COLLEGE OF SCIENCES

Industrial and Organizational Psychology Doctoral Program Handbook

University of Central Florida
College of Graduate Studies

2025-2026

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INTRODUCTION AND WELCOME

Welcome new graduate students!

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

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

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

Sincerely,

The Doctoral Program Faculty

HANDBOOK OVERVIEW

Onboarding into the I/O Program

Making the transition into a Ph.D. program can often seem like a daunting experience, and we certainly understand that. Your transition into our program really begins several months before you arrive on campus and begin taking courses. Once you accept our offer of admission, we maintain regular contact with you and continue to do so until you arrive on campus.

The first "official" onboarding event is departmental and program orientation and training for Graduate Teaching Assistants, which both take place the week before classes start. All incoming students are expected to attend all these events. We also typically have a social event as part of orientation; this will give you an opportunity to meet faculty and students in a more informal setting. We also expect all incoming students to attend this event.

What can *you* do to make your transition into our program as successful as possible? First and foremost, be highly responsive to any communication from our program assistant, the program director, or your advisor. We also recommend that you reach out to the other students in your cohort, as well as more advanced students in the program. This will help you develop a very important support system.

How to Use the Program Handbook

Your first assignment as a student in the I/O Psychology Ph.D. Program is to familiarize yourself with the Program Handbook. Since the Handbook contains all the relevant program policies and procedures, being familiar with it will certainly make your transition into the program much easier and will be an even bigger help as you transition through the program.

As with any written document, there may be policies and procedures that are not always crystal clear or that may change from time to time. If you happen to read something in the Handbook that is not clear, the first step would be to ask your advisor for clarification. Our faculty are all expected to be familiar with program policies, so in most cases, this will be the only step you'll need to get your question answered.
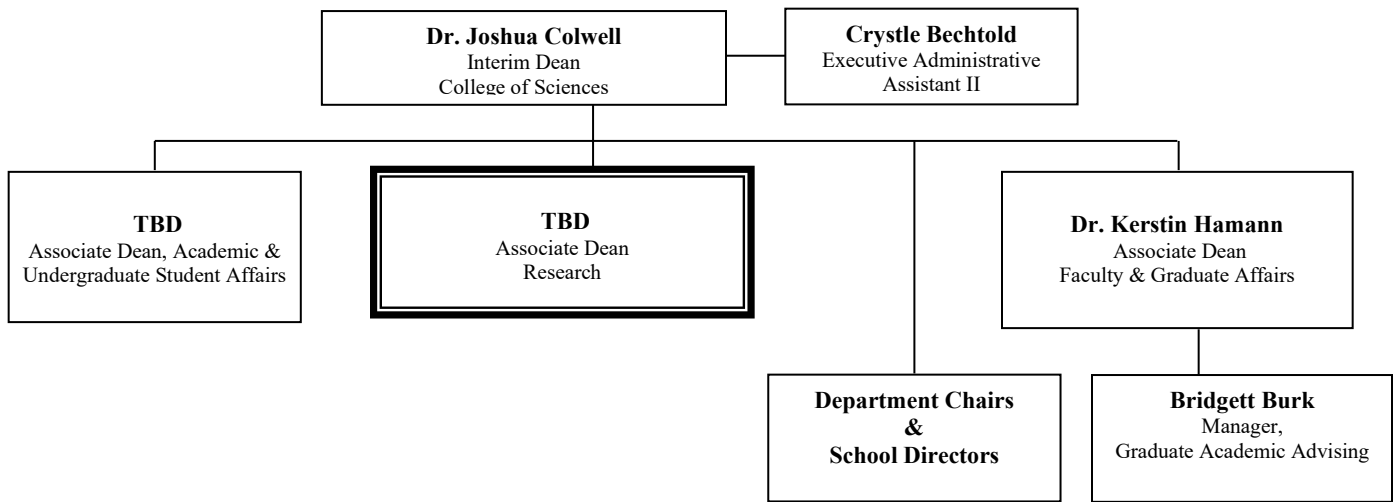
If, for some reason, your advisor is not able to answer your question, you would then contact the Program Director to ask for clarification. We definitely want students to ask questions, but we do expect you to consult the Handbook first.

SECTION I: MISSION STATEMENT

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

SECTION II: ORGANIZATIONAL CHART

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


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Dr. Joshua Colwell                      Crystle Bechtold
Interim Dean                            Executive Administrative
College of Sciences                     Assistant II

TBD                     TBD                         Dr. Kerstin Hamann
Associate Dean,         Associate Dean              Associate Dean
Academic &             Research                     Faculty & Graduate Affairs
Undergraduate
Student Affairs
                       Department Chairs            Bridgett Burk
                       &                            Manager,
                       School Directors             Graduate Academic Advising
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College of Sciences Office of Graduate Services
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Doctoral Program Faculty

Mark Ehrhart, Ph.D. (University of Maryland), Doctoral Program Director, Professor.
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Nathan Bowling, Ph.D. (Central Michigan University). Doctoral Program Associate Director, Professor.
Research interests: Job attitudes, occupational stress, counterproductive work behavior, careless responding, construct proliferation, scale development
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Shawn Burke, Ph.D. (George Mason University), Research Professor.
Research interests: Teams and their leadership, team adaptability, team training, measurement, evaluation, and team effectiveness
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Barbara Fritzsche, Ph.D. (University of South Florida), Associate Professor.
Research interests: Diversity in the workplace, workplace wellness, and workplace e-learning
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Steve Jex, Ph.D. (University of South Florida), Professor Emeritus.
Research interests: Interpersonal mistreatment in the workplace, employee health and well-being, retirement decision making, counterproductive work behaviors
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Chelsea LeNoble, Ph.D. (Florida Institute of Technology), Assistant Professor.
Research interests: Workplace burnout/resilience, recovery from work stress, health interventions, program evaluation, well-being in teams, and the application of I/O to interdisciplinary societal issues
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Mindy Shoss, Ph.D. (University of Houston), Professor.
Research interests: Employee stress and coping, counterproductive work behaviors, interpersonal relationships at work, job insecurity, adaptive performance, and the changing nature of work
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Shiyang Su, Ph.D. (University of Minnesota), Associate Professor.
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Doctoral Program Staff

Dani Draper (University of Central Florida), Graduate Admissions Coordinator/program assistant.
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SECTION III: ADVISING AND MENTORING

Incoming graduate students will be assigned a faculty advisor who will assist them with their initial transition into the program and with program planning. This faculty member will serve as the student's advisor until the student selects a research mentor (usually within the first semester). In many cases, a student's assigned advisor will ultimately serve as their research mentor, but that is not always the case. Once chosen, subsequent planning is accomplished in conjunction with the research mentor. Students are free to change advisors at any time and may be affiliated with more than one faculty member. In fact, we encourage students to expand their research collaborations beyond their research mentor. Students are expected to communicate frequently with their advisor or research mentor about their progress in the program and about future program planning. The Program Director is also a resource in the planning process, but the advisor or research mentor should always be the primary source of information for the student. Planning takes into consideration the student's Doctoral Student Annual Progress to Degree (see **Appendix F**), the faculty annual review, student career interests, and training needs as determined by faculty, curriculum requirements, and program resources. The student annual report and updated CV serve to promote the skills required for life-long learning as a professional psychologist.

Changing Research Mentors

For many I/O Ph.D. students at UCF, the research mentor chosen during the first year of study directs both thesis and dissertation projects and serves as the primary advisor throughout the entire program. However, there may be instances where a student may request to switch research mentors, or the research mentor may approach the student about initiating a switch. The most common reason for switching is a change in a student's research interests after the thesis project, but there may occasionally be other reasons (e.g., faculty leaving, incompatibility, faculty workload). Regardless of the reason, there are several things to keep in mind when a student is considering switching research mentors. First, students should always begin by discussing the possibility of switching with their current research mentor before they approach another faculty member to be their new research mentor. Students may incorrectly assume that their current research mentor who supervised their thesis would not be interested in directing a dissertation on a topic different from the thesis, so it is best to directly ask their current research mentor about this.

Secondly, if switching research mentors is due to incompatible working styles or other aspects of the current research mentor's mentoring style, the student should also discuss this with their current research mentor. There may be instances where a research mentor is unaware that certain aspects of their mentoring behavior are not being received positively by a student. Communicating honestly with the student's current research mentor could lead to changes in the way a student is mentored. If such changes are not possible, then a switch to a new and more compatible research mentor would be warranted.

Thirdly, when the decision is finally made to switch mentors, students should complete the Academic Advisor Change form (see **Appendix E**) and exhibit professionalism during and after this process. This would include thanking their former research mentor member for the time they have taken to mentor the student, and not saying negative things about this faculty member to their new research mentor or to other students. Remember that even though a faculty member may no longer be your research mentor, they may still be a research collaborator, professional reference when you go on the job market, and most importantly, a valued professional resource during your career.

Student Support Services

The University of Central Florida, as a major research institution with over 60,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the Graduate Catalog and the UCF website (https://www.ucf.edu/). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. In cases where a student may need a special leave of

absence or medical withdrawal from the program, they should directly contact the College of Graduate Studies (https://graduate.ucf.edu/). Other examples of student support programs offered by the University of Central Florida include:

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries. Basic services also include allergy injections, blood pressure screening, consult-a-nurse services, immunizations, laboratory services, radiological services, pharmacy, post-injury care, referrals, physical exams, surgery (minor), and women's and men's clinics.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain cases. Staff attorneys interview each client individually to advise in 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 *University of Central Florida Dispute Resolution Services* provides mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student-faculty, student-staff, student coworkers).
- 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 Testing Center (UTC)* strives to meet the needs of UCF students, prospective students, alumni, and the greater Orlando metropolitan area by providing a wide-variety of testing services such as ACT (Residual), CLAS Requirement, CLEP, LSAT, TOEFL-iBT and many others in order to foster excellence in higher education and create opportunities for success.
- *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 establishment of careers after graduation.
- The *Office of Student Financial Assistance* provides students with information and assistance pertaining to available scholarships, grants, loans, and other sources of financial assistance available through the University.

A. Steps to Completion

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

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

Students will typically take the doctoral candidacy exam during the summer following their third year. The candidacy exam consists of three written, closed-book sections that are designed to assess minimum competency at the doctoral level in I/O psychology. Students will also take an exam on a specialty area that corresponds to their intended dissertation topic. Two weeks after the written components of the candidacy exam are completed and grades, the I/O faculty will have the opportunity to question students about their answers in an oral defense. Candidates for the doctorate degree must successfully pass the candidacy examination prior to beginning dissertation research (see details below concerning the candidacy examination requirements).

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

Before awarding a doctorate degree, candidates are required to complete at least 75 credit hours (which includes 15 hours of dissertation credits) of required coursework and completion an oral defense of the dissertation.

B. Master's Degree en Route

Students enrolled in the doctoral program are typically required to earn a master's degree en route to the PhD. Students entering the program with a master's degree and a completed thesis may be allowed to pursue the Ph.D. without a master's degree en route, but this will depend on the courses taken as well as the quality of the thesis completed at their previous institution. Students earning a master's degree en route must meet with their PhD advisor to plan a program of study. Students are granted a master's degree after completing 38 hours of graduate courses in the PhD program including Overview of Research in I/O Psychology, Industrial Psychology I, Organizational Psychology I, Professional Issues in I/O Psychology,

Advanced Research Methods I and II, Advanced Social Psychology, and Seminar in I/O Psychology. Students must also take a minimum of 6 hours of thesis and two of the following master's classes:

INP 6058 Job Analysis and Performance Appraisal (3 credit hours)
INP 6605 Training and Team Performance (3 credit hours)
INP 6215 Assessment Centers and Leadership (3 credit hours)
INP 6318 Recruitment, Placement, and Selection (3 credit hours)

Students should be in regular contact with the program assistant to ensure that they are staying on top of all necessary paperwork related to their program of study, appointment of their thesis committee, and the thesis proposal and defense, among others.

C. Course Requirements and Sample Schedules

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

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

Students should be in regular contact with the program assistant if there are any questions about the program of study, course requirements, or course substitutions.

Sample Schedule: Doctoral Program in I/O Psychology 4-Year Schedule of Course Requirements <u>with</u> an MS en route degree

1st Year of Graduate Training

Fall:	Spring:	Summer:
PSY 7217C Advanced Research Methodology I (4) **INP 6005 Overview of Research in I/O Psychology (3)** **INP 7081 Professional Issues in I/O Psychology (3)**	**PSY 7218C Advanced Research Methodology II (4)** **INP 7310 Organizational Psychology I (3)** I/O MS Elective (3)	EXP 6939 Teaching Seminar (3)
Semester Total: 10	Semester Total: 10	Total: 3

2nd Year of Graduate Training

Fall:	Spring:	Summer:
PSY 7219C Advanced Research Methodology III (4) **INP 7214 Industrial Psychology (3)** INP 6971 Thesis or Elective (3)	**PSY 7315 Psychometric Theory and Practice (3)** SOP 5059 Advanced Social Psychology (3) INP 6971 Thesis or Elective (3)	
Semester Total: 10	Semester Total: 9	Total: 0

3rd Year of Graduate Training

Fall:	Spring:	Summer:
EXP 6506 Human Cognition and Learning (3) INP 6971 Thesis or Elective (3) I/O or General Elective (3)	**INP 7071 Research Methods in Industrial and Organizational Psychology (3)** I/O MS Elective (3) INP 6971 Thesis or Elective (3)	Candidacy Exam
Semester Total: 9	Semester Total: 9	Total: 0

4th Year of Graduate Training

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

Note: Classes in **bold** are almost always taken during the semester listed; classes not in bold have more variability and can be adjusted. The timing of the thesis units will depend on when the student holds the thesis proposal meeting. Students must complete six units of thesis credits and must be enrolled in thesis units the semester they defend and graduate. Students must pass their candidacy exam to begin taking dissertation units.

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

1st Year of Graduate Training

Fall:	Spring:	Summer:
PSY 7217C Advanced Research Methodology I (4) **INP 6005 Overview of Research in I/O Psychology (3)** **INP 7081 Professional Issues in I/O Psychology (3)**	**PSY 7218C Advanced Research Methodology II (4)** **INP 7310 Organizational Psychology I (3)** I/O or General Elective (3)	EXP 6939 Teaching Seminar (3)
Semester Total: 10	Semester Total: 10	Total: 3

2nd Year of Graduate Training

Fall:	Spring:	Summer:
PSY 7219C Advanced Research Methodology III (4) **INP 7214 Industrial Psychology (3)** I/O or General Elective (3)	**PSY 7315 Psychometric Theory and Practice (3)** SOP 5059 Advanced Social Psychology (3) I/O or General Elective (3)	
Semester Total: 10	Semester Total: 9	Total: 0

3rd Year of Graduate Training

Fall:	Spring:	Summer:
EXP 6506 Human Cognition and Learning (3) I/O or General Elective (3) I/O or General Elective (3)	**INP 7071 Research Methods in Industrial and Organizational Psychology (3)** I/O or General Elective (3) I/O or General Elective (3)	Candidacy Exam
Semester Total: 9	Semester Total: 9	Total: 0

4th Year of Graduate Training

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

Note: Classes in **bold** are almost always taken during the semester listed; classes not in bold have more variability and can be adjusted.

Doctoral Program in Industrial and Organizational Psychology Required Courses

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

Required I&O Area Courses - 30 Credit Hours
- INP 6005 Overview of Research in Industrial and Organizational Psychology (3 credit hours)
- INP 7214 Industrial Psychology I (3 credit hours)
- INP 7310 Organizational Psychology I (3 credit hours)
- INP 7081 Professional Issues in I/O Psychology (3 credit hours)
- INP 7315 Psychometric Theory and Practice (3 credit hours)
- PSY 7217C Advanced Research Methodology I (4 credit hours)
- PSY 7218C Advanced Research Methodology II (4 credit hours)
- PSY 7219C Advanced Research Methodology III (4 credit hours)
- INP 7071 Research Methods in Industrial and Organizational Psychology (3 credit hours)

Required Psychology Field Courses - 6 Credit Hours
- SOP 5059 Advanced Social Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses - 6 Credit Hours
- INP 6933 Seminar in Industrial and Organizational Psychology (3 credit hours, taken twice) or
- INP 6971 Thesis (3 credit hours, taken twice)

Teaching Experience - 3 Credit Hours
- EXP 6939 Teaching Seminar (3 credit hours)

Elective Specialty Courses – 15 Credit Hours
Students must select five elective courses. These courses must be approved by the student's major advisor and the program director. Note that all courses in the set must be approved by the I/O Program Committee. In addition, students completing the master's en route are required to take certain courses to satisfy requirements for the M.S. degree. The available courses may include but are not limited to:

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

Dissertation—15 Credit Hours
- PSY 7980 Doctoral Dissertation (15 credit hours)

D. Teaching Experience

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

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

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

Fulfillment of the traditional teaching requirement is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the university. Although we expect that most students will fulfill the teaching requirement, in some cases students will be allowed to substitute an alternate activity for this requirement. Substitutions must be proposed in writing by the student's advisor and approved by the I/O faculty.

Students should communicate with the program director and/or program assistant with any questions regarding the teaching requirement, the teaching seminar, and course availability for teaching.

E. Degree Plan of Study

Overview of the Scientist-Practitioner Model

The program philosophy and mission of the doctoral program in industrial and organizational psychology at the University of Central Florida are grounded within a training approach designed to produce "scientist-practitioners." The scientist-practitioner model represents an integrative approach to science and practice wherein trained psychologists embrace a research orientation in their practice and seek to maintain a practical relevance in their research (i.e., science informs practice and practice informs science). Thus, scientist-practitioners are exemplified by their use of an integrated approach to science and practice rather than a particular role or job title and develop interlocking skills that promote a process of psychological investigation, assessment and intervention throughout their careers. All components of

the industrial and organizational psychology PhD training program are consistent with the American Psychological Association Ethical Principles of Psychologists (Appendix B). Sensitivity to issues related to cross-cultural, multi-ethnic, and other individual differences is reflected at all levels of training. The desired result of a scientist-practitioner training model is "a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology. The scientist-practitioner model is ideal for psychologists who utilize scientific methods in the conduct of professional practice" (Proceedings of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology, January 16-20, 1990, Gainesville, Florida).

Training Emphasis

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

> https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training

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

1. Ethical, Legal, Diversity, and International Issues
2. Fields of Psychology
3. History and Systems of Psychology
4. Professional Skills (Communication, Business/Research Proposal Development, Consulting, & Project-Management Skills)
5. Research Methods
6. Statistical Methods/Data Analysis
7. Attitude Theory, Measurement, and Change
8. Career Development
9. Criterion Theory and Development
10. Group and Teams
11. Human Performance
12. Individual Assessment
13. Individual Differences
14. Job Evaluation and Compensation
15. Job/Task/Work Analysis/Competency Modeling and Classification
16. Judgment and Decision-Making
17. Leadership and Management
18. Occupational Health and Safety
19. Organization Development
20. Organization Theory
21. Performance Appraisal/Management
22. Personnel Recruitment, Selection, and Placement

23. Training Theory, Delivery, Program Design, and Evaluation
24. Work Motivation
25. Consumer Behavior
26. Human Factors

Students should familiarize themselves with the description of each competency area as described on the SIOP website. Students will develop knowledge and skill in many of these 26 competency areas through formal course work, internship, independent study, and research experiences.

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

Program Goals

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

Overview of Curriculum Goals

The industrial and organizational psychology doctoral program curriculum plan (a) provides extensive coverage and a strong grounding in the substantive core areas of psychology, (b) develops a foundation of knowledge relevant to critical thinking, scientific methods, and data analysis, (c) develops general and specific competency areas specified by SIOP, (d) provides multiple opportunities for students to develop the necessary skills and ambition to generate new knowledge through ongoing research and scholarly activities, (e) develops a foundation of knowledge and requisite skills in career-relevant domains. The integration of science and practice is achieved in several ways. Students are actively engaged in ongoing activities related to research such as literature reviews, the design and implementation of empirical investigations, data collection and analysis, psychometric design and evaluation of measures, and program evaluation.

Expectations of Doctoral Students

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

sources of individual, group, and cultural diversity and variation as they relate to the practice of industrial and organizational psychology.

Development of Competencies

The Doctoral Program in Industrial and Organizational Psychology develops the aforementioned competencies behaviorally by requiring students to complete a pre-established curriculum of core and specialty courses and engage in research. Students often also choose to complete independent studies, an internship, and additional coursework. During the first year in the program students are required to complete a Graduate Program of Study in consultation with their advisor. The Graduate Program of Study is a list of the specific courses a student will take en route to completing their program requirements. Each student's Graduate Program of Study must be approved by the student's advisor as well as the Program Director, and submitted to the College of Graduate Studies.

Seminar in I/O Psychology

Seminar in I/O Psychology (INP6933) provides an in-depth examination of specialty topics in I/O psychology, with an emphasis on improving students' critical thinking and empirical research skills. Examples of topics that fit within the realm of the Seminar in I/O Psychology include, but are not limited to, Work Motivation, Personnel Selection, Occupational Health Psychology, Job Attitudes, Organizational Climate and Culture, Leadership, Work Design, and Performance Appraisal. Students wishing to pursue even more highly focused topics (e.g., interpersonal mistreatment, work-non work interface, work redesign, etc.) are encouraged to do so through independent study and directed research under faculty supervision.

All students will take at least one seminar, but it is highly recommended that students take more than one seminar. As part of the seminar, students will typically read and discuss literature in a focused area, lead a class discussion on an applied topic, propose an empirical research project, and present their proposed research project at the end of the semester.

Evaluation of Competencies

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

Examinations

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

F. Doctoral Candidacy Exam

The candidacy exam is a comprehensive examination assessing knowledge, skills, and critical thinking abilities relevant to research methods, theories, and empirical research in the field of I/O Psychology. The topic areas covered by the examination are designed to reflect the core content areas detailed in the

Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology. The exam will be organized around three core areas: industrial psychology, organizational psychology, and research/statistical/quantitative methods. Knowledge, skills, and abilities relevant to these areas will be assessed through a closed-book, closed notes, essay examination designed to measure (a) knowledge of the core content domains, (b) relationships between content domains, and (c) critical thinking and problem-solving abilities with respect to the various domains. Students will also be tested on a specialty area of their choosing. The specialty question is designed to get students started on reviewing the literature on their dissertation topic. Questions for all four areas of the written portion of the exam will be broad and integrative.

In addition to the four written portions of the exam, faculty will have the opportunity to ask students questions during an oral examination which takes place approximately two weeks after the written exams. During the oral exam faculty may ask questions about the student's written answers, or about any topic in the field of I/O Psychology they deem appropriate.

More detailed information on the doctoral candidacy examination procedure is contained in Appendix D. Students should be in regular contact with the Program Director and the program assistant as they get closer to taking their candidacy exams to ensure that they have completed all the requirements and addressed all necessary paperwork related to the exam.

G. Time Limitation

A student has seven years from the date of admission to the doctoral program to complete the dissertation. If the 7-year limit is exceeded, students will normally be dismissed from the program. If a student has not finished the degree by the end of year 5, they are required by the College of Graduate Studies to meet with their advisor to develop a Completion Plan that lays out the expectations for completing the degree in the 7-year timeframe. If there is a legitimate reason for anticipating not being able to complete the degree in 7 years, then the student is required to submit an appeal to the College of Graduate Studies by the end of year 5 in order to receive an approved extension. A legitimate reason, for example, might be a student using a longitudinal design which requires them to wait for data collection. If the student is dealing with medical or family issues that significantly impact their ability to focus on degree completion, and they expect those issues to resolve so that they can complete the degree, then it may be recommended that the student apply for a Special Leave of Absence, which will halt the degree completion clock for the student. The program assistant is available to help with all questions related to all university paperwork related to the 7-year rule.

H. Doctoral Dissertation

The dissertation is a learning experience that enhances the development of the scientist-practitioner and serves to demonstrate that the student is competent to complete an original, independent scientific investigation that furthers psychological knowledge. Student dissertation research begins only after successful completion of the candidacy examination. Doctoral students must have a Dissertation Advisory Committee to sign up for dissertation units. Given the time required for approval of the Doctoral Advisory Committee, the College of Graduate Studies requires students to submit the Doctoral Advisory form during the summer prior to taking the candidacy exams. Students will complete a minimum of 15 dissertation credit hours to meet the requirements for graduation, must be registered for at least three dissertation credits each semester that dissertation work is conducted until the 15-credit hour minimum has been reached. Students must be registered in dissertation hours during the semester of the oral defense and graduation.

Prior to beginning work on the doctoral dissertation, students should schedule a meeting with their dissertation chair to discuss faculty expectations during the dissertation process. In addition, the program

assistant is available to assist with questions related to deadlines and paperwork at the various stages of the dissertation process.

Dissertation Committee Membership

The Dissertation Committee will consist of a minimum of four members. Three committee members (including the dissertation chair) must be members of the Ph.D. program faculty (Bowling, Burke, Ehrhart, Fritzsche, LeNoble, Shoss, and Su). If the chair of the dissertation advisory committee has not served previously on a committee that has graduated a student, another member who has this experience must be designated as the vice chair. The fourth member must be from either outside the Psychology Department at UCF or outside the university (note that although Dr. Burke's assignment is technically IST, because she is a program faculty, she is not considered an outside member). Any additional members (such as from other programs in psychology at UCF) can be added as a fifth member.

Committee membership must be approved by the Program Director and the Dean or designee of that College. All members must be in fields related to the dissertation topic and be approved as Graduate Faculty or Graduate Faculty Scholars (https://graduate.ucf.edu/graduate-guide/graduate-faculty-and-graduate-faculty-scholars). If the student wishes to include someone who is not already approved as Graduate Faculty or a Graduate Faculty Scholar, the Program Director must review the individual's CV and determine whether or not the person meets the area's criteria for dissertation committee membership. If the Program Director determines that such criteria are met, a nomination for Graduate Faculty or Graduate Faculty Scholar must be submitted to the College of Graduate Studies. Students should be aware that the process of approving Graduate Faculty or Graduate Faculty Scholars can at times be lengthy, so they should plan accordingly if they plan to utilize this option.

UCF Graduate Studies reserves the right to review appointments to a dissertation advisory committee, place a representative on any dissertation advisory committee, or appoint a co-chair. A student may request a change in membership of the dissertation advisory committee.

Dissertation Committee Approval Form

Dissertation committee approval forms can be located on the College of Graduate Studies' Forms and Reference web page here: https://graduate.ucf.edu/forms-and-references/#thesis-and-dissertation-etd. Refer to the following web page for more dissertation information and resources: https://graduate.ucf.edu/thesis-and-dissertation/.

Dissertation Proposal Meeting

Oral presentation of the dissertation prospectus must be made to the Dissertation Committee for approval prior to starting the research. The proposal includes the following: (a) title, (b) introduction to the problem, (c) comprehensive review of relevant literature, (d) establishing the uniqueness of the study, (e) theoretical background and hypotheses, (f) planned methodology, and (g) planned data analytic approach. Students are encouraged to write their dissertation using APA publication style (see APA Publication Manual, 7th edition) and to submit their completed research to relevant professional journals in the field. An appendix to the dissertation may be used to include a more comprehensive literature review as determined by the student's committee members. After submitting a written proposal to the dissertation committee, the committee meets with the student to discuss and evaluate the proposal. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study.

After receiving committee approval for the dissertation, all students must receive approval from the University's Institutional Review Board (IRB) before data can be collected from human participants. Information about this process can be obtained from the Office of Research (www.research.ucf.edu).

Failure to obtain this prior approval could jeopardize receipt of the student's degree.

Dissertation Final Defense Meeting

An oral presentation of the final dissertation must be made to the Dissertation Committee for approval. Assuming that an appropriate committee has been selected and approved by the College Graduate Dean, a student becomes responsible for scheduling his/her defense date, location, and time with the department. This should be completed roughly one month before actual defense to allow ample time for announcement. In addition, the student should submit a draft of the full dissertation to the dissertation committee approximately two weeks before the defense meeting. During the meeting, the student provides an overview presentation of the dissertation, and the committee discusses and evaluates the dissertation draft. The approval of the dissertation by a majority of committee members indicates that the committee members find that the student completed the dissertation project in line with the outcome of the dissertation proposal meeting and of high enough quality to grant a doctorate degree in the field.

Dissertation Committee Meeting Attendance

All members must be present for both the proposal and defense meetings; rare exceptions in emergency circumstances must be approved in advance by the Program Director. All members of the committee vote on acceptance or rejection of the dissertation proposal and the final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.

Dissertation Committee Meeting Modality

The proposal and final dissertation defense meetings may be conducted either in person or via video conferencing (e.g., Zoom, Teams, etc.). The chair of each dissertation committee has the discretion to approve the meeting modality; however, the I/O program strongly prefers that meetings be conducted entirely in person or entirely via videoconferencing.

Dissertation Timeline and Approvals

Students who wish to complete their degree in a given semester must hold their oral defense and turn in their final unbound copies to the Thesis and Publications Editor in Graduate Studies by the deadlines posted on the University Academic Calendar. If students miss the defense deadline, although they will be able to continue with their defense, they will not be able to graduate during that term. When a student is scheduled to defend, a format review by the university editor must be completed to ensure that all standards are being met. If a format review is not completed, the student is not guaranteed to graduate from the program. One of the final steps to the defense process is submitting the final paperwork to the university editor by the set deadline. If students miss the deadline set by the university editor, they will not be allowed to graduate during that term. For more information, please visit the Graduate Studies' Thesis and Dissertation web page at https://graduate.ucf.edu/thesis-and-dissertation/.

Doctoral students also must provide one unbound copy for microfilming by University Microfilms International (UMI). The editor will send dissertations to UMI, with the student's completed UMI form and microfilming fee.

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

Each semester, the UCF Thesis and Publications Editor presents workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a dissertation. Except as modified by UCF formatting requirements, APA publication guidelines should be followed in the

preparation of thesis and dissertation manuscripts. All graduate students will be required to submit their dissertation electronically. More information can be found on the Graduate Studies' Thesis and Dissertation web page: https://graduate.ucf.edu/thesis-and-dissertation/.

UCF's Thesis & Dissertation Web Page

The Thesis and Dissertation web page provides guidelines for preparing, formatting and submitting your dissertation: https://graduate.ucf.edu/thesis-and-dissertation/.

I. Post-Candidacy Enrollment

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

Doctoral students who have passed candidacy and have begun taking doctoral dissertation hours (PSY 7980) must be enrolled for at least one semester of every three consecutive semesters to maintain active student status. When enrolled in dissertation credit hours, doctoral students engaging in dissertation research should be enrolled in at least three hours of PSY 7980 every semester, including summers, to maintain full-time status, at least until they fulfill the 15-credit hour minimum requirement. Doctoral students must be enrolled in dissertation units during the expected semester of their defense and graduation. The three hours of dissertation enrollment each semester reflects the expenditure of university resources, particularly if more than the minimum number of hours is required for completion of the dissertation.

J. Graduate Research Expectations

Research is a critical component of training in the Industrial and Organizational Psychology Ph.D. program. Therefore, it is important that all Ph.D. students become involved in research from the very beginning of their graduate education. After all, our program is all about training researchers—and the best way to develop into a competent researcher is via practice. Each Ph.D. student, therefore, should be actively involved in research projects beyond their thesis and dissertation research. Below, we outline what research involvement looks like across the years in the program, including research milestones and required research presentations. This information will be used to guide annual student evaluations and whether students are on track with their research involvement during the program.

Note that each student is required to give three separate research presentations—one at the end of the first, second, and third year of the program. These presentations are a program requirement. Failure to give a required presentation or giving a presentation of inadequate quality could result in the student being placed on probation or being dismissed from the program.

First year
- In their first semester, students should investigate the projects taking place in their assigned lab as well as any other labs that are of interest. This may include meeting with faculty members or attending lab meetings.
- By the end of the first semester, students should have identified their primary research lab/advisor and should have started getting involved in 1-2 projects in that lab.
- By the end of the first semester, if students are completing a master's thesis, they should have already identified a general topic of focus and begun reviewing literature in that area.

- In spring of the first year, students should deepen their involvement in their primary research lab, potentially taking on more central roles in research teams and contributing to one or more projects (per the guidance of their research mentor). Students may consider involvement in more than one lab; however, we encourage depth rather than breadth in the research experience. Note that this applies to all students; students completing a thesis should still be heavily involved in faculty research labs (i.e., contribute to research projects beyond their thesis).
- For students completing a master's thesis, the spring semester should consist of narrowing the topic for the thesis with continued literature review and working towards identifying specific hypotheses to be tested.
- For students not completing a master's thesis, they have the opportunity to make much more substantial contributions to lab (i.e., mentored) research projects and potentially to begin formulating ideas for future research projects in the lab.
- **End of first year research presentation:** At the end of spring semester of the first year, all students will give a ~15-minute research presentation to the program. This presentation can summarize the primary project they have been working on in their lab and their findings, or can be an initial sketch of a research proposal (either for their thesis or a lab project).
- Summer after the first year:
  o During the summer, students should begin planning for SIOP submissions (the formal SIOP conference submission deadline is typically in October).
  o Students conducting a master's thesis should make significant progress on their proposal and ideally hold their proposal meeting during the summer after their first year.

Second year
- Students should pursue an increased level of research participation during their second year. This may involve taking on more of a leadership role in a project, taking on more responsibilities in a project, or helping to start new projects. It is the student's responsibility to work with their advisor to facilitate this expected growth in research expertise and responsibilities.
- By the end of the second year, the main goal is for students to have a completed research project on which they have been a primary contributor. They do not have to be the only student on the project, but they should have contributed at a high level.
- For students conducting a master's thesis, they should be starting to collect data for their thesis during their second year, if not finishing data collection and beginning data analyses.
- For students not conducting a master's thesis, the expectations are higher for research involvement in the lab. These students should have 3-4 identifiable research projects in 1-2 research labs.
- **End of second year research presentation:** All students will give a ~15-minute research presentation at the end of their second year. This presentation will ideally focus on a project for which the student has played a primary role and will be a demonstration of the student's expertise in a given topic area. For students conducting a master's thesis, this presentation could involve presenting initial or full results of their thesis research. Note that although this presentation could involve ideas for future research, it will ideally focus on completed research, even if preliminary.
- Summer after the second year:
  o During the summer after the second year, students should begin planning for SIOP submissions, which are typically due in October.
  o Students conducting a master's thesis will ideally have at least started data collection by this point. Ideally, they would have completed their thesis data collection and be nearing their final defense by the summer after their second year.

Third year
- By the third year, students should be leaders in their research labs. They should have taken on major roles in multiple projects, and ideally would have taken on leadership of specific projects.
- For thesis students, the thesis will ideally be completed by the third year or fall of the third year at the latest to allow more opportunities to focus on other research.

- All students should have been part of a SIOP submission by October of their third year, in addition to submitting to other conferences. Ideally, students will begin to submit research papers to journals during their third year, if they have not done so already.
- **End of third year research presentation:** All students will give a ~15-minute research presentation at the end of their third year. The focus of this presentation will be on their evolution and identity as an I/O psychology researcher – where they have been, what they have learned, and where they are going.
- Summer after the third year:
  - Comps and preparation for the dissertation.
  - Preparation for SIOP submissions.

Fourth year and beyond
- Student involvement in research labs should continue during the fourth year, with students filling leadership roles and initiating new research projects.
- By their fourth year, students should have given multiple conference presentations and should be submitting to SIOP in the fall, ideally as a lead author. In addition, students should have at least one journal submission under review, if not having articles in press or already published.
- All students should propose their dissertations by the summer after their fourth year at the latest, so they can complete their dissertations by the end of their fifth year. For students going on the academic job market, it is even more critical to propose your dissertation by the summer after your fourth year so you can include your dissertation work as part of your job talk (preferably including initial findings).

General research lab expectations
In addition to the milestones described for research involvement, the faculty also expect the following in terms of student behavior within the research labs:
- Demonstrate respect towards all lab personnel, participants, and other stakeholders
- Maintain confidentiality at all times
- Respond to emails in a timely fashion (same day for urgent/time-sensitive manners; within 24 hours on a business day)
- Communicate time constraints and other concerns to lab director and project team members
- Demonstrate a willingness to help others succeed
- Work collaboratively with other lab members on projects
- Demonstrate enthusiasm and intellectual curiosity
- Thoroughly proofread all work products
- Read relevant popular press and scientific articles
- Adopt a learning orientation and view every experience as a learning experience
- Work hard and have fun!

K. Graduate Research Resources and Policies

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

Travel Funding

Three possible sources of travel funding include the Department of Psychology, the College of Graduate Studies Presentation Award, and funding through the Student Government Association. Any funds available from the Department of Psychology will be coordinated through the program director. The College of Graduate Studies Presentation Award provides funding for master's, specialist, and doctoral students to deliver a research paper or comparable creative activity at a professional meeting. Students must be the primary author and presenter. More information can be found on the Graduate Studies web page: https://graduate.ucf.edu/presentation-fellowship/. Travel funding is also provided for both individuals and RSOs through UCF Student Government Association. Direct links can also be found on Knight Connect under the SGA Forms page. Please e-mail inquiries to the Senate Pro Tempore at sga_pro@ucf.edu and or the Deputy of Senate Operations at sga_dsop@ucf.edu.

Human Subjects

Students are also expected to follow all IRB rules for the treatment of human participants. Please see https://www.research.ucf.edu/for-researchers/compliance/irb/. As professionals, graduate students are expected to conduct research responsibly. Academic dishonesty (e.g., plagiarism), mistreatment of research participants, and other unethical behavior will not be tolerated and could result in immediate expulsion from the program.

If the student chooses to conduct research that involves human subjects (i.e., surveys, interviews, etc.), he or she must gain Institutional Review Board (IRB) approval prior to beginning the study. For more information, please visit https://www.research.ucf.edu/for-researchers/compliance/irb/.

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

Ethics in Research

Researchers in every discipline have a responsibility for ethical awareness as the status of the profession rests with each individual researcher. The ethical collection and use of information includes, but is by no means limited to, the following: confidentiality, accuracy, relevance, self-responsibility, honesty, and awareness of conflict of interest. Students are also expected to read and abide by the American Psychological Association Ethical Principles and Code of Conduct. Please see https://www.apa.org/ethics/code. More information from UCF Graduate Studies on academic integrity and the standards of conduct and responsibility for graduate students can be found at these links: https://graduate.ucf.edu/graduate-guide/academic-integrity and https://graduate.ucf.edu/student-handbook/standards-of-conduct-and-responsibility.

Patent and Invention Policy

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and to (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate student as inventor will, according to this policy, share in the proceeds of the invention. The full policy is available online at the following link:
https://regulations.ucf.edu/chapter2/documents/2.029PatentsTrademarksSecretsFINALJune21.pdf

L. Graduation

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

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

 Course substitutions must be approved by the Program Director before submitting a request to the program assistant. A substitution eForm cannot be submitted by the program assistant without an updated graduate plan of study and proof of approval from the Program Director.

In addition, it is a student's responsibility to check their account to ensure they are free of any financial hold from the university. Any student on hold with the university will not receive their degree until the hold is cleared. It is also important to monitor all deadlines associated with graduation. There are two deadlines that will prevent graduation: the thesis/dissertation defense deadline and the submission of thesis/dissertation defense to editor deadline. Information regarding the graduation deadlines can be found at the following link: https://graduate.ucf.edu/commencement/. The program assistant is available to assist with questions related to deadlines and paperwork for graduation.

A. Student Rights and Responsibilities

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

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

> Psychology Department Website:
> https://sciences.ucf.edu/psychology/
> College of Sciences Graduate Website:
> https://sciences.ucf.edu/graduate/
> UCF Graduate Studies Website:
> https://graduate.ucf.edu/

B. Satisfactory Program Performance and Academic Progress

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

With respect to academic standards, the university requires that students maintain a graduate status GPA of at least 3.0 or higher in order to maintain graduate student status, receive financial assistance, and qualify for graduation. The graduate status GPA is the cumulative GPA of graduate courses taken since admission to the degree program. This graduation requirement for a minimum 3.0 GPA in all graduate courses completed since admission into the graduate program cannot be waived. The policy can be found at the following site:

https://www.ucf.edu/catalog/graduate/#/policy/BJGNWBFYO?bc=true&bcCurrent=Academic%20Progress%20and%20Performance%20&bcGroup=2.%20General%20Graduate%20Policies&bcItemType=policies

Students of the College of Sciences are also required to maintain a 3.00 GPA in all coursework included in the program of study.

A program or graduate status GPA below 3.00 at the end of any semester will result in a student being placed on probation. The student is given the next nine hours of their program coursework to improve their GPA to 3.00 or better. While in this status, a student is eligible for tuition support and employment in a graduate position; however, the program may choose to discontinue either of these until the student resolves his/her status. If a program decides to take either of these actions, a student may file an appeal with the Program Director. No graduate-level courses with a grade of "C+" or lower are acceptable in the PhD program. In the event a student receives a grade of C+ or lower in a course, they must retake the course. Graduate students whose overall GPA falls below 2.0 will be dismissed from the program.

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

graduate grades. Exceeding 6 semester hours of "C+","C", "C-", or "U" grades is reason for reversion to post-baccalaureate status.

We also expect students to uphold the highest standards of professional integrity. All students at the University of Central Florida are subject to the university's Golden Rule (https://goldenrule.sdes.ucf.edu/) which outlines overall standards for conduct expected by the University. We strongly suggest that students become familiar with all forms of conduct that are covered by the Golden Rule and the policies associated with each.

The I/O doctoral program expects students to conduct themselves with a high level of professionalism during all interacts with faculty, fellow students, and departmental staff. We also expect this same level of professionalism while at professional conferences, working on projects in organizations, or any other setting where they are representing the I/O doctoral program and the University of Central Florida.

Students found to be acting in an unprofessional manner will be subject to our internal conduct policy. According to this policy, a first violation of our professional conduct standards will typically be handled informally with developmental feedback from his or her advisor. If such behavior persists, a formal letter from the Program Director will be put in the student's file documenting the nature of the unprofessional behavior and steps the student must take to correct it. If this does not correct the behavior, the I/O doctoral faculty will convene and decide on a further course of action which may include probation or program dismissal. Please note that these steps may not be followed in the same sequence in all cases of student misconduct. More specifically, in cases where a student engages in serious forms of misconduct, the *first* step may be a recommendation of probation or dismissal.

In addition to academic performance, we expect students to make satisfactory degree progress. Students must be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. For completion of the degree, courses older than seven years typically cannot be applied toward a graduate program of study. In order to allow courses older than seven to be applied toward the program of study, the student must file a petition the semester they enter the program.

Appendix C and the above section on research expectations contain what the faculty considers to be the major milestones on path to degree completion, as well as the timeframe associated with each. Understand that these timeframes are not merely *suggestions*, but rather goals that you must meet to remain in good standing in the program. Students who do not meet these goals will be placed on probation and required to meet with their advisor to develop a written plan to get their degree/research progress back on track. Once a student's progress is back on track their probationary status will be removed. If a student does not meet their progress goals and is not making satisfactory progress toward the milestones and their degree requirements, they may be dismissed from the program. All decisions regarding probationary status, exceptions for special circumstances, and dismissal will be made by a committee composed of the current doctoral faculty.

C. Full Time and Continuous Enrollment

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

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

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

Restricted Registration

If a course is "closed" and falls under one of the following, the student must complete a Restricted Registration Agreement form.

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

The Restricted Registration Form can be found via DocuSign here: I/O Psychology RRA

If a class is "closed" or requires instructor consent, the student may request a permission number from the program assistant in order to enroll.

D. Transfer Coursework

Doctoral transfer credits typically consist of graduate course work completed at a regionally accredited institution or recognized foreign institution (including UCF) BEFORE a student is given graduate status in his/her doctoral program at UCF. Only graduate-level or higher courses may be accepted as transfer credits. Similarly, only courses with a grade of "B-" or higher may be transferred into a program of study. The acceptance of transfer credits must be approved by the program director and the student's major advisor.

For information on types of transfer credit and current transfer credit limits, please visit the Graduate Studies Policies link below:

https://www.ucf.edu/catalog/graduate/#/policy/SyycxO9YO?bc=true&bcCurrent=Transfer%20of%20Credit&bcGroup=2.%20General%20Graduate%20Policies&bcItemType=policies

E. Incomplete Grades

Students who received an incomplete (I) in a course are encouraged to resolve this incomplete as soon as possible; however, it must be resolved within one calendar year or prior to graduation certification, whichever comes first. Incompletes left unresolved will be changed to F (or a U in thesis, dissertation or research report) if not resolved in the allowed time period. Incomplete grades cannot be used towards completion of the program of study.
Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

F. Withdrawal Policy

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

G. Petitions and Grievances

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

The Industrial and Organizational Psychology faculty recognizes that conflicts between students or between students, faculty and/or staff can occur for a variety of reasons despite consistent efforts to maintain a positive interpersonal ambience in the program and department. Students and faculty are encouraged to resolve these conflicts quickly and in a responsible manner. A variety of options are available to students who believe that a conflict cannot be resolved through discussion with involved students, faculty, or staff. The Industrial and Organizational Psychology program recommends that concerns be expressed to faculty in the following sequence. If a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the Industrial and Organizational Psychology faculty, that student is advised to bring the grievance to the Department Chair. The Department Chair reviews the grievance and consults with the student to determine whether the grievance can be settled amicably. Grievances not settled amicably at the department level may be taken to the Assistant Dean of Graduate Studies in the College of Sciences, then to the Dean of Graduate Studies, and to the Graduate Counsel for consideration and review. In cases where an unresolved grievance is related to a student's age, race, religion, gender, sexual orientation, or gender identity students are advised to contact the UCF Office of Institutional Equity. Students with academic grievances may file appeals through Golden Rule 5.016 and 5.017.

Grievances may include, but are not limited to, the following areas: academic provisional status, training assignments, practicum, evaluation (including grades, training assignment, professional attitudes and ethics), departmental policies, thesis and dissertation, and quality of teaching. It is hoped that grievances will rarely arise and that when they do occur, they can be satisfactorily resolved during the initial steps of the procedures. The Industrial and Organizational Psychology faculty will initiate procedures to address issues raised by students. In addition, formal grievance procedures are available through the Department Governance Guidelines, the University Sexual Harassment Policy and Procedures Guidelines, Industrial and Organizational Psychology Handbook, and the Academic Grievance Procedures in the Office of Student Affairs. Retribution based on student complaints or grievances will not be tolerated in accord with established University policy. For more information, please refer to the Graduate Catalog:

https://www.ucf.edu/catalog/graduate/#/policy/B1RA7SFYu?bc=true&bcCurrent=Academic%20Grievance%20Procedure&bcGroup=2.%20General%20Graduate%20Policies&bcItemType=policies

SECTION VI: PROFESSIONAL DEVELOPMENT

Work Policy

The Industrial and Organizational Psychology Ph.D. program at University of Central Florida requires students to pursue their degree full-time, so any form of employment outside of graduate assistantships is strongly discouraged. This includes paid internships. Individuals with any type of outside employment will be unlikely to receive departmental assistantships.

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

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

In order for students to be employed as Graduate Teaching Assistants, they must first complete the required UCF GTA Training. In order for students to be employed as Graduate Teaching Associates, students are also required to have completed 18 hours of coursework in the discipline they intend to teach.

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

If English is a second language, in order to be hired as a GTA the student must take and pass an Oral Proficiency Exam (also known as the Versant English Test). This is in addition to attending this GTA Workshop. This test is offered by the UCF Global: https://global.ucf.edu/english-test/

Pre-Doctoral Internship

Internships are not required for Industrial and Organizational Psychology Ph.D. students; however, one may be recommended for individuals who wish to pursue a career in an applied setting. Students interested in seeking an internship **must first discuss with their advisor who may provide suggestions for opportunities**. This discussion must occur well in advance of the date of the internship. The optimal time to pursue an internship is over the summer, but internship programs vary widely, so students may choose to pursue internships with a variety of timeframes. We **strongly recommend** that students have successfully passed their candidacy examinations and have defended their dissertation proposal before pursuing an internship. However, we do recognize that in some cases students may have internship opportunities at earlier stages in the program. An internship is not an acceptable excuse for any delays in meeting program milestones, including completing the master's thesis in a timely manner.

Since most internships in our field are paid, those on internships will not receive departmental assistantships. Students who will be on an internship during the academic year should communicate this to the program assistant as soon as possible.

Special Award Recognition

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

<u>University Awards</u>

Each year, students can submit a portfolio for nomination of College and University level awards of excellence. These are intended to show COS student excellence in academic achievement, teaching, research, leadership, and community service. A summary of the awards and recognitions available for graduate students can be found on the College of Graduate Studies website here: https://graduate.ucf.edu/awards-and-recognition.

- Award for Excellence by a Graduate Teaching Assistant
    - For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructors of record)

- Award for Excellence in Graduate Student Teaching
    - For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

- Award for Outstanding Master's Thesis
    - To recognize graduate students for excellence in the master's thesis. The focus of this award is on the quality and contribution of the student's thesis research. Excellence of the master's thesis may be demonstrated by 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. The university award will be forwarded to a national-level competition sponsored by the Council of Southern Graduate Schools (CSGS) when the thesis discipline corresponds to the annual submission request.

- Award for Outstanding Dissertation
    - To recognize doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by 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.

<u>Fellowships</u>

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

- Trustee Fellowship
    - Available to new doctoral students
    - Requires highly competitive GRE or GMAT score
    - Requires evidence of experience in the field; awards, recognition, or honors; and professional contributions and achievements

- Provides $25,000 fellowship plus tuition support per year, for up to 4 years

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

- NIOSH Targeted Research Training Fellowship
    - Available to all I/O Ph.D. students years 2 to 4
    - One year support provides a stipend funded by the National Institute for Occupational Safety and Health (NIOSH)
    - Tuition support is also provided by NIOSH
    - Applicants must demonstrate a desire to work on projects related to health and safety interventions for hospitality and tourism workers
    - A two-page statement is required

- John Mattone Graduate Scholarship Fund for Executive Coaching and Leadership
    - Applicants must be enrolled in the M.S. or Ph.D. Industrial/Organizational Psychology program.
    - The applicant must demonstrate financial need based upon policies and guidelines established by the University of Central Florida. (The applicant should attach a copy of their FAFSA documentation.)
    - Submit a one-page letter of application, in which the applicant describes their interest in the John Mattone Graduate Scholarship for Executive Coaching and Leadership and why they are deserving of the award.

- Mattone Family Endowed Scholarship for Industrial/Organizational Psychology
    - Applicants must be enrolled in the M.S. or Ph.D. Industrial/Organizational Psychology program.
    - The scholarship is intended to support students who demonstrate academic excellence, a commitment to advancing the field of psychology, and a dedication to research, community service, and/or applied work.
    - Applicants must submit a copy of their CV/ résumé and a one-page personal statement explaining their interest and why they are deserving of the award.

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

Instructor Training and Development

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

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

  The GTA Training sponsored by Faculty Center for Teaching and Learning is mandatory before any graduate student will be permitted to teach. In order to be hired as a Graduate Teaching Associate (Job Code 1106), students must attend the one-day face-to-face training workshop and complete a Legal Module online, consisting of an online quiz (which must be passed with a score of 100 percent) acknowledging the GTA's comprehension of university policies regarding sexual harassment, FERPA, and other legal issues.

  Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the VERSANT English Test before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant. The required VERSANT test score for Graduate Teaching Associates is 70 on the "new" Versant Test as of January 2025; 69 on the Versant Test prior to January 2025; for Graduate Teaching Assistants, 59 on the "new" Versant Test as of January 2025; 58 on the Versant Test taken prior to January 2025. Students may register for the VERSANT English Test by visiting https://global.ucf.edu/english-test/.

  Please refer to following website for more information: https://graduate.ucf.edu/graduate_teaching/#GTA-Training-Requirements

- GTA Teaching Certificate

  This certificate program (12-weeks for domestic students, 16-weeks for international students) consists of group and individualized instruction by Faculty Center staff and experienced UCF professors. Textbooks and materials are provided, and a stipend is offered to current UCF students who complete the certificate. International students are provided the same training as well as information regarding language immersion and tricks and cultural awareness as a way of knowing what to expect from American students. For more information, visit http://www.fctl.ucf.edu/ or call 407/823-3544.

Career Services and Office of Experiential Learning (http://career.ucf.edu/, http://www.explearning.ucf.edu/)

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

Graduate Student Association
(Recent News**:** https://graduate.ucf.edu/news/article-5/)

- Seminar Series
  Each semester, GSA offers seminars geared toward academic and professional development.

- Graduate Research Forum
  Sponsored by the Division of Graduate Studies, the Research Forum is an opportunity for students to show their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

Student Research Week/Student Scholar Symposium

The Student Scholar Symposium, sponsored by the College of Graduate Studies, provides an opportunity for students to show their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given, and all participants will receive recognition. More information can be found here:
https://researchweek.ucf.edu/symposium/

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 assistantships and departmentally arranged support from outside sources such as grants. Funds will be distributed across students in an equitable manner. However, since sources of funds are often limited, financial support cannot be guaranteed to all students, regardless of year in the program or excellence of performance. The Director of the Industrial and Organizational Psychology program, in collaboration with the Industrial and Organizational Psychology faculty, examines the availability of assistantships and other sources of financial support (e.g., fellowships) each year.

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

Tuition waivers are intended for full-time students in good standing with a graduate GPA of 3.0 or higher. The student must be employed as a GTA, GRA or GA for at least 20 hours/week (.50 FTE) on average or be the recipient of a fellowship in the amount of $3250 or higher for the academic year. Please refer to the current Graduate Catalog for additional rules and stipulations of tuition waivers.

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

Prior to candidacy, full-time is considered 9 credit hours during the fall and spring terms, and 6 hours during the summer term. After passing candidacy, 3 credit hours of dissertation is considered full-time each term. However, it is an individual student's responsibility to check the required units to retain any financial aid.

International Students

Several types of employment are available to international students, including on-campus employment. For more information about the types of employment available to international students, and the requirements and restrictions based in visa-type, please visit the UCF Global website at https://global.ucf.edu/.

Assistantships and Tuition Waivers

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

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

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

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

Students can apply for assistantships and tuition support every year, but priority is given to incoming students, international students (who have more restrictions on their employment), and less senior students. Students are strongly encouraged to apply for in-state residency as soon as they move to the area.

GTA Training Requirements

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

International students who will be hired in GTA positions must be proficient at speaking English. Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the VERSANT English Test before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant. The required VERSANT test score for Graduate Teaching Associates is 70 on the "new" Versant Test as of January 2025; 69 on the Versant Test prior to January 2025; for Graduate Teaching Assistants, 59 on the "new" Versant Test as of January 2025; 58 on the Versant Test taken prior to January 2025. Students may register for the VERSANT English Test by visiting https://global.ucf.edu/english-test/.

GTA Performance Appraisal

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

1. **Stay aware!** Graduate students need to be independent and self-reliant. Expect lots of rules, forms, and deadlines that the department may have no influence over. Please do not expect your advisor, the program director, or the program assistant to remind you of missed forms, unfilled requirements, errors in your record, etc. By the time it comes across our desks, it may be too late. Please be vigilant, proactive, and constantly alert.
2. **Communicate!** Graduate students need to maintain regular communication with their advisor and the program director. It is also extremely important to communicate regularly with the program assistant and respond promptly to her e-mails!
3. **Check email.** Graduate students are expected to check their email daily. Moreover, they are expected to alert their advisor, program assistant, and program director when their email address changes. Many important program-related messages come through email. Don't ignore "group" messages.
4. **Be familiar with UCF's policies.** Read the UCF Golden Rule, the Graduate Orientation materials, and the Graduate Catalog. When questions arise, consult these resources first. When answers can't be found, then come to your advisor, the program director, or the program assistant.
5. **UCF is growing and changing.** Expect that things will change. Graduate Studies changes their policies. The Department changes its policies. Our program changes. This is part of "Stay aware!"
6. **Graduate student workspace.** Workspace is assigned by the beginning of the fall semester, and students should all have access (either by key or swipe card) at that point. If you have any problems related to access to space, you should talk to the program director and/or program assistant.
7. **Interactions with faculty, staff, and other students**
   a. Attend class – every class – and be fully prepared. This is a minimum expectation. We also expect that students complete all class assignments in timely manner and actively participate in class discussions! If you have an emergency and need to miss class, contact your professor (or the program assistant or program director, if you cannot reach your professor) to discuss prior to missing class.
   b. Do not spread rumors. When you hear a rumor about our program, come to the program director immediately to discuss.
   c. Approach every interaction with professors, student colleagues, and staff members with a high level of professionalism. Every interaction that you have with people at UCF (e.g., Psychology Department, Management Department, Graduate Studies, COS, etc.) and every interaction that you have with people in our field (e.g., SIOP, emails with prospective students, etc.) affects our program and, ultimately, the quality of your degree. Always keep that in mind.
8. **Professional Activities**
   a. Every student is expected to participate in research from the start of the program until graduation.
   b. Plan to attend and participate in speaker series talks, interviews with prospective faculty, new student visits, etc.
   c. Plan to become active in our field and at our university. There are a variety of ways that you can become involved, for example:
      i. Join SIOP as a student affiliate
      ii. Attend, present, and/or volunteer at conferences (IOOB, SIOP, SEPA, WSH, AOM, etc.)
      iii. Get involved in opportunities to bring speakers and conferences to Orlando
      iv. Participate in department-, college- and university-wide research forums, student competitions, etc.

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

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

Included below is information about several forms that will be useful when completing the coursework. In addition to websites where the forms can be found, procedures for filing each of these forms are also outlined. Each of these forms can be found on the following link: https://graduate.ucf.edu/forms-and-references/.

Transfer Request Form

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

Traveling Scholar Form

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

Time Conflict (*College Form*)

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

Dissertation Committee Approval Form

Doctoral committees must be in place and approved by the Doctoral Program Director, the Doctoral Committee Chair and Committee Members, the College of Sciences, and the College of Graduate Studies prior to a student's enrollment into Doctoral Dissertation (PSY 7980).
Committee Composition:
- Chair (Requirements: regular* department faculty, terminal degree)
- Minimum of four committee members (Requirements: terminal degree or appropriate discipline recognition)
- At least three must be regular* faculty in student's department
- At least one must be from outside the student's department
- Majority UCF faculty
- Regular department faculty are tenured or tenure earning faculty or research faculty with permanent appointments; and can include joint appointments but not courtesy joint appointments

Graduate Petition Form

- Requests for exceptions to college or university policies are made by petition. The petition process includes both student and program required documentation prior to its receipt in the COS Graduate Office.
- In addition to the Graduate Petition Form, the student must supply their program with a clear statement of what exactly is being requested, why it is being petitioned and rationale for support.

- If approved, the program supplies an additional letter of support and forwards the request to the COS Director of Graduate Services who reviews and submits to the COS Associate Dean for Graduate Studies.
- If approved, the college supplies an additional letter of support and forwards the request to the UCF Graduate Council Subcommittee for Policy and Appeals.
- If at any point the petition is denied, the student is given the option of having the petition considered at the next level; however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

Graduate Student Intent to Graduate Form

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

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

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

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

SECTION X: ADDITIONAL STUDENT RESOURCES

UCF Graduate Catalog (available online only) https://www.ucf.edu/catalog/graduate/#/home
COS Graduate Website for Students https://sciences.ucf.edu/graduate/
UCF Graduate Website for Students https://graduate.ucf.edu/
Academic Calendar https://calendar.ucf.edu/
Library https://library.ucf.edu/
Graduate Student Association news https://graduate.ucf.edu/news/article/your-graduate-student-association-candidates
University Writing Center https://uwc.cah.ucf.edu/
The Counseling Center http://caps.sdes.ucf.edu/

Contact Information

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Appendix A: Mission Statement of the Psychology Department

VISION

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

MISSION

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

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

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

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

Appendix B: Four-Year Degree Completion Roadmap

Year 1

Fall Semester:
1. Begin involvement in one or more faculty research labs
2. Successfully complete courses
3. Begin involvement in program service activities
4. Initiate discussions with your advisor about potential thesis topics
5. Come up with a tentative topic for your thesis project

Spring Semester:
1. Continued involvement in one or more faculty research labs
2. Successfully complete courses
3. Continued involvement in program service activities
4. Obtain a chair for your thesis project
5. Obtain a thesis committee
6. Work on the development of your thesis proposal

Summer Semester:
1. Complete the Teaching Seminar Course
2. Continued involvement in one or more faculty research labs
3. Continued development of your Thesis Proposal

Year 2

Fall Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Successfully complete courses
3. Successfully defend your thesis proposal
4. Begin collecting thesis data

Spring Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Successfully complete courses
3. Finish collective thesis data
4. Successfully defend your thesis

Summer Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Continue work on thesis if not already completed

Year 3

Fall Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Successfully complete courses
3. Seek out research collaborations with faculty outside of your labs
4. Continue work on thesis if not already completed

Spring Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Successfully complete courses
3. Seek out research collaborations with faculty outside of your labs
4. Begin preparing candidacy exam article lists
5. In consultation with your advisor, development of a specialty topic for Candidacy Exams
6. Continue work on thesis if not already completed

Summer Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Prepare for candidacy exams
3. Successfully pass candidacy exams and become admitted to candidacy

Year 4

Fall Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Dissertation proposal development
3. Successfully defend dissertation proposal

Spring Semester:
1. Continued involvement in one or more faculty research labs. In many cases upper-level students begin to take leadership roles in research
2. Begin collecting dissertation data

Summer Semester:
1. Finish collecting dissertation data
2. Successfully defend dissertation

Appendix C: Degree Completion Milestones

Milestone #1: Successful Defense of Master's Thesis Proposal – End of Fall Semester of Year 2

Milestone #2: Successful Final Defense of Master's Thesis – End of Fall Semester of Year 3

Milestone #3: Successfully Pass Doctoral Candidacy Examination – End of Summer Semester of Year 3

Milestone #4: Successfully Defend Doctoral Dissertation Proposal – End of Spring Semester of Year 4

Milestone #5: Successfully Defend Doctoral Dissertation – End of Spring Semester of Year 5

Appendix D: Comprehensive Exam Procedure

Doctoral Candidacy Examination Policies and Procedures

University of Central Florida Ph.D. Program in Industrial/Organizational Psychology

This document outlines the policies and procedures associated with the Candidacy Examination for doctoral students in the University of Central Florida Ph.D. in Industrial/Organizational Psychology Program.

CANDIDACY EXAMINATION OVERVIEW

The Candidacy Examinations are intended to serve two purposes: (1) to ensure that students possess the quantity and quality of knowledge in Industrial/Organizational Psychology topics to progress to doctoral candidacy, and (2) to allow the student to further explore a content area related to their anticipated dissertation idea. The Candidacy Examination will feature the following components:

- **A ½ day closed-book exam on content in Industrial Psychology.**

- **A ½ day closed-book exam on content in Organizational Psychology.**

- **A full day closed-book exam on content in Research Methods in Industrial/Organizational Psychology.**

- **A full-day exam on a specialty topic.** Students will answer a broad question relating to his or her specialty topic (see details below). Students will be allowed to bring a clean copy of their reading list to the specialty exam.

- **A one-hour oral defense of all Candidacy Examination components.** The audience of the oral defense meeting will be all faculty in the Industrial/Organizational Psychology Ph.D. Program.

SPECIALTY TOPIC

Students should identify a three-member committee to serve as their Specialty Topic Committee. This committee should consist of their advisor and two other I/O faculty members. Once the student has identified their Specialty Topic committee they should fill out the appropriate internal paperwork with the program assistant and work with their advisor to develop a reading list for their specialty exam. Each student's specialty topic will be chosen in consultation with their Specialty Topic Committee, with final approval of the Program Director. Although there are no "right" or "wrong" specialty topics, it is expected that each student's specialty topic will be "new to them" (i.e., not a topic they are already closely familiar with as a result of their thesis, other research, or class papers) and directly related to their intended dissertation topic. The reading list must be approved by the Specialty Topic Committee by the specified due date, which will typically be approximately 6-8 weeks before the test date. Based on that reading list, the student's committee will provide the student with a broad question that the student will respond to during a full-day testing period.

CANDIDACY EXAMINATIONS PREPARATION

Students should expect to spend around one semester reading and preparing for the exams, although students are welcome to start their exam preparation sooner if they wish. For all closed book exams, students are encouraged to use the assigned readings, course notes, assignments, and exams from required and elective courses to guide their study efforts. There will be no defined reading lists for the Candidacy Examination except for the specialty topic section.

CANDIDACY EXAMINATIONS CREATION

The faculty in the Industrial/Organizational Psychology Ph.D. program will create questions for each area of the closed book exam. Prior to the exam, they will meet to select questions from each area and will provide the chosen questions to the program assistant. The number of questions on each component of the exam, as well as exam format, will be up to the discretion of the I/O Faculty. The specialty exam question will be created by the student's Specialty Topic Committee.

CANDIDACY EXAMINATIONS GRADING

The Industrial, Organizational, and Research Methods exams will each be graded by two I/O Program faculty members. Faculty members will be assigned to grade these exams based on their expertise. Faculty will record scores in a spreadsheet provided by the program assistant. Faculty members will grade each question on the following scale (definitions of each anchor will be provided to the students):

> 1: Completely Unacceptable – Response is overly brief and fails to provide appropriate detail; concepts fundamental to answering the question are omitted; ideas are poorly supported by logic or previous research; answer is difficult to follow and understand.

> 2: Unacceptable – Answers most of the question but more information is needed; some key concepts are missing or defined incorrectly; some ideas are supported by logic or literature but others more support or integration with theory; writing is mostly comprehensible but difficult to follow in parts.

> 3: Acceptable – Addresses all parts of the question but more detail is needed in some parts; relevant concepts are defined but some concepts are not defined clearly; most ideas are supported by logic or literature but key citations are missing; writing is comprehensible but could be improved.

> 4: Very Good – Fully addresses all parts of the question in appropriate detail; includes all relevant concepts and demonstrates PhD-level knowledge of concepts; draws upon relevant concepts and literature and substantiates position with well-reasoned arguments; organizes and articulates response in a coherent manner.

> 5: Exemplary – Fully addresses all parts of the question in exceptional detail; includes all relevant concepts and demonstrates a knowledge of relevant concepts that is comparable to someone with several years of post-doctoral experience; draws upon relevant concepts and substantiates position with well-reasoned and highly creative arguments; organizes and articulates responses in an extremely articulate manner.

Following reading and grading each question, the two faculty members assigned to that section will schedule a consensus meeting to discuss their ratings. They must decide on an agreed score for each question and have the option to bring in a third grader (another faculty member) in the event that they cannot decide upon an agreed score. After the consensus meeting, final question scores and qualitative comments will be recorded in the spreadsheet and submitted to the program assistant.

The student's Specialty Topic Committee will read their specialty exam answer and provide a score in the spreadsheet provided by the program assistant. The scale for this component will be the same as in the previous components (definitions of each anchor will be provided to the students):

1: Completely Unacceptable – Demonstrates a very superficial understanding of the specialty area; has a poor understanding of the major issues and controversies in the specialty area; offers no novel or creative insights that would advance knowledge in the specialty area.

2: Unacceptable – Demonstrates some understanding of the specialty area but it is not well-informed; understands some of the major issues and controversies in the specialty area but some important ones are missed; offers some insights that would advance knowledge in the specialty area, but they are not well-described.

3: Acceptable – Demonstrates a reasonable understanding of the specialty area; has an understanding of the major issues and controversies in the specialty area; offers some novel or creative insights that would advance knowledge in the specialty area.

4: Very Good – Demonstrates a well-informed understanding of the specialty area; has a good grasp of the major issues and controversies in the specialty area; offers several novel or creative insights that would advance knowledge in the specialty area.

5: Exemplary – Demonstrates an outstanding understanding of the specialty area; has an excellent understanding of the major issues and controversies in the specialty area; offers several highly novel or creative insights that would advance knowledge in the specialty area.

The graders will meet for a consensus meeting to decide on an agreed score for this section, record the agreed score and qualitative feedback in the spreadsheet, and return it to the program assistant.

CANDIDACY EXAMINATIONS ORAL DEFENSE

The oral defense component serves multiple purposes: (1) to encourage student self-reflection on the strengths and weaknesses of their responses, (2) to allow for the student to verbally expand on their responses based on faculty questions, and (3) to serve as an opportunity for faculty to provide feedback to the student. Although it is expected that most students will proceed to the oral defense after completion of the written exams, the I/O faculty have the option of not allowing a student to proceed to the oral defense if their performance on the written portion of the exam suggests that it is highly likely that the overall outcome of the examination will be Fail.

In the approximate two-week time period between the written portion of the exam and the oral defense, students are encouraged to prepare by reading over their answers. Students should schedule a time with the program assistant to do so. Students will be given an opportunity at the beginning of their oral defense to provide a self-assessment. This self-assessment may include perceptions of overall strengths and weaknesses, individual questions where answers were not clear or important points were missed, or any other aspect of their written exam performance that the student deems relevant.

Normally, all faculty members will be present for each student's oral defense. However, in the event that scheduling conflicts occur, at least FOUR members of the I/O doctoral faculty will be present. Ideally, a single day will be set aside for all oral defenses to take place in a sequential order although more days may be necessary depending on the number of students participating. During the defense, faculty members will be encouraged to ask questions about the components of the Candidacy Examination that they graded, although any faculty member could ask a question about a component. The order of questioning is at the faculty's discretion, but will typically begin with a focus on the questions students scored lowest on and proceed to other questions as time permits. Students will not receive their scores prior to their oral defense.

Following the question-and-answer portion, the student will be dismissed and the faculty will discuss and decide on the overall Candidacy Examination outcome. The following overall outcomes are possible:

- Fail
- Remediation
- Pass
- Pass with Honors

In the case of a decision of Remediation, faculty will identify what specific areas should be included in the remediation plan (see the next section for remediation policies). In the case of a decision of Fail, the Specialty Topic Committee will make a separate determination of whether the student passed the specialty topic portion of the exam based on the written exam and the oral defense (see the next section for retake policies).

After the oral defense, students may schedule an appointment with their advisor to go over their scores on all questions and qualitative comments made by graders of each section. This will provide students with the opportunity to learn which questions received a failing grade, as well as an opportunity for advisors to provide feedback on strengths and weaknesses of answers to questions.

REMEDIATION AND RETAKE POLICIES

If the outcome of the Candidacy Examination is Fail, the student will be given one opportunity to retake the Candidacy Examination. They must wait until the next exam offering (i.e., one full year) and they must retake all parts of the exam, regardless of their performance on any single component. The only exception is for the specialty component; if the student passed the specialty component, they would not be required to retake this portion of the exam. If the student's second attempt at the Candidacy Examination also earns the outcome of Fail, the I/O Program Director will submit a Program Dismissal Recommendation Form to the Graduate College.

If the outcome of the Candidacy Examination is Remediation, the student will meet with their advisor to create a remediation plan for each component of the exam the committee identifies as requiring remediation. Remediation plans, timelines, and the criteria for successful remediation will be worked out on a case-by-case basis and must be approved by the entire I/O doctoral faculty. If a student's remediation response does not meet the established criteria for success, the student will earn the grade of Fail and then the outcome would follow what is described above for the outcome of Fail.

Preparation for Oral Defense

After you finish the written portion of your candidacy exams, it is important to take a couple days off and relax. This has been a long process, and you deserve at least a short break!
Since the oral defense is scheduled two weeks from the end of the written portion of the exams, you will have ample time to prepare. In order to perform well in the oral defense, we recommend that you do the following during the time period between the written exams and the oral defense:

1. Schedule a time with the program assistant to read through your answers to the written portion of the exams. As you read through your answers, make note of both your areas of strength and areas of weakness. This is meant to be a *developmental* process so try to find areas where you can improve.

2. In reading over your answers, also try to find sections that perhaps were answered correctly but where you may have been a little light on the details or lacked adequate empirical support for the point(s) that you were making. If you do find these sections, think about how you would add details or do some additional reading prior to the oral defense.

In addition to those two recommendations, the following are *strictly prohibited* during the period between the written exams and the oral defenses:

1. Discussing the content of your answers with other graduate students in the I/O program, or with any other graduate students in the Department of Psychology.

2. Communicating with any I/O faculty member or faculty from other areas within the Department of Psychology at the University of Central Florida to receive feedback on the content of your written answers.

3. Communicating with any graduate students or faculty outside of the Department of Psychology or the University of Central Florida to receive feedback on the content of your written answers.

Any evidence that a student has engaged in any of these three activities will result in an automatic grade of "Fail" for the candidacy exam and may result in expulsion from the I/O doctoral program.

I/O Candidacy Examination
Oral Defense Guidelines

Overview: The oral defense component serves multiple purposes: (1) to encourage student self-reflection on the strengths and weaknesses of their responses, (2) to allow for the student to verbally expand on their responses based on faculty questions, and (3) to serve as an opportunity for faculty to provide feedback to the student. In the time period between the written portion of the exam and the oral defense, students are encouraged to prepare by reading over their answers. Students should schedule a time with the program assistant to do so.

Who is Present?: Normally, all I/O doctoral faculty members will be present for each student's oral defense. However, in the event that scheduling conflicts occur, at least FOUR members of the I/O doctoral faculty will be present. In cases where a student has a specialty committee member who is *not* a member of the I/O doctoral committee, that faculty member will attend only that student's oral defense. *Students and others who are not members of the student's specialty committee are not allowed to attend the oral defense.*

What material can students bring to the oral defense?: Students are allowed to bring a pen and a pad of paper in case they wish to document any relevant feedback during the oral defense. Students are not allowed to bring copies of their written answers or prepared responses to the oral defense, but the program assistant will bring copies in case they're needed.

Scheduling of the Oral Defense: Ideally, a single day will be set aside for all oral defenses to take place in a sequential order. Typically, 60-90 minutes will be allotted for each oral defense. This will allow for questioning of the student, as well as faculty deliberation.

Structure of the Oral Defense Meeting: Each student's oral defense meeting will be led by the Program Director. At the beginning of the meeting students will be asked to provide a brief (5-10 minutes) self-assessment of their written performance on the written portion of the candidacy exam. This self-assessment may include perceptions of overall strengths and weakness, individual questions where answers were not clear or important points were missed, or any other aspect of their written exam performance that the student deems relevant. Following the student's self-assessment the order of questioning will begin with a focus on the questions students scored lowest on and proceed to other questions as time permits, although the order can vary at the faculty's discretion. During the exam, faculty members will be encouraged to ask questions about the components of the Candidacy Examination that they graded, although any faculty member could ask a question about a component. Students will not receive their scores prior to their oral defense. Following the question-and-answer portion, the student will be dismissed and the faculty will discuss the student's responses and decide on the overall Candidacy Examination outcome.

Overall Candidacy Examination Outcome: Students will be informed of their overall Candidacy Examination within 24 hours of the oral defense meeting. Based on the faculty's assessment of the student's performance, the following overall outcomes are possible:
- Fail
- Remediation
- Pass
- Pass with Honors

If the outcome of the Candidacy Examination is *Fail*, the student will be given one opportunity to retake the Candidacy Examination. They must wait until the next exam offering (i.e., one full year) and they must retake the entire exam, regardless of if any components of the exam were passed in their first attempt. The only exception would be if the student passed the specialty component of the exam, they would not be required to retake it. If the student's second attempt at the Candidacy Examination also earns the outcome of *Fail*, the I/O Program Director will submit a Program Dismissal Recommendation Form to the College of Graduate Studies.

If the outcome of the Candidacy Examination is *Remediation*, the student and his/her advisor will create a remediation plan that is based on feedback from both written and oral components of the exam. Remediation plans, timelines, and the criteria for successful remediation will be worked out on a case-by-case basis during the faculty discussion portion of the oral defense meeting and will be communicated to the student following their defense meeting. If a student's remediation response does not meet the established criteria for success set within that meeting, they will earn the grade of *Fail*. In such cases, they must wait to retake the entire exam or be dismissed from the program, as described above.

Regardless of the overall Candidacy Examination outcome, students are strongly encouraged to meet with their advisor to review their performance on all parts of the exam to assess their strengths and weaknesses. The faculty view this as an important step in becoming a "lifelong learner" in the field of I/O psychology.

Doctoral Candidacy Examination Remediation Guide

Overview: A grade of *Remediation* on the doctoral candidacy examination indicates that a student has not successfully passed, but in the judgement of the faculty, does not need to retake the entire examination. In most cases this is due to knowledge deficiencies in highly focused areas. Given that, the remediation experience is meant to address those knowledge deficiencies so that the student is prepared to advance to the dissertation stage of the program.

The Remediation Plan: After receiving a grade of *Remediation* students will meet with their advisor and create a written remediation plan. Although each student's remediation plan will be unique, and designed to meet their specific needs, all remediation plans will contain one or more of the following three components:

1. Papers: Students may be required to write a paper on the area(s) they were deficient on in the candidacy examination.
2. Presentations: Students may be required to prepare an oral presentation on a topic they need remediation on.
3. Examination: Students may be required to complete a written examination on a topic they need remediation on. This option is generally reserved for students who have the most serious deficiencies in their knowledge.

Timing of the Remediation Process: Remediation plans must be submitted to the entire I/O faculty for approval no later than TWO WEEKS after the oral defense date. After the remediation plan is submitted, faculty may request modifications and will do so within ONE WEEK after plan is submitted. Remediation must be completed no later than THREE MONTHS after the student's remediation plan is approved by the entire I/O faculty unless the program faculty decides that additional remediation is needed.

Assessment of the Individual Components of the Remediation Plan: Each component of a student's remediation plan will be graded by two members of the I/O doctoral program faculty. For papers and oral presentations, the grade will be Pass/Fail. For written examinations, each question will be graded by each grader on the following scale:

1: Completely Unacceptable – Response is overly brief and fails to provide appropriate detail; concepts fundamental to answering the question are omitted; ideas are poorly supported by logic or previous research; answer is difficult to follow and understand.

2: Unacceptable – Answers most of the question but more information is needed; some key concepts are missing or defined incorrectly; some ideas are supported by logic or literature but others more support or integration with theory; writing is mostly comprehensible but difficult to follow in parts.

3: Acceptable – Addresses all parts of the question but more detail is needed in some parts; relevant concepts are defined but some concepts are not defined clearly; most ideas are supported by logic or literature but key citations are missing; writing is comprehensible but could be improved.

4: Very Good – Fully addresses all parts of the question in appropriate detail; includes all relevant concepts and demonstrates PhD-level knowledge of concepts; draws upon relevant concepts and literature and substantiates position with well-reasoned arguments; organizes and articulates response in a coherent manner.

5: Exemplary – Fully addresses all parts of the question in exceptional detail; includes all relevant concepts and demonstrates a knowledge of relevant concepts that is comparable to someone with several years of post-doctoral experience; draws upon relevant concepts and substantiates position with well-reasoned and highly creative arguments; organizes and articulates responses in an extremely articulate manner.

After grading the examination individually, the two graders will meet and decide on a consensus grade for each item. In cases where a consensus cannot be reached, a faculty member assigned by the I/O Program Director will independently read the answer and meet with the other two graders to determine the final numerical grade.

Overall Assessment of Remediation: After each individual component of the student's remediation plan has been completed and formally evaluated, the I/O doctoral faculty will then decide whether remediation has been successful. A grade of "Pass" indicates that the student has successfully remediated and therefore has officially passed his or her doctoral candidacy examination. A grade of "Fail" indicates that the remediation effort has been unsuccessful and the student must retake his or her doctoral candidacy examination the next time it is offered or be dismissed from the program if it is the student's second attempt taking the exam.

Appendix E: Changing Research Mentor / Academic Advisor

INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY PHD PROGRAM: NOTICE OF ACADEMIC ADVISOR CHANGE

This memo is to confirm that_____ has officially changed advisors

from Dr._____ to Dr. _____,

effective as of _____.
                              (date)

_____
 Student Signature

_____
 Advisor Signature

_____
 Former Advisor Signature

_____
 Program Director Signature

Appendix F: Doctoral Student Annual Progress to Degree

College of Graduate Studies
UCF

Doctoral Student Annual Progress to Degree

Doctoral students complete this form annually to report their progress to degree. When completing this form, students are encouraged to refer to their Graduate Program Handbook for Program Milestones and other performance expectations, their approved Graduate Plan of Study, and the College of Graduate Studies policies on Progress to Degree. Faculty Advisors and Graduate Program Directors will review students' progress and provide developmental feedback. Students should use this feedback to guide activities during the next academic year.

The College of Graduate Studies will monitor progress and require a written 7-Year Rule Completion Plan for all students who have not completed their degree by the end of their 5th year. All graduate students are required to complete their degree within 7 years (or 21 consecutive semesters).

This form is due to the College of Graduate Studies by May 6, 2019. Holds will be placed on records for annual reviews not completed by this date.

Student Information

First Name: Lauren

Last Name: Murray-Lemon

Student ID: [redacted]

Knight's Email Address: Lauren.Murray-Lemon@ucf.

Faculty Advisor: Barbara Fritzsche

Expected Graduation Date: Spring 2025

Admit Term: Spring 2016

Graduate Program Name: Educational Leadership (EdD) - Executive Track

Self Evaluation

Consider your degree progress to date and compare that to expectations listed in your Graduate Program Handbook. Then, rate your progress on the following activities, as relevant:

Courses: Somewhat Behind Expectations

Research: Significantly Behind Expectations

Teaching: At or Above Expectations

Professional Involvement/Service: Significantly Behind Expectations

Clinical Practice: At or Above Expectations

Program Milestones: (as listed in your plan of study) At or Above Expectations

Please explain anything reported as "significantly behind expectations" or "somewhat behind expectations."
N/A

What program milestones do you have left to complete?
N/A

Have you been admitted into doctoral candidacy? No

What semester do you anticipate being admitted into candidacy? Spring 2023

Describe your career goals. In other words, what types of jobs would you like to pursue after completing your degree?
N/A

Describe your research activities to date:
N/A

Attach your CV: *Peg_Brick_PPT_Template - Copy.pptx

Would you like to upload additional supporting documents? *No ▾

Please report the number of "in press" or published papers you have published since beginning your current graduate degree: *1

Citation: *N/A

Do you have additional citations to add? *No ▾

Please report the number of professional presentations you have authored/co-authored since beginning your current graduate degree: *3

Citation: *N/A

Do you have additional citations to add? *Yes ▾

Citation: N/A

Citation: N/A

Citation:

Citation:

Citation:

Citation:

Citation:

Please list honors, awards, external funding, and/or notable professional achievements:

*N/A

List your SMART goals for the next 12 months. A SMART goal is Specific, Measurable, Achievable, Results-Focused, and Time-Bound (e.g., "I will successfully defend my dissertation proposal by the end of the Fall semester.")

*N/A

What knowledge, skills, and/or abilities do you need to develop so that you can accomplish your goals for the next 12 months? (e.g., take a Pathways to Success workshop on preparing a poster presentation).

*N/A

Please list any professional development activities that you engaged in (e.g. workshops, conferences, and other trainings).

Student Signature

Signature: ...3131323536 Date:

Lauren Murray Lemon   3/21/2019, 2:46 PM

Faculty Advisor Feedback

Please review the student's report and comment on his/her progress, paying special attention to aligning the student's expectations with the program's expectations for progress to degree. If the student has an approved dissertation committee, we encourage you to consult with committee members prior to providing feedback.

You are receiving this form as part of the College of Graduate Studies' Annual Review process for doctoral students. Please review the form and provide feedback regarding progress to degree and milestone completion. We encourage you to consult with the student and the student's dissertation committee (if appropriate) prior to completing this form. Once you've completed the form, it will be sent to the graduate program director for review, then sent back to the student. A copy will also be shared with the College of Graduate Studies. Thank you for supporting graduate success at the University of Central Florida.

If you serve as both the graduate program director and the advisor, please complete this form as the student's advisor and then forward the form to another faculty member who could evaluate the student's progress such as committee member or department chair.

Consider the student's degree progress to date and compare that to expectations listed in the Graduate Program Handbook. Then, rate his/her progress on the

following activities, as relevant:

Courses:	– Please Select – ▾	**Research:**	– Please Select – ▾
Teaching:	– Please Select – ▾	**Professional Involvement/Service:**	– Please Select – ▾
Clinical Practice:	– Please Select – ▾	**Program Milestones:** (as listed in your plan of study)	– Please Select – ▾

Please explain any discrepancies between your progress ratings and those of the student.

```
[                                                                    ]
```

Is the student on track to finish the degree in a timely manner?   – Please Select – ▾

This student's 12-month goals are: – Please Select – ▾

Explain:

```
[                                                                    ]
```

Assuming that funding is available, do you recommend that he/she receive funding as support in the next academic year?   – Please Select – ▾

Faculty Advisor Signature

Signature: Date:

_____   _____

Program Director Feedback

You are receiving this form to review and sign as the final step in the student's Doctoral Annual Review in your program. Please review it carefully and contact the faculty advisor if you have questions or concerns BEFORE entering your electronic signature. Once you approve and sign the form, it will be routed to the student to see the feedback that has been provided, and a copy will be submitted to the College of Graduate Studies.

Please review this form and offer additional feedback to the student, as needed.

Program Director comments to the student:

```
[                                                                    ]
```

Program Director Signature

Signature: Date:

_____   _____

Student Acknowledgement

I have read and acknowledge the feedback from my faculty advisor and graduate program director. I will meet with my faculty advisor to discuss.

*-- Please Select -- ▾

Student 2 Signature	Electronic Signature Pending
Program Assistant Signature	Electronic Signature Pending