



UNIVERSITY OF CENTRAL FLORIDA

Industrial and Organizational Psychology MS Graduate Program Handbook

Mike Chetta, PhD
Program Director
Michael.Chetta@ucf.edu

August 2026

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The information in this handbook supplements **but does not replace** information in the *UCF Graduate Catalog and UCF Graduate Student Handbook*.

GENERAL INFORMATION

Welcome to the Master of Science Degree Program in Industrial and Organizational Psychology. We refer to our program as “applied” and “professional.” The “applied” refers to our focus on the application of theory and research to the human resource problems encountered by today’s industrial organizations. The “professional” refers to our commitment to equip our graduates with an arsenal of professional skills which will ensure their continued employment marketability.

Thank you for choosing to continue your graduate career here at UCF. The next two years will be rigorous and demanding. But the next two years will also be fruitful and rewarding.

The University

The University of Central Florida is located 13 miles from downtown Orlando on a 1,415-acre campus adjacent to the Central Florida Research Park. It is within one hour of the Atlantic Ocean, the Kennedy Space Center, and the Walt Disney World Complex. Since its opening in the fall of 1963, it has developed into a comprehensive state university offering degree programs at all levels of instruction. UCF currently has an enrollment in excess of 70,000 students and offers more than 230 degree programs. The University's mission is to provide high-quality educational, cultural, social, and research programs to citizens of Central Florida, the state, and the nation.

The Department

The Department of Psychology consists of more than 50 faculty members with interest in areas such as clinical, human factors, cognitive, experimental, and developmental social psychology, as well as industrial and organizational psychology. Faculty of the department are involved in a variety of research projects concerned with topics such as Post-Traumatic Stress Disorder in veterans, the treatment of marital dysfunction, visual performance in low-level flight, technology and assessment, diversity in the workplace, occupational health psychology and workplace stress. Research equipment is available for research on topics such as computer graphics, image generation for visual flight simulation, visual adaptation and contrast sensitivity in visual performance, team training, performance assessment, and transfer of training. Extensive simulation equipment is available for research through the university's Institute for Simulation and Training. In addition to the Master of Science degree in industrial and organizational psychology, the department offers a master’s degree in clinical psychology, and doctoral degrees in clinical, industrial and organizational, and human factors and cognitive psychology.

The Program

The Master of Science Degree Program in Industrial and Organizational Psychology is located at the UCF Orlando Main campus. The purpose of the master’s program is to provide high quality professional training in the traditional areas of I/O psychology and to prepare graduates for careers as practicing psychologists in applied, organizational settings. The program is administered by the program director and a committee of the entire I/O program faculty. Faculty members for the master’s program overlap with the doctoral program faculty. Areas of interest represent the basic areas of personnel psychology, organizational behavior, general experimental psychology, and human factors and cognitive psychology. Our I/O faculty is actively involved in teaching/training, research activities, and applied practice. In addition, I/O faculty members maintain active liaison with local business firms which provide practicum placements, job opportunities, and support for program students.

Program Contacts

Mike Chetta Program Director	OTC 259 (Bldg. 600 Research Parkway) UCF Orlando	(407) 823-4480 Michael.Chetta@ucf.edu
Dani Draper Graduate Admissions Coordinator	PSY 301G UCF Orlando	(407) 823-2458 Danielle.Draper@ucf.edu
Mark Neider, Chair Psychology Department	PSY 301P UCF Orlando	(407) 823-4201 Mark.Neider@ucf.edu
Kerstin Hamann Associate Dean College of Sciences	CSB UCF Orlando	Kerstin.Hamann@ucf.edu

Advising and Mentoring

Throughout your graduate career here at UCF, you may have several different advisors. There are, however, three advisor roles defined in the program.

Academic Advisor

All questions regarding courses, curriculum, and program policies and procedures are referred to your academic advisor. The program director is academic advisor for all students enrolled in the MS I/O program.

Research Advisor

The research advisor supervises the student research activities. Students electing the thesis option may select their own research advisor from the I/O faculty. The research advisor serves as the chairperson of the thesis committee. Students electing the non-thesis option may be supervised by a faculty advisor for research lab work or the program director.

Practicum Advisor

The practicum advisor supervises the student's activities when working at a practicum or internship site. Usually, the practicum advisor will be the program director.

PROGRAM REQUIREMENTS

The master's program in industrial and organizational psychology is a professional graduate program which focuses on the development of practitioner skills in the areas of employee selection, training, performance appraisal, and other relevant competencies needed in the application of Industrial and Organizational psychology. Our program is geared for students who have interest in acquiring or honing applied knowledge, skills, and abilities. It is a 38-hour, full-time program, and is designed to be completed in two years. In addition to our applied focus, the program emphasizes the development of strong research skills.

Program Tracks

Two program tracks are available. Most students elect the non-thesis option. This option requires students to complete 26 hours of academic coursework, 12 credit hours of restricted electives, and a research requirement. A thesis option is also offered, which is recommended for students seeking to pursue a doctoral degree, requiring completing 26 hours of academic coursework, 6 credit hours of restricted electives and 6 hours of thesis. The coursework for each option is outlined.

Sample Course Schedules:

Non-Thesis Option

Year 1

Fall

- INP 6005: Overview of Research in Industrial and Organizational Psychology (3)
- PSY 6216C: Research Methodology (4)
- INP 6317: Work Motivation and Job Attitudes (3)

Semester Total: 10 credit hours

Spring

- INP 6058: Job Analysis and Performance Appraisal (3)
- PSY 6308C: Psychological Testing (4)
- [SOP 5059: Advanced Social Psychology \(3\)](#)
- **OR**
- [INP 6215: Assessment Centers and Leadership \(3\)](#)
- **OR**
- [INP 6605: Training and Team Performance \(3\)](#)

Semester Total: 10 credit hours

Year 2

Fall

- INP 6318: Recruitment, Placement, and Selection (3)
- INP 6072: Survey Research Methods and Program Evaluation in I/O Psychology (3)
- [INP 6945C: Industrial Psychology Practicum \(3\)](#) **OR**
- [INP 6933: Seminar in Industrial and Organizational Psychology \(3\)](#)
- **OR**
- [INP 6091: Industrial and Organizational Psychology Consulting Practice \(3\)](#)

Semester Total: 9 credit hours

Spring

- INP 6080: Ethical, Legal, and Professional Issues in I/O Psychology (3)
- [SOP 5059: Advanced Social Psychology \(3\)](#)
- **OR**
- [INP 6215: Assessment Centers and Leadership \(3\)](#)
- **OR**
- [INP 6605: Training and Team Performance \(3\)](#)
- [INP 6945C: Industrial Psychology Practicum \(3\)](#)
- **OR**
- [INP 6933: Seminar in Industrial and Organizational Psychology \(3\)](#)
- **OR**
- [INP 6091: Industrial and Organizational Psychology Consulting Practice \(3\)](#)

Semester Total: 9 credit hours

Thesis Option

Year 1

Fall

- INP 6005: Overview of Research in Industrial and Organizational Psychology (3)
- PSY 6216C: Research Methodology (4)
- INP 6317: Work Motivation and Job Attitudes (3)

Semester Total: 10 credit hours

Spring

- INP 6058: Job Analysis and Performance Appraisal (3)
- PSY 6308C: Psychological Testing (4)
- [SOP 5059: Advanced Social Psychology \(3\)](#)
- **OR**
- [INP 6215: Assessment Centers and Leadership \(3\)](#)
- **OR**
- [INP 6605: Training and Team Performance \(3\)](#)

Semester Total: 10 credit hours

Year 2

Fall

- INP 6318: Recruitment, Placement, and Selection (3)
- INP 6072: Survey Research Methods and Program Evaluation in I/O Psychology (3)
- INP 6971: Thesis (3)

Semester Total: 9 credit hours

Spring

- [SOP 5059: Advanced Social Psychology \(3\)](#)
- **OR**
- [INP 6215: Assessment Centers and Leadership \(3\)](#)
- **OR**
- [INP 6605: Training and Team Performance \(3\)](#)
- INP 6080: Ethical, Legal, and Professional Issues in I/O Psychology (3)
- INP 6971: Thesis (3)

Semester Total: 9 credit hours

Program Course Descriptions

INP 6005. OVERVIEW OF RESEARCH IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3(3,0). PR: Admission to MS or PhD program in Industrial/Organizational Psychology, or CI. Designed to familiarize graduate students with the core research topics of interest to contemporary I/O psychologists.

INP 6058. JOB ANALYSIS AND PERFORMANCE APPRAISAL 3(3,0). PR: Admission to Industrial Organizational Psychology M.S. or C.I. Theory and practice in collection, analysis, and use of job analysis data; survey of theories, research and practice in the areas of industrial/organizational performance appraisal.

INP 6072. SURVEY RESEARCH METHODS AND PROGRAM EVALUATION IN I/O PSYCHOLOGY 3(3,0). PR: PSY 6216C and admission to master's program in Industrial and Organizational Psychology or Ph.D. in Psychology or C.I. Applied issues in the evaluation of programs/interventions and survey design, sampling, and data analysis in organizations.

INP 6080. ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN I/O PSYCHOLOGY 3(3,0). PR: Admission to master's program in Industrial and Organizational Psychology, Psychology Ph.D., or C.I. A review of the applied behavioral problems recurrent in the professional practice of Industrial and Organizational Psychology.

INP 6091 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONSULTING PRACTICE
3(3,0). PR: Admission to Industrial and Organizational Psychology Master's, Psychology Ph.D., or C.I. Develop consulting skills in industrial and organizational psychology by applying theories and methods to improve individual, group, and organizational effectiveness.

INP 6215. ASSESSMENT CENTERS AND LEADERSHIP
3(3,0). PR: Graduate admission and C.I. Survey of assessment center technology and application with emphasis on leadership theory and practice.

INP 6317. WORK MOTIVATION AND JOB ATTITUDES
3(3,0). PR: Admission to Industrial Organizational Psychology M.S. or Ph.D., or Modeling and Simulation M.S. or Ph.D., or Applied Learning and Instruction M.A., or C.I. Review of theories, research and application of psychological principles to organizational settings, including human motivation and job attitudes.

INP 6318. RECRUITMENT, PLACEMENT, AND SELECTION
3(3,0). PR: PSY 6308C and admission to Industrial Organizational Psychology M.S., or C.I. Issues recruiting, placing, and selecting employees and an examination of currently used tests in industry.

INP 6605. TRAINING AND TEAM PERFORMANCE
3(3,0). PR: Admission to Industrial Organizational Psychology M.S., Psychology Ph.D., or C.I. Survey and theory of training and small groups including team effectiveness and team performance within applied contexts.

INP 6945C. INDUSTRIAL PSYCHOLOGY PRACTICUM
3(1,6). PR: Admission to Industrial Organizational Psychology M.S. or C.I. Supervised placement in an applied setting. Graded S/U.

INP 6971 THESIS 1-99. PR: Program Director Approval/Thesis Committee Approval. Conduct of an empirical research project under direction of an approved thesis committee.

INP 6933. SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
3(3,0). PR: Admission to Industrial and Organizational Psychology Master's, Psychology Ph.D., or C.I. Selected topics in industrial and organizational psychology.

PSY 6216C. RESEARCH METHODOLOGY
4(3,2). PR: Admission to Industrial Organizational Psychology M.S., Clinical Psychology M.A., or Clinical Psychology M.S., or C.I. Logic and procedures of psychological research and evaluation; application of experimental and non-experimental techniques in analyzing psychological variables; review of relevant psychological research.

PSY 6308C. PSYCHOLOGICAL TESTING
4(3,2). PR: Admission to Industrial Organizational Psychology M.S. or C.I. Theory of test construction, including test reliability and validity.

SOP 5059. ADVANCED SOCIAL PSYCHOLOGY
3(3,0). PR: SOP 3004C, graduate status or senior standing, or C.I. The major findings and theories in social psychology including an in-depth review of relevant research.

*Elective courses must be approved by the program director.

Non-Thesis Research Process

To fulfill the program's research requirement, students in the non-thesis track have two options. One option is to identify a faculty supervisor in the I/O program to work with on a potentially publishable research project. Through contributing meaningfully to the project, students are expected to earn co-authorship on a professional conference presentation, book chapter, or journal article submission that results from the project. Authorship requires significant intellectual contribution to the work, such as hypothesis development, literature review, writing, and managing data collection and analysis. Authorship is only given for a major intellectual contribution to the project, so students taking this option should understand that many projects require more than the minimum expectation of contributing approximately 10 hours per week for each of the four semesters. Students who have earned co-authorship on a submitted book chapter or journal article manuscript or on an accepted presentation at a national or regional conference will pass the research requirement. The research requirement can also be satisfied with various client-facing or research deliverables agreed upon by the director of the program and the student.

Key competencies (from Zelin et al., 2015) needed for the successful application of research to practice include:

Table 1
Top-10 Competencies for Each Level Within Consulting

Top Competencies				
Individual contributor	Expert individual contributor	Manager	Manager of managers	Executive
1. Communication: Written ^a	1. Communication: Verbal ^a	1. Communication: Verbal ^a	1. Communication: Verbal ^a	1. Integrity ^a
2. Critical thinking ^a	2. Ethical behavior ^{ab}	2. Ethical behavior ^a	2T. Decision making ^a	2. Trustworthiness ^b
3. Communication: Verbal ^a	3. Communication: Written ^a	3. Communication: Written ^a	2T. Problem Solving ^a	3. Communication: Verbal ^a
4. Interpersonal skills ^a	4T. Critical thinking ^a	4T. Interpersonal Skills ^a	2T. Strategic thinking	4. Ethical behavior ^b
5T. Knowledge of validation principles	4T. Integrity ^a	4T. Adaptability ^a	5T. Critical thinking ^a	5. Interpersonal skills ^a
5T. Initiative ^a	4T. Trustworthiness ^{ab}	6. Trustworthiness ^a	5T. Ethical behavior ^{ab}	6T. Critical thinking ^a
5T. Problem solving ^a	7. Interpersonal skills ^a	7T. Customer Service	7. Prioritization	6T. Initiative ^a
8. Attention to detail	8. Conscientiousness ^a	7T. Ethical behavior ^a	8. Interpersonal skills ^a	8. Adaptability ^a
9. Conscientiousness ^a	9. Problem solving ^a	7T. Project management	9. Adaptability ^a	9. Communication: Written ^a
10. Ethical behavior ^a	10. Self-discipline	10. Decision making ^a	10T. Initiative ^a	10. Decision making ^a
			10T. Integrity ^a	

Note: T indicates same means. Superscripts reflect potential mean differences for the same competencies across levels. The same competency across levels sharing the same superscript had means that did not differ from one another (e.g., (e.g., Communication: Written compared across individual contributor, expert individual contributor, manager, manager of managers, and executive). The same competency across levels with a different superscript reflected a significant mean difference (e.g., trustworthiness between executive and manager differed; trustworthiness for expert individual contributor did not differ from manager or executive as it shares the same superscript with both).

Thesis Research Process

The thesis process requires the student to work closely with a faculty member on a research project resulting in an independent empirical research report that is evaluated by a faculty committee. The objectives of the project are:

- Application of research skills acquired in the classroom
- Demonstration of both oral and written communication skills
- Completion of a research project from inception to final report
- Contribution to research literature through publication in a referred journal or presentation at a regional, national, or international conference.

Major components of the thesis process include the thesis proposal and the thesis defense.

Thesis Proposal

The thesis proposal process should begin by the end of the second semester in the program. This process includes a review of the literature of a research topic, discussions with program faculty, identification of a thesis chair and evaluation committee, a written thesis proposal, and a formal thesis proposal meeting. Several methods may be used to generate a research topic, ranging from personal interests to recommendations from faculty. Consultation with the program director, or any other I/O graduate faculty, can facilitate the initial stages of the thesis proposal process. Early in the process, the student should approach I/O faculty members to determine their interest in the project and their willingness to serve as committee member or chair. Under the supervision of the faculty member agreeing to serve as chair, the student prepares a proposal conforming to the most recent APA Publication Manuscript Guidelines, and includes an abstract, introduction, research methodology, statistical analysis plan, preliminary discussion of the expected results, and a complete list of references and supporting literature. A formal thesis committee meeting must be held to review the proposal, address any concerns raised by committee members, and formalize the activities the student must perform to complete the thesis.

Thesis Committee

In conjunction with the chair, the student will identify a minimum of two other faculty members to serve on the thesis evaluation committee. Great care should be taken in selecting committee members. Issues such as interest, expertise, and availability should all be taken into account. It is this committee that makes all final decisions regarding the thesis. The thesis advisory committee must be formed and approved by Graduate Studies prior to the start of the student's second year within the program (deadlines to submit thesis advisory committee forms can be found on the university website's academic calendar:

<https://calendar.ucf.edu/2026/fall>).

The thesis committee must be composed of a minimum of three members, all of which must possess a terminal degree in their respective field. The thesis chair must be from the I/O area faculty, and at least one other member must be a departmental faculty member. The third member may come from the UCF faculty or the professional community (if approved by Graduate Studies).

A list of current Industrial and Organizational Psychology Faculty members and Research Associates follows, along with contact information and Areas of Interest. Use this to identify faculty with whom you might wish to work:

Industrial and Organizational Psychology Faculty

<i>Faculty</i>	<i>Campus/Email</i>	<i>Areas of Interest</i>
Michael Chetta, MS Program Director and Lecturer	<i>UCF Orlando</i> Michael.Chetta@ucf.edu	<i>Selection and Assessment, Performance Management, Qualitative Analyses, Survey Development and Test Validation, Client Satisfaction and Employee Engagement</i>
Mark Ehrhart, PhD Program Director and Professor	<i>UCF Orlando</i> Mark.Ehrhart@ucf.edu	<i>Organizational climate and culture, organizational citizenship behavior, leadership, implementation, levels of analysis, and health/mental health organizations</i>

Nathan Bowling, PhD Program Associate Director and Professor	UCF Orlando Nathan.Bowling@ucf.edu	<i>Job attitudes, occupational stress, counterproductive work behavior, careless responding, scale development</i>
Victoria Pace, Senior Lecturer	UCF Orlando Victoria.Pace@ucf.edu	<i>Personality, employee retention, psychometrics, innovation, and employee selection</i>
Michal Lehmann, Assistant Professor	UCF Orlando Michal.Lehmann@ucf.edu	<i>Humility, listening, team dyads, interventions and mechanisms for healthy and effective work teams, constructive disagreements</i>
Chelsea LeNoble, Assistant Professor	UCF Orlando Chelsea.LeNoble@ucf.edu	<i>Workplace burnout and resilience, recovery from work stress, occupational health interventions, program evaluation, well-being in teams and multiteam systems, and the application of I/O to interdisciplinary societal issues</i>
Mindy Shoss, Professor	UCF Orlando Mindy.Shoss@ucf.edu	<i>Work stress, counterproductive work behavior, job insecurity, adaptability, and interpersonal interactions at work</i>
Barbara Fritzsche, Associate Professor	UCF Orlando Barbara.Fritzsche@ucf.edu	<i>Diversity in the workplace, especially our aging workforce, workplace health and wellness</i>
C. Shawn Burke, Research Professor	UCF Institute for Simulation and Training (IST) Sburke@ist.ucf.edu	<i>Teamwork, team training, culture and teams</i>
Shiyang Su, Associate Professor	UCF Orlando Shiyang.Su@ucf.edu	<i>Item response theory, test development and validation</i>
Steve Jex, Professor Emeritus	UCF Orlando Steve.Jex@ucf.edu	<i>Interpersonal mistreatment in the workplace, employee health and well-being, retirement decision making, counterproductive work behaviors</i>

Thesis Defense

After completing the set of activities defined during the proposal meeting, and upon the concurrence of the student's thesis committee, a thesis defense meeting must be scheduled. A date, time, and place for the meeting will be posted two weeks prior to the actual date, along with a notice of examination. The thesis defense meeting represents an opportunity for the intellectual exchange of ideas as well as an evaluation of the worthiness of the research report. The thesis defense meeting, therefore, is an open meeting, and may be attended by other members of the department or the university community.

The thesis defense meeting should be scheduled for approximately one and a half hours. The format of the meeting includes an oral presentation of the research, a question-and-answer session, and a closed executive session attended only by the thesis committee members.

The format and extent to which other attendees may participate in the question-and-answer portion of the meeting is left to the discretion of the thesis chair. During the oral presentation, the student should summarize the literature review, describe the method and analyses performed, interpret the research results, and discuss the implications of the study. During the question-and-answer session, the student will face questions, comments, and criticisms from the thesis committee. Finally, a closed executive session will be conducted. During this session, the student and other attendees are excused. In the executive session, the thesis committee members discuss the merits of the project and vote on its acceptance. The committee may decide to accept the thesis, accept the thesis with minor revisions (requiring no rescheduled proposal meeting), or hold for major revisions (requiring that a new thesis meeting be rescheduled **after** revisions are completed).

Thesis Enrollment Requirement

Master's students who are engaged in thesis activities must be enrolled in thesis hours. The minimum number of thesis hours required is 6 and all students taking the thesis option must be enrolled in thesis hours during the term they graduate.

Suggested Thesis Timeline and Tips within the MSIOP Program

Fall of first year: Determine areas of greatest interest by early literature review and discussion with others. Talk with faculty members who specialize in those areas, to begin identification of potential Thesis Committee Chair (Advisor).

Spring of first year: Ask a faculty member if s/he would be willing to be your Thesis Advisor. Once you have chosen an advisor, work with her/him on your topic, research hypotheses, methods, etc. Ask your advisor to help you identify other faculty who may be logical thesis committee members. Working with your committee chair, consult those members also for their ideas and suggested resources regarding content, measurement tools, and analysis procedures as you write your proposal.

Summer between first and second year: Complete and submit the thesis advisory committee form. Check upcoming year's thesis defense and graduation application dates so that you will meet them and defend your thesis in time for Spring graduation requirements.

Summer or early fall of second year: Successfully propose your thesis. Submit your research to the IRB as appropriate. Collect data. Begin analyses. Add to and edit your proposal document as you progress so that it transitions into the manuscript you will present for your thesis defense.

Spring of second year: Early in the semester, you should schedule your defense. At least two weeks prior to your defense date, you must send your final thesis manuscript to all committee members so they will have time to review it within their schedule before the defense meeting.

Things to think about*:

The idea generation to the proposal stage is (most likely) the most intensive part of your thesis. Picking a thesis topic is a daunting task. You do not have to do this on your own. Instead, you should start thinking of possible topics and then work with a professor(s) to narrow it down. You should plan multiple meetings to choose a topic. You are responsible for reviewing the literature to ensure:

- Your idea hasn't been done before—you must at least add a novel twist if the topic has been examined in a similar way before
- You can identify a reason (practical or research-related) to pursue your idea/topic
- Your idea has good grounding in theory— be able to support what you are saying, using citations

Start writing it all down to build your proposal.

- Introduce the topic and summarize what we know about the topic
- State what we don't know and describe how your study is going to fill that gap
- Note the contribution that your study will make to science and practice
- Formally state your hypotheses
- To save time later, drafts should be formatted in APA style, 12-point font, double-spaced, 1-inch margins, no extra space between paragraphs

**Thanks to Dr. Shoss for most of these.*

Practicum Process

Practicum assignments serve to provide the student with experience in an applied setting while also aiding local organizations in meeting specific project needs. Practicum sites may involve settings in private industry, federal, state, or local government, educational institutions, or consulting firms.

Practicum assignments involve one-semester commitments ranging from 12 to 15 hours per week. Depending on the nature of the assignment, this time may be distributed in a variety of ways across the organization, library and research facilities, field settings, etc.

The student has the primary responsibility for locating the practicum site; however, program faculty will assist in the process when needed. The practicum process begins in the second semester or earlier, when the student begins searching for an appropriate placement for the following summer (preferred), fall, or spring semester. Once a suitable site is located, a behavioral agreement between the graduate student and the organization will be generated. Behavioral agreements and performance objectives are jointly decided by the supervising faculty member (typically the program director), the organization representative, and the student. The faculty supervisor may visit the site periodically to ensure compliance with the behavioral agreement. The student will submit tangible evidence of practicum performance (i.e., work product, activity log, final report), along with an on-site supervisory rating. The student will provide a rating of the practicum site. All required documents will be uploaded to the MSIOP webcourses page.

PROGRAM MILESTONES

There are several important milestones that mark satisfactory progress in the program. These milestones will occur at the same regular intervals and are as follows:

Orientation Milestone

Prior to the commencement of the initial fall semester, incoming students will be invited to attend a graduate student orientation. The purpose of this orientation is to (1) acquaint incoming students with each other, (2) outline the program requirements, (3) define the students' responsibilities in managing their education, and (4) review the program of study for the incoming class. During this session, students will review the *Program Plan of Study* form. This multipurpose form is used to keep students on track by identifying the appropriate courses, audit performance in academic coursework, and certify students for graduation.

First Semester Milestone

Once students have completed 10 hours of coursework (usually after the first semester), their academic progress is reviewed by the program director. Students with marginal or less than satisfactory performances are scheduled for a face-to-face interview with the program director to discuss their status in the program. The purpose of this meeting is to discuss possible employment or family conflicts, review time management issues, and to identify possible sources of additional support. In addition, possible changes in the fit between the student's goal and the program's objectives will be addressed. The Program Plan of Study form must be reviewed and signed with the program director and advisor if applicable. It will then be inserted into the student's file and used to track the student progress.

First Year Progress Milestone

Similar to the *First Semester Milestone*, student performance is reviewed again near the end of the second semester. While the general purpose of this milestone is to positively address any performance issues, failure to satisfactorily resolve issues at this stage might require that some students leave the program.

Practicum Planning Milestone

Prior to the end of the second semester, each student will meet with the program director to discuss the practicum requirement. The purpose of this meeting is to acquaint the student with the practicum process. At this milestone, students must (1) prepare a resume for distribution to potential practicum sites, (2) evaluate their availability for practicum placement within the community (i.e., "In what discipline do I want to work?", "When would I be available for work?", etc.), (3) explore the possibility of developing a practicum opportunity at their current workplace, and (4) generate a search plan to locating a practicum. This meeting may be combined with the first-year progress meeting.

Thesis Option Milestone

Prior to the completion of the first semester, students must decide whether they plan to elect the non-thesis or thesis options. This decision will impact future curriculum and completion of required administrative graduate forms. At this milestone, students selecting the thesis option must (1) gain the consent of approved faculty members to serve as chairperson and committee members, and (2) submit a completed and signed *Thesis Committee Approval Form*. Information regarding approved faculty members who may serve on thesis committees can be

found here <https://graduate.ucf.edu/graduate-faculty/>. Students should confirm committee selection with the program director.

Second Year Curriculum Planning Milestone

Prior to the beginning of the student's second year of coursework, those students wishing to modify or alter the program of study must meet with the program director for approval. For example, some students may wish to include one or more courses from the College of Business Administration. All substitutions to the program of study must be approved by the program director prior to enrollment in the substitute course. At this milestone, any approved changes must be noted on the *Program Plan of Study* and *Course Substitution* forms which reside in the student's file.

Graduation Review Milestone

The MS degree is conferred when students have fulfilled the requirements of either the thesis or non-thesis option. No graduate credit will be given for any grade lower than a B- (2.75), but the grade will be counted toward the GPA. Courses must be retaken to achieve a grade of B- or higher; however, the unsatisfactory grade will remain on the transcript since there is no grade forgiveness at the graduate level. In order to stay in good academic standing, students must maintain a minimum Graduate Status GPA of 3.0 in all coursework taken since entering graduate status and a 3.0 in their plan of study.

At this milestone, students preparing to graduate must file an Online Intent to Graduate Form by the appropriate semester deadlines. This process requires the approval of the Program Director. Once the online form is completed, students will receive e-mail communications from the College of Sciences in conjunction with the College of Graduate Studies at various stages of the review process. Students can also log in to myUCF and check the status of their Intent to Graduate at any time by navigating to the Student Center - Intent to Graduate: Status.

Commencement Review Milestone

The final milestone is the certification of students for graduation. To meet this milestone, students must (1) successfully complete all required courses in which they are enrolled, and (2) submit either a completed thesis or the *Non-Thesis Research Requirement Document*. Certification clears the student for graduation.

FINANCIAL ASSISTANCE

Fellowships

The Office of Graduate Studies awards more than \$2 million in university fellowships to provide financial support for the graduate education of over 500 graduate students each year. These fellowships are funded by university appropriations, endowments, and other outside sources.

Some fellowships are awarded based on academic merit. Others are available only to students who demonstrate financial need or minority applicants who qualify. For eligibility, students must be accepted as a graduate student in a degree program and enrolled full-time. To be considered full-time graduate students, students must be enrolled in at least 9 hours during the fall and spring semesters, and 6 hours during the summer semester. To be considered for need-based awards, students must complete the Free Application for Federal Student Aid (FAFSA) as early as possible. Allow up to six weeks for the FAFSA form to be processed.

The department automatically nominates each accepted applicant for all eligible fellowships offered through the college and program offices. Other fellowships, however, require students to fill out a fellowship application (either the UCF Graduate Fellowships Application or a fellowship-specific application). For more details about graduate fellowships, visit the Office of Graduate Studies website (www.graduate.ucf.edu).

Assistantships

Departmental support is offered on a competitive basis to a very limited number of graduate students in the form of departmental assistantships. Master's level students receiving departmental assistantships function as graduate teaching assistants. Master's level graduate teaching assistants provide support to primary instructors in classroom management, exam scoring, lab instruction, and/or other roles directly related to classroom instruction. Students may be required to work up to 20 hours per week. Departmental support is offered on a semester-by-semester basis. Usually, students receiving support in the fall semester will receive support in the spring semester contingent upon satisfactory performance of their assistantship duties.

Since the department cannot support all master's students, some students will need to seek part-time employment elsewhere. Many other departments across the university offer assistantships and often recruit our students. For more complete information about university assistantships, please visit <https://graduate.ucf.edu/assistantships/>.

GTA Training Requirements

Some assistantship positions (i.e., Graduate Teaching Associate, Assistant or Graders) require students to complete GTA training *before* contracts can be processed. The training, offered by UCF's Faculty Center for Teaching and Learning, covers course design, learning theories, ethics, and other topics relevant to preparing GTAs for their responsibilities. In addition, UCF requires an oral proficiency exam of English-speaking skills for all new international students who will be appointed as Graduate Teaching Associates and Graduate Teaching Assistants. The English-speaking test is not required for students who will be appointed as a Graduate Teaching Grader or for those who score 26 or higher on the speak portion of the iBT TOEFL. For more information about this requirement and the free English-speaking training that the university provides, visit <https://graduate.ucf.edu/english-proficiency-requirement/>. See Graduate Teaching in the UCF Graduate Student Handbook for Information on registering for GTA Training and Versant English testing.

See <https://graduate.ucf.edu/gta-training-requirements/#GTA-Training-Requirements> for training requirements and registration instructions.

Tuition Support

Departmental assistantships include tuition reimbursement. The tuition waiver or payment credit on semester fee invoice to cover resident (in-state) tuition only – fees are not covered.

PROGRAM PROFESSIONAL CONDUCT AND ETHICS

Students must be aware that their professional behavior is a reflection upon the MS I/O Psychology program, its faculty, both current and incoming students, our program alumni, and even the larger field of Industrial and Organizational Psychology. Therefore, the MS I/O Psychology program holds high standards regarding student professional conduct. These standards apply to any student enrolled in classes within our program.

Appropriate conduct and behavior, at a minimum, should encompass the following:

- **Professional:** Positive professional demeanor and presentation in interpersonal relations and professional activities with faculty, peers, and colleagues
- **Adjustment:** Positive personal and professional behaviors such as self-confidence, maturity, sensitivity, responsibility, cooperation, etc.
- **Ethics:** Personal behaviors that reflect adherence to the predominant Codes of Ethics for I/O Psychology practitioners (American Psychological Association, Society for Industrial and Organizational Psychology)

MS I/O students may forfeit financial support from the department, college, and university as well as current/future field opportunities if found to be in violation of the above-mentioned standards. Students can reference the GTA Offer of Appointment to review similar standards for university-based employment opportunities. Non-degree seeking students as well as any other student not in the Psychology MA program may be administratively dropped from their courses if the above standards are not met.

Inappropriate Behavior

The Department of Psychology is committed to creating a safe environment for all members of the UCF community and visitors. To that end, students must be familiar with university policy regarding discrimination, harassment and related interpersonal violence. All students are expected to abide by the [UCF Code of Conduct](#) delineated by the [Dean](#) of Students Office.

Campus resources (including [CAPS](#) and the [Integrity Line](#)) are available to safely report incidents or concerns. Violations of university policy in this regard may be grounds for dismissal from the program.

Examples of Inappropriate Behaviors – although many of these examples may seem obvious to some, there are times when students need to be reminded to pay special attention to these examples of unacceptable conduct:

- As a general rule, professors, staff, and student peers should be approached and treated with respect. Unless told otherwise, always refer to professors by “Dr.” Even if you have been told that you can address your professor by their first name, when talking to professors around staff or undergraduates, professors should be referred to as “Dr.”
- Treating fellow classmates with disrespect or being intimidating or even using a threatening tone or harsh language will not be tolerated and can result in dismissal from the program.
- Avoid using sarcasm with professors (this is not appropriate professional behavior). Do not expect professors to be your “friends” (this is different from “mentor”). It is not necessarily appropriate to discuss your social/personal life with your professors unless it is impeding your ability to attend class or complete work. While you should feel comfortable reaching out for help and guidance

during difficult times, maintaining professionalism and not “over-sharing” details of your situation is certainly good practice.

- There are times when graduate students coming in and out of the office may hear private conversations occurring over the phone or between other staff members. Graduate students are to respect the privacy of these events and not repeat information they may have overheard to anyone. Intentionally repeating information that was overheard could be a violation of a student’s FERPA rights, for example, which may result in a report to the Office of Student Conduct.
- Talking during another student’s presentation or while the professor is talking is not appropriate behavior. Engaging in this behavior is disrespectful to your fellow students and your professor. If you are in a class that has combined undergraduate (non-matriculated) and graduate students (MS and PhD), remember that as a graduate student you set the example for the undergraduates because they may consider you a role model.
- Although it is fine to use your computer to take notes, internet use during class such as answering emails, chatting or instant messaging is not acceptable. Text messaging on your cell phone is not appropriate. Choosing to be in a graduate program requires your focus and engagement in the classroom, participation in discussions, and contributing to a positive learning environment.
- Social media such as Facebook, Twitter/X, Snapchat, Instagram, TikTok, Tumblr, and Reddit are very popular. However, you need to think of what impression you want to make when you post on one of these pages. Working professionals and prospective employers may visit these sites. Be careful of what you have on display for the whole world to read. It may be inappropriate or a violation of FERPA guidelines to have comments about other students or professors on your site.
- In the event you have a serious complaint with a faculty member that cannot be resolved through discussions with that person, please bring it to the attention of the Graduate Program Director or the Department Chair.
- It is inappropriate to become intoxicated or display disrespectful behavior at program-sponsored, department or other professional events. Always remember that you are representing your advisor, the department, and UCF when you attend professional functions (e.g., conferences). The rule also applies when you are off campus conducting research or working. You may make an impression on someone who in the future could be a potential advisor, a reviewer of a grant or publication, or a supervisor. Be aware that your behavior can impact future opportunities and collaborative relationships. Always act and dress in a professional manner.
- Not RSVPing when requested for an event is not acceptable. Please make sure you RSVP so that hosts can plan accordingly.

It is important for all graduate students to remember that any negative conduct can have long-term repercussions (and can even result in your dismissal from the program or faculty declining to write letters of recommendation on your behalf). If a student has engaged in inappropriate professional behavior, the Graduate Program Director has the right to review the incident and any relevant information or formal reports and gather feedback from the other students. In accordance with University policy, and with the assistance of the Department Chair and Dean (if necessary), the program director may dismiss students in violation of these behavior guidelines to ensure that a safe learning environment is maintained for other students in the program.

Fostering positive relationships with faculty and other students, along with doing well in your program, will contribute to not only successful completion of your program, but also advancing your career.

GUIDELINES FOR AI USE IN MS IO PROGRAM– added May 20th, 2026

AI provides a variety of opportunities for making work more efficient. At the same time, there are a number of potential downsides to using AI, including where it can be detrimental to your learning. The purpose of this document is to provide an overview of how the use of AI should be approached in the context of a top-tier graduate program, what potential problems or issues should be avoided, and what the faculty's general expectations are with regard to the use of AI. Because AI technology is evolving rapidly, this is a "living" document that will be updated regularly to reflect best practices, institutional guidelines, and emerging ethical considerations. In addition, note that the intention behind these guidelines is not to discourage the use of AI, especially since the development of skills using AI is becoming more and more of a valuable skill in the marketplace. Instead, this document is more narrowly focused on (a) clarifying the "guardrails" around AI use during program-related coursework and research, (b) helping you identify areas where you might want to seek clarification from or share decision-making with faculty, and (c) protecting students/faculty from issues that may inadvertently impact their reputation or reputation of the program.

AI and learning

- As a graduate student, the depth of your knowledge is what sets you apart. Learning involves wrestling with the material to develop a deep understanding of theories and concepts. Attempting to take shortcuts (for instance, by relying too heavily on summaries and content provided by AI) takes away from more than facilitates that depth of knowledge, in addition to eroding critical thinking skills and the ability to think independently.
- AI can be used to facilitate learning and self-development; however, the main body of "learning" is still you. If you don't actively process the knowledge in your mind, think critically, and evaluate its accuracy, you are not truly learning. Instead, you are just applying AI's output without understanding it, which may include errors or misinformation (or "hallucinations"). A useful test of learning is whether you can independently explain and justify what you have learned from AI to your colleagues, teachers, reviewers, and students.
- Your unique knowledge and insights are what make you valuable in applied/work settings. We encourage you to use this time in your graduate program to develop this knowledge base (and avoid uses of AI that will detract from that development) to help springboard you into your career.
- How do you know if you are relying on AI too much? If AI were a person, are you using it so much that (a) this person would become annoyed or (b) this person should get authorship for contributing to the research? If so, that is a good sign that you are relying on AI too much. Here is another way to think about reliance on AI: would you be comfortable if your own students were using AI in a similar manner? How would you feel about evaluating their intellectual ownership of their work in that situation?
- In short, AI should never be a substitute for scientific learning and discernment. While AI makes things easier, the use of AI doesn't necessarily produce results that are good or unique. AI should promote learning, not replace it. Periods of life will get busy and there will be a temptation to use AI to manage workload. As AI progresses, it will require on-going assessments of its use (including validity, reliability of output). It is good to get into the habit now of having the self-control to build your own knowledge base against which you can assess AI and determine how, when, and why AI could be useful.
- Here are some analogies that may be useful in thinking about the use of AI for learning:
 - Relying on AI-generated summaries (for instance, when preparing for class or studying for comps) is similar to trying to learn by reading someone else's notes. The material is filtered through someone else's lens before you review it

- Using AI for learning can be like using a forklift for weightlifting—you are not going to get the benefit.
- Using AI as a substitute for learning is like watching someone else exercise and expecting to get fit—you miss out on the actual development of your own skills.

General guidelines

- Disclosure and transparency
 - Disclosing the use of AI and being fully transparent in this area is the best route to avoid any potential issues.
 - All theses and research papers should include a statement in the Method section about any and all uses of AI in any parts of the project, and AI output should be retained so that your committee can evaluate its quality (just as they could evaluate code, pilot studies, etc.). See APA’s guidance on AI in publishing. Talk to your advisor if you have questions or need clarification.
- AI in coursework
 - Each course should have its own policy regarding AI use. You should be sure you follow each course’s policies and if you are unsure, discuss with the instructor. Rely on the guidelines and information, noted in this section, as well.
- AI and publishing
 - Journals vary in their policies about AI use in manuscripts, and those policies are regularly changing. For instance, the Academy of Management tends to have very strict restrictions on any use of AI at all. Thus, you should familiarize yourself with the policies of potential target journals to ensure your use of AI does not violate their policies.
- Ethics and academic integrity
 - All students are expected to uphold UCF’s academic integrity standards when using AI. Misuse of AI (such as submitting AI-generated work as your own, failing to disclose AI assistance, or using AI to circumvent learning objectives) will be treated as academic misconduct and may result in disciplinary action under university policy.
- If there are any questions about a particular use of AI, students should talk with their advisor and get their input.

Specific uses of AI and issues to consider

- Spelling/grammar
 - The use of AI is generally acceptable for basic functions that align with how word processors correct spelling and grammar.
 - AI may also be acceptable for helping with wording, including shortening text, coming up with a title, etc.
 - If you have any questions or need clarification on whether specific uses of AI are acceptable, talk to your advisor.
- Original writing
 - In general, AI should not be used to generate original text.
 - In most discussions of plagiarism, the issue is who generated the original idea. Thus, having AI generate text means you are not creating it, and thus the ideas are not yours, in contrast to having AI help clarify or correct text you have already written.
 - Even if your use of AI is not currently detectable by existing programs, in the future the detection could be improve and we could see papers retracted (and careers ruined). Here is an example of a retraction for what is likely sloppy AI use:
 - <https://www.emerald.com/jrit/article/18/2/414/1254144/Retraction-notice-ChatGPT-in-the-classroom>

- Research design
 - AI may be helpful for generating research materials, such as background materials or vignettes for experimental designs.
 - AI may also be helpful for helping to generate items for new scales, but those would still need to be subject to rigorous content analysis and validation.
 - Any of these uses should be disclosed in write-ups, as described above.
- Literature review
 - At this point in time, AI summaries of research are generally not great and may actually cause more problems than they help. You need to develop the underlying skills for thinking critically about research in order to evaluate when AI output is not entirely accurate or is missing key information or context. Any use of AI for literature review should be supplemented with your own independent search to ensure accuracy and thoroughness.
 - Central to the academic process is systematically building on past work. Therefore, citations are very important. AI, by nature of being a predictive and averaging technology, makes it difficult to trace ideas. In other words, AI is not an information search technology. It is a language-based predictive technology. Part of being a graduate-educated professional in this field is safeguarding intellectual property and the development of ideas.
- Data privacy and confidentiality
 - Do not upload confidential, proprietary, or personally identifiable information (e.g., participant data, unpublished manuscripts, paywalled published manuscripts) into AI tools. Many AI platforms store input data, which could violate FERPA, IRB requirements, or copyright laws.
- Data analyses
 - Much like one might look up code for certain analyses on-line, AI can potentially help generate code. However, the researcher is ultimately responsible for making sure it is the correct code and the appropriate analysis for the situation. Be very cautious about the code generated by AI as it may contain errors and fake functions. You need to understand the analyses first to be able to tell the mistakes made by AI.
 - There have been some examples in the literature of using AI for qualitative coding. This area is evolving quickly, and thus we recommend you discuss with your advisor and look to the existing literature when considering options for qualitative coding that potentially integrate AI.
- Presentations
 - It is generally acceptable to use AI to help develop slides or to create graphics for presentation as long as it is based on original content you created.
 - If you create presentations based on others' content (readings, etc.), and then present it as your own summary, then that could be considered violating typical standards for plagiarism.

Resources

- The APA policy on the use of AI can be found here: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>
- Forthcoming in 2026: SIOP Frontiers Series handbook on AI in I-O Psychology

Academic conversation around AI use

- Behrend, T. S., & Landers, R. N. (2025). Participant interactions with artificial intelligence: Using large language models to generate research materials for surveys and experiments. *Journal of Business and Psychology*, 40, 1275-1297.
- Grimes, M., Von Krogh, G., Feuerriegel, S., Rink, F., & Gruber, M. (2023). From scarcity to abundance: Scholars and scholarship in an age of generative artificial intelligence. *Academy of Management Journal*, 66(6), 1617-1624.
- Hyde, S. J., Busby, A., & Bonner, R. L. (2024). Tools or fools: Are we educating managers or creating tool-dependent robots?. *Journal of Management Education*, 48(4), 708-734.
- Landers, R. N., & Nakamoto, S. (2025). Ethical use of artificial intelligence in industrial-organizational psychology research and practice. *Practice Innovations*. Advance online publication. <https://dx.doi.org/10.1037/pri0000310>
- Marshall, D. T., & Naff, D. B. (2024). The ethics of using artificial intelligence in qualitative research. *Journal of Empirical Research on Human Research Ethics*, 19(3), 92-10.
- Nguyen, D. C., & Welch, C. (2025). Generative Artificial Intelligence in Qualitative Data Analysis: Analyzing—Or Just Chatting?. *Organizational Research Methods*, 10944281251377154.
- Sun, S., Li, Z. A., Foo, M. D., Zhou, J., & Lu, J. G. (2025). How and for whom using generative AI affects creativity: A field experiment. *Journal of Applied Psychology*.
- Valcea, S., Hamdani, M. R., & Wang, S. (2024). Exploring the impact of ChatGPT on business school education: Prospects, boundaries, and paradoxes. *Journal of Management Education*, 48(5), 915-947.

OTHER POLICIES

Student Rights and Responsibilities

The Golden Rule was specifically created to provide answers to many questions a student may have about the university rules and regulations. This publication defines students' rights and responsibilities in order to give them a better understanding of their role as a member of the UCF community. The Golden Rule can be found online at <https://goldenrule.sdes.ucf.edu/>. In addition, graduate students can find more about their responsibilities at the College of Graduate Studies web page <https://graduate.ucf.edu/> in the section marked Navigating Your Degree > Student Handbook.

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

College of Sciences Graduate Services Website:

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

College of Sciences Website:

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

UCF Graduate Studies Website:

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

Probation

The Department of Psychology follows the policies set by the College of Graduate Studies regarding probation and academic standing. Any student who does not maintain a 3.0 program GPA will be placed on Academic Probationary Status. Students placed on probation are required to meet with their graduate program director to create a Probation Plan. Students will have a maximum of 18 graduate credit hours of graded A- F course work from their Graduate Plan of Study to increase their Program GPA to 3.0 or higher. Students should reference the [Academic Progress and Performance](#) section from the Graduate Catalog <http://www.graduatemanager.ucf.edu/content/Policies.aspx> for information on probation.

Petitions and Grievances

It is the student's responsibility to be informed of graduate policies and procedures, however, should a student wish to request an exception to a university or program policy, he or she must file a petition that outlines the nature of their request. Normally, petitions are presented to the graduate program's coordinator and/or committee, the college's Director of Graduate Services and the Associate Dean for Graduate Studies, and the Graduate Council for consideration.

Should a student wish to file a petition or an appeal, he or she should first review **UCF's Golden Rule** (<http://www.golden.sdes.ucf.edu/>) and the Rights and Academic Appeals information in the Graduate Student Handbook: <https://graduate.ucf.edu/student-handbook/rights>. Additional, more specific information can be found on the Student Success and Well-being site under [Student Complaints and Appeals](#).

Please note that **The Golden Rule (as noted above) is the university's policy regarding non-academic discipline of students and limited academic grievance procedures for graduate (grade appeals in individual courses, not including thesis and dissertation courses) and undergraduate students.*

Dismissal/Discipline

The Department of Psychology follows the procedures outlined by the College of Graduate Studies for program dismissal based on academic progress and performance, grades, and student conduct. See the Graduate Catalog for more information.

Time Limitation for Degree Completion

The student has seven years from the date of admission (prerequisite, articulation, and foundation courses are exempt) to the master's program to complete the degree. No course older than seven years at the time of graduation may be used in the Program of Study for a master's degree. Students must be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. Students who do not meet this enrollment requirement breach continuous enrollment and will be discontinued. These students must reapply for admission. Readmission is not guaranteed.

Transfer of Credits

Work taken at an accredited institution BEFORE a student is given graduate status at UCF may be transferred into the student's program of study. Transfer course work may come from the following areas:

- Work taken as a post-baccalaureate student at UCF
- Work taken at institutions within the State University System (SUS)
- Work taken at other accredited institutions not in the SUS
- Work taken while in graduate status in another major while at UCF
- Work taken in a graduate certificate program at UCF

Receipt of a graduate degree from UCF indicates that a student has completed most of their graduate training through classroom, research, and practical experiences at UCF and that the graduate training they received reflects current knowledge in the field. Graduate program directors have the responsibility to ensure graduate program quality by reviewing transfer credit requests, including courses taken at external institutions or at UCF prior to admission in the graduate program. Thus, a graduate program can decide to be more restrictive than the transfer credit limits described here:

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

Graduate programs are permitted to accept up to nine hours of graduate course work taken at UCF while an undergraduate student as part of an undergraduate program of study. Oversight of the appropriateness of and discretion for accepting such courses into a graduate program of study will be provided by the instructor, graduate program coordinator, and graduate college coordinator. The use of these hours of graduate course work in a graduate program of study is at the discretion of the college and program. This does not apply to undergraduate course work taken while an undergraduate student.

Institutions not in the State University System must be fully accredited by a regional accrediting association of the Commission on Accreditation (e.g., the Southern Association of Colleges and Schools). In some instances, UCF will have conducted an independent evaluation of a non-accredited institution. If judged to be equivalent, hours may be transferred from these schools. In all instances, only grades of B- or better will be transferred.

Students who wish to take coursework elsewhere while enrolled as a student at UCF must apply and be accepted as a traveling scholar. Credits earned as a traveling scholar are considered "resident" credits that are earned at UCF. Consult the program director for additional information regarding traveling scholars.

MSIOP Graduate Program Webcourse

All students seeking the MS degree will be enrolled in the MSIOP Graduate Program webcourse. Students will submit completed practicum and research paperwork through the MSIOP webcourse and students should check the webcourse regularly for program announcements and potential job/practicum opportunities.