-wide initiatives.

Embrace Your Role as a Professional

As a doctoral student, you are not just a learner—you are a professional colleague. Contributing to professional activities and maintaining a high level of professionalism is essential. You are now part of the field, no longer observing from the outside. Take advantage of the opportunities available to you: attend workshops, dissertation defenses, conferences, and professional organizations. Invest in your development and enjoy being immersed in the discipline.

Maintain Professionalism in Every Interaction

Every interaction—with professors, student colleagues, and staff—is an opportunity to represent yourself professionally. In many ways, graduate school functions like a continuous job interview. How you engage with faculty, staff, departments across UCF, and professionals in the field reflects on both you and the program as a whole. Whether corresponding with prospective students, attending academic events, or handling official matters, professionalism impacts your reputation and the quality of your degree. Approach each conversation with intention and respect.

Address Concerns Directly—Do Not Spread Rumors

If you hear a rumor about the program, bring it to the Program Directors for clarification. Misinformation can spread quickly, creating unnecessary confusion. Direct communication ensures accuracy and helps maintain a supportive academic environment.

Advice for the Journey Ahead

Doctoral work brings new challenges, requiring thoughtful time management. The transition from undergraduate to graduate coursework can feel overwhelming, so planning ahead is essential. At times, you may feel uncertain about the depth of knowledge required or struggle to grasp the full scope of what you need to learn. That's

completely normal! The good news is that faculty, staff, peers, and university resources are here to support you. We admitted you because we know you have the ability to succeed. Be prepared to work hard, listen to advice, and take advantage of the tools available to you.

Useful Links/References

Academic Calendar

<https://calendar.ucf.edu>

The Counseling Center

<https://caps.sswb.ucf.edu>

CGS Forms and References

<https://graduate.ucf.edu/forms-and-references>

Forms at a Glance

- 7 Year Completion
- Graduate Petition
- Nomination and Appointment to Graduate Faculty Scholar
- Teaching Qualification
- Administrative Record Change
- Special Leave of Absence
- Doctoral Advisory Committee

CGS Graduate Catalog

<https://graduate.edu/catalog>

CGS Graduate Teaching

<https://graduate.ucf.edu/graduate-teaching>

CGS Thesis and Dissertation

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

COS Restricted Registration

<https://sciences.ucf.edu/graduate/restricted-registration-agreement-docusign-forms>

Department of Psychology

<https://psych.ucf.edu>

Human Factors and Cognitive Psychology

<https://sciences.ucf.edu/psychology/graduate/ph-d-human-factors-and-cognitive-psychology>

Office of Graduate Services

<https://sciences.ucf.edu/graduate>

MyUCF

<https://ucf.edu> → myUCF (top right corner)

UCF Library

<https://library.ucf.edu>

UCF Student Handbook

<https://graduate.ucf.edu/student-handbook>

University Writing Center

<https://cah.ucf.edu/uwc>