



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2026/27

Industrial and Organizational Psychology MS Program

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Industrial and Organizational Psychology MS Program.

Michael Chetta • June 11, 2026 • Department of Psychology



Last updated: June 11, 2026

A Letter of Welcome from the I-O Psychology MS Program Director, Dr. Mike Chetta

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 will also be fruitful and rewarding.

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 250 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 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 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.

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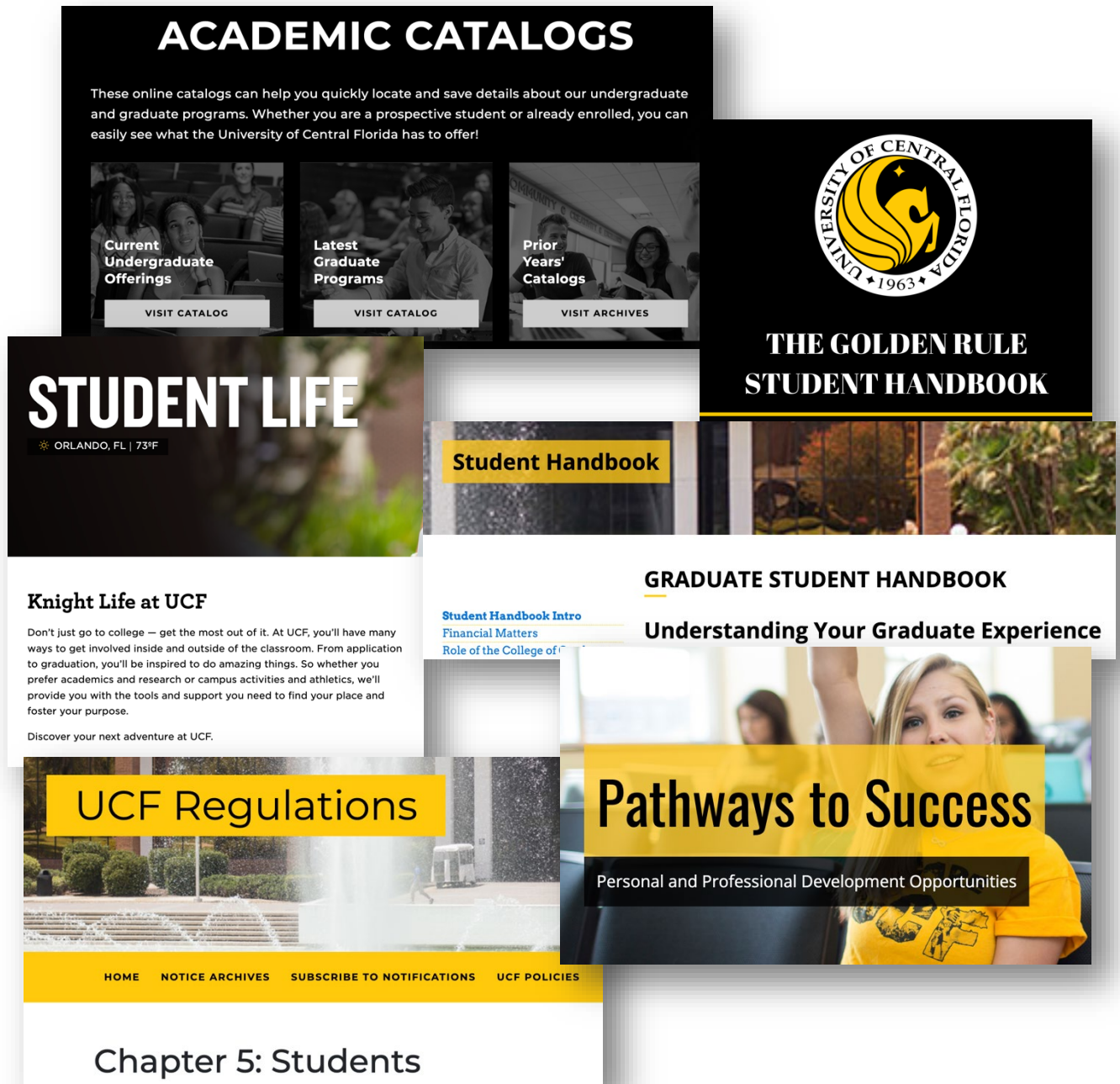
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Navigating Policy and Resources at the University of Central Florida

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



How to Use This Handbook

Your first assignment as a student in the I-O Psychology MS Program is to familiarize yourself with the program handbook. Being familiar with the handbook and program policies will certainly make your transition into the program much easier and will be an even bigger help as you continue 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 or program director for clarification. In most cases, this will be the only step you'll need to get your question answered. We definitely want students to ask questions, but we do expect you to consult the handbook first.

The information in this handbook supplements but does not replace information in the UCF Graduate Catalog and UCF Graduate Student Handbook. Students are responsible for reading and knowing the information presented here and in the [UCF Graduate Catalog](#) and [UCF Graduate Student Handbook](#).

Who to Contact for Questions

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

Each graduate program will have a director and at least one departmental staff person (graduate program coordinator or assistant). The program director is a faculty member designated to direct the program's educational vision and structure. The graduate program coordinator serves as a point person for program policy and procedures. Graduate program coordinators are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook.

Mike Chetta, I-O Psychology MS Program Director – Office TBD

Email: Michael.Chetta@ucf.edu

Dani Draper, Graduate Admissions Coordinator – Office PSY 301G

Email: Danielle.Draper@ucf.edu; Phone: 407-823-2458

Names and contact information of program directors and program coordinators can also be found on individual program pages in the [Graduate Catalog](#). Navigate to the programs tab in the catalog and then navigate to the program name.

College of Graduate Studies Support Services

For general graduate student inquiries and support services from the College of Graduate Studies, please review the [College of Graduate Studies](#) website as an additional resource.

Other Program Contacts

Mark Neider, Psychology Department Chair – Office PSY 301P

Email: Mark.Neider@ucf.edu

Phone: 407-823-4201

Kerstin Hamann, College of Sciences Senior Associate Dean

Email: Kerstin.Hamann@ucf.edu

Bridgett Burk, College of Sciences Graduate Services Academic Advising Manager

Email: Cosgrad@ucf.edu

Onboarding

Entering an MS program can often seem like a challenging 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, which takes place the week before classes start. All incoming students are expected to attend. 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, and your advisor (if applicable). 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.

Introduction/Overview Section

Complete Name of Degree

Industrial and Organizational Psychology MS

College

College of Sciences

Department

Department of Psychology

Program Type

Master

Program Website

[Industrial and Organizational Psychology MS Program](#)

Program Overview Narrative

The Master of Science in Industrial and Organizational Psychology at UCF is a scientifically rigorous, practitioner-oriented graduate program designed to prepare students to apply psychological principles to workplace challenges and opportunities. Grounded in the scientist-practitioner model, the program provides advanced training in personnel selection, training and development, performance management, leadership, motivation, organizational development, employee well-being, workforce analytics, and research methodology. Students develop the knowledge, skills, and ethical judgment necessary to improve organizational effectiveness while enhancing employee experiences across diverse and dynamic work environments. Through a combination of coursework, applied projects, internships, and research experiences, graduates are prepared for professional careers in consulting, human resources management, talent management, organizational development, and workforce analytics, as well as for doctoral-level study.

Our program's vision, mission and purpose:

To be a nationally recognized leader in Industrial and Organizational Psychology education, developing innovative professionals and scholars who advance evidence-based workplace practices and create thriving, equitable, and high-performing organizations.

The mission of the Master of Science in Industrial and Organizational Psychology program at UCF is to prepare ethical, data-driven professionals who integrate psychological science and organizational practice to solve complex workplace challenges. Through excellence in teaching, research, applied learning, and community engagement, the program develops graduates who contribute to organizational effectiveness, employee well-being, and the advancement of the I-O psychology profession.

The purpose of our program is to provide students with advanced knowledge and applied competencies in the science of human behavior at work. The program equips graduates to evaluate organizational problems, design evidence-based interventions, conduct and interpret research, and make strategic decisions that improve both organizational performance and employee outcomes. By emphasizing analytical thinking, ethical practice, and professional development, the program prepares graduates to become impactful practitioners, consultants, and future leaders in the field of workplace psychology.

Student Learning Outcomes/Competencies

Our program aligns with the twenty-four General Knowledge and Skills areas (or competencies) developed and communicated by the Society for Industrial and Organizational Psychology for education and training in the field, noted [HERE](#). While covering the broader areas of Industrial, Organizational, and Research within the field, students in the program will also work to:

- Demonstrate mastery of core theories, concepts, and empirical findings in Industrial and Organizational Psychology.
- Apply psychological principles to workplace issues involving selection, training, motivation, leadership, and organizational effectiveness.
- Utilize quantitative and qualitative methods to analyze organizational data.
- Interpret findings and communicate evidence-based recommendations to diverse stakeholders.
- Deliver professional presentations, reports, and recommendations to organizational clients.

- Demonstrate effective project management, teamwork, and stakeholder engagement skills.
- Develop professional competencies aligned with industry and academic expectations.
- Engage in experiential learning opportunities, including internships, consulting projects, or research collaborations.
- Demonstrate leadership, adaptability, and lifelong learning skills.
- Build professional networks and contribute to the advancement of the I-O psychology profession.
- Demonstrate the ability to bridge theory and practice in complex organizational settings.

Student Expectations

Successful students in this graduate program should possess strong introductory level proficiency in **research, analyses and general scientific thinking skills**. This will enable them to critically evaluate literature, develop research questions, use tools such as R or SPSS to analyze data, apply evidence-based methods to workplace issues, and support organizational decision-making.

Effective **written and oral communication skills** will allow students to produce professional reports, present research findings, and communicate complex concepts to diverse audiences.

Successful students in our program also exhibit **interpersonal and leadership skills**, including teamwork, relationship building, emotional intelligence, and collaboration on research and applied projects.

Additionally, **professional and self-management skills** such as time management, adaptability, accountability, and ethical decision-making enable students to balance multiple responsibilities effectively.

Program Professional Conduct/Ethics Statement

Please see the statement, subsections and related information in the section of this handbook titled **Academic Standards/Conduct/Integrity** (page 29). This will provide students with an outline for the expectations on how they are to carry themselves in their classes, labs, and outside class experiences like internships or consulting opportunities.

Professional Development

In addition to opportunities provided through the SPIOP Student Organization to receive funding towards travel to present and learn at the SIOP (Society for Industrial and Organizational Psychology) Annual Conference each year, there are other research and professional development opportunities/awards available through the department, college and University. Throughout a student's time in the program, there are also alumni networking opportunities and guest lectures/speaker series events that allow students to connect with professionals in the field (both virtually and on campus). A significant portion of class assignments also allow students to interact with professionals in the field who act as subject matter experts or act as stakeholders for research projects/interventions so that students can receive direction and feedback from those in the field. Lastly, as noted elsewhere in this document, students are also required to attain an internship and enroll in the practicum course which provide further professional development and experience in shaping students' career paths.

Advising/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 if necessary.

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.

Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) If applicable, to chair the committee that will determine whether you have performed at an acceptable level in each of your degree milestones. Other roles of your advisor may include tracking your progress in completing your degree, assisting with course selection and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities.

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members.

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

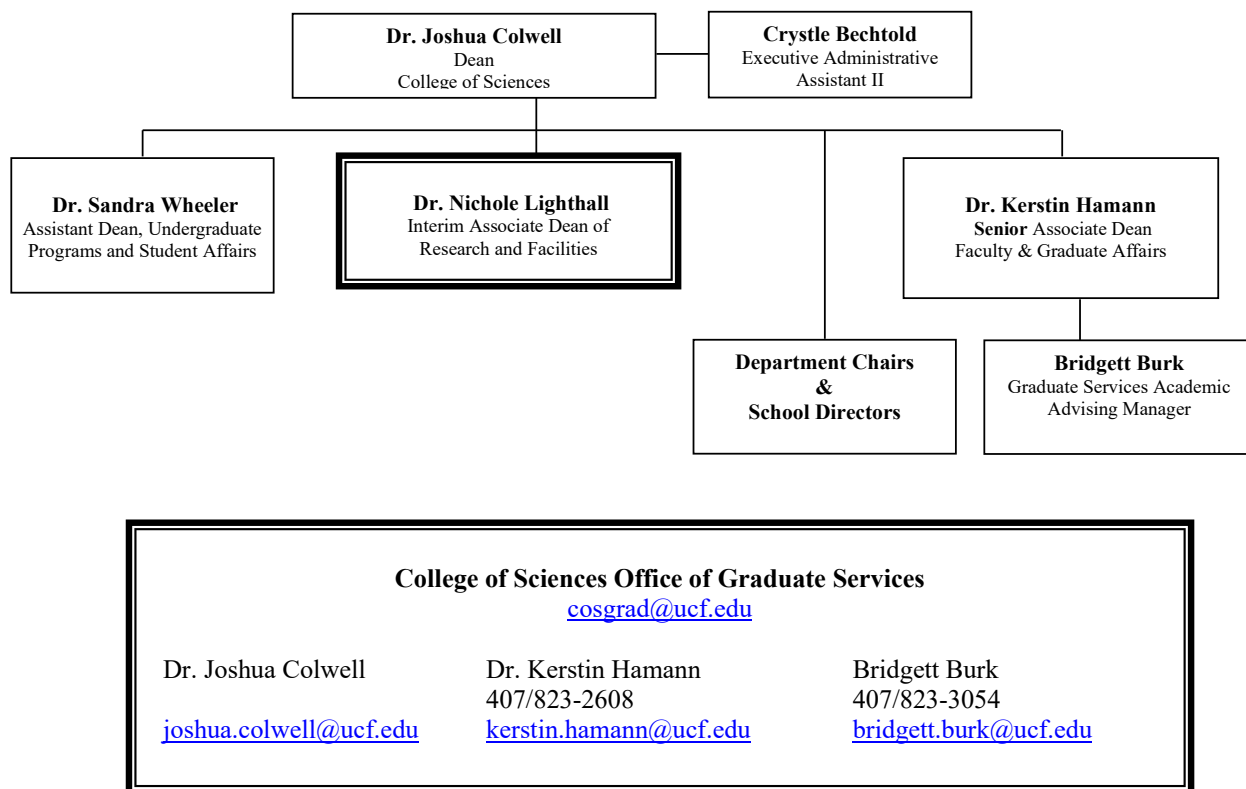
No faculty member is obligated to accept a student's request to serve as advisor, though invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

Giving & Receiving Feedback

Students have the opportunity throughout the program to provide feedback on professors and courses through the University's formal "student perceptions of instruction" surveys that are administered each semester. Additionally, students have the opportunity in many classes to provide feedback directly to faculty during and at the end of the semester or following course projects. All students meet with the program director individually during their second semester to discuss their progress, and again in their third semester as part of the practicum course. Typically, students also have a similar meeting during their final semester that is focused on their career and goals as they work towards graduation and a full-time applied work opportunity.

Organizational Chart

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



Program Assessment

Our MS I-O Program is involved in both a regular/annual assessment practice and long-term program audit reporting driven by the larger department/college/University (and the State). These include annual reports and long-term program reviews for evaluation of both short-term and future goals, fostering continuous improvement. Some of these assessment efforts require involvement or data from students in the program, including the student perceptions of instruction (mentioned in the feedback section of this document) as well as student work products and graduation surveys.

How to Get Involved

As a graduate student at UCF, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking.

In Our Discipline

Society for Industrial and Organizational Psychology (SIOP). This is Division 14 of the American Psychological Association (APA). SIOP advocates the scientist-practitioner model in the application of psychology to all types of organizational and workplace settings, such as manufacturing, commercial enterprises, labor unions, and public agencies. Members work in several fields within I-O Psychology, such as testing/assessment, leadership development, staffing, management, teams, compensation, workplace safety, diversity, and work-life balance. Members are typically engaged in professional activities, as demonstrated by research, teaching, and practice, related to the purpose of the Society. Membership includes a subscription to *The Industrial-Organizational Psychologist* (TIP) quarterly newsletter, the *Industrial and Organizational Psychology: Perspectives on Science and Practice* (IOP) quarterly journal, and the *Newsbriefs* weekly e-newsletter. SIOP also holds a yearly conference and fall consortium. Graduate students are welcome to join SIOP at a reduced student rate. Students can apply for funding to attend the yearly conference (through SPIOP, noted below) and other available resources within the department/college/University to present their accepted posters and sessions, as well as network and learn.

In Our Program/Department

- **Student Professionals for Industrial/Organizational Psychology at UCF (SPIOP).** More information is available here: [SPIOP](#)
- **I-O mentoring program for incoming students.** This mentoring program is a semi-formal program that is set up each summer to allow the incoming cohort of students to be paired with a continuing graduate student in order to learn more about the program and have a direct line of communication for any questions they have during their acceptance, onboarding, and first year in the program. This allows students to have a greater connection with current students, and to become more engaged with experiences in departmental/programmatic decision-making.

On Campus & In the Community

UCF supports the reality that education should influence and improve people's lives beyond the university classroom. Since its inception, this idea has guided the university's work.

- Collaboration with other UCF campus departments
- Working in partnership with local businesses

Curriculum Section

Admission Requirements

For information on general UCF graduate admission requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to the general UCF graduate application requirements, applicants to this program must provide:

1. One official transcript (in a sealed envelope) from each college/university attended
2. Official, competitive GRE score taken within the last five years
3. A bachelor's degree with a major in psychology or allied area, or a baccalaureate degree with the completion of undergraduate courses in statistics and research methods, and preference of four additional upper-division psychology courses (12 credit hours)
4. Resume
5. One to two page goal statement that includes your reasons for choosing I-O as a career, your reasons for choosing our program specifically, and any relevant knowledge, skills, abilities and other experiences you have that might make you a good I-O student, practitioner, and/or researcher
6. Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Degree Requirements

Required Courses – 26 Total Credits

- Complete the following:
 - [INP6005](#) - Overview of Research in Industrial and Organizational Psychology (3)
 - [INP6058](#) - Job Analysis and Performance Appraisal (3)
 - [INP6080](#) - Ethical, Legal, and Professional Issues in Industrial and Organizational Psychology (3)
 - [INP6317](#) - Work Motivation and Job Attitudes (3)
 - [INP6318](#) - Recruitment, Placement and Selection (3)
 - [PSY6216C](#) - Research Methodology (4)
 - [PSY6308C](#) - Psychological Testing (4)
 - [INP6072](#) - Survey Research Methods and Program Evaluation in Indust. and Org. Psychology (3)

Electives – 6 Total Credits

- Complete at least 2 of the following:
 - [INP6215](#) - Assessment Centers and Leadership (3)
 - [INP6605](#) - Training and Team Performance (3)
 - [SOP5059](#) - Advanced Social Psychology (3)

Thesis/Nonthesis Option – 6 Total Credits

- Complete 1 of the following

Thesis Option

- Earn at least credits from the following:
 - [INP6971](#) - Thesis (1 - 99)

Nonthesis Option (Restricted Electives: Students will select with their adviser)

- Complete at least 2 of the following:
 - [INP6933](#) - Seminar in Industrial and Organizational Psychology (3)
 - [INP6945C](#) - Industrial Psychology Practicum (3)
 - [INP6091](#) - Industrial and Organizational Psychology Consulting Practice (3)

Grand Total Credits: **38**

Internship/Practicum Experience

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.

Sample Plan of Study/Course Sequence/Completion Timeline

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.

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.

Statement of Graduate Research

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 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 defend and 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.*

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 on the [Graduate Faculty](#) web page. 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. 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.

Thesis Section

Master's Thesis - Overview

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.

Master's Thesis – Committees

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> <i>Michael.Chetta@ucf.edu</i>	<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> <i>Mark.Ehrhart@ucf.edu</i>	<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	<i>UCF Orlando</i> <i>Nathan.Bowling@ucf.edu</i>	<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>

Master's Thesis – IRB

Information on the necessary procedures for securing Institutional Review Board (IRB) approval of the research after the student's proposal defense is passed can be found here [IRB](#) and here [IRB Compliance FAQs](#). CITI training (Group 2 Social/Behavioral) is

required before submitting an IRB application. All members of the research team involved in the design, conduct, or reporting of the research must complete training prior to inclusion on an IRB application. More information on CITI training can be found here [CITI Training Guidance](#).

Please note that all students planning to complete a thesis must complete the UCF Institutional Review Board (IRB) and Human Research Protection Program (HRPP) Webcourse and attach the completion certificate when submitting their advisory committee.

Master's Thesis – Defense

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).

Master's Thesis – Submission Procedures

After students have successfully defended their thesis, they will work with the College of Graduate Studies to have the document prepared for final submission and public dissemination. More information on thesis deadlines, release options, formatting, and final submission can be found here [CGS Thesis and Dissertation](#).

Advisors should refer to the thesis embargo policy in the Graduate Catalog and advise students when an embargo of the thesis is necessary.

University Thesis Requirements

Master's thesis students must be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. Graduate policy states students have seven years from their initial term of admission to earn a master's degree.

The College of Graduate Studies [Thesis and Dissertation page](#) contains information on the university's requirements for thesis formatting, format review, defenses, final submission, and more.

All university deadlines are listed in the [Academic Calendar](#). Consult with graduate director or advisor for potential earlier deadlines.

The following requirements must be met by thesis students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final thesis document by final submission deadline

Students must format their thesis according to the standards outlined in Thesis and Dissertation [Webcourse](#).

The College of Graduate Studies offers several thesis and dissertation Workshops each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

Program and Institutional Policies

Absences

Students who anticipate that they may not be able to enroll continuously due to external circumstances should apply for a Special Leave of Absence. Specifically, students who are taking courses or enrolled in thesis / dissertation should apply for a Special Leave of Absence when they cannot enroll in more than two consecutive semesters to maintain active student status.

To qualify for a Special Leave of Absence, the student must demonstrate good cause (e.g., illness, family issues, financial difficulties, personal circumstances, recent maternity/paternity, employment issues). The specific reason for the Special Leave of Absence request must be indicated by the student as part of the Special Leave of Absence request. Due to current U.S. government regulations, international students must be enrolled every fall and spring semester. For students in this category, a Special Leave of Absence is only available for documented medical reasons.

Academic Standards/Conduct/Integrity

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.

It is essential that students are aware of appropriate standards of conduct and integrity while enrolled as graduate students in our program and at UCF. Refer to the [Golden Rule](#) for additional information.

Accommodations

Student Accessibility Services (SAS) views disabilities as an integral part of the rich diversity at the University of Central Florida. To that end, we work collaboratively with students, faculty, and staff to create an inclusive educational environment for students. Graduate students with disabilities must contact the professor at the beginning/or prior to the semester to discuss the accommodation needed. Students who need accommodation must be registered with the Student Accessibility Services office. For more information, please visit Student Accessibility Services website at <https://access.ucf.edu/student-accessibility-services/> and use the links in the navigation bar to learn more about the SAS resources and processes.

Contact: sas@ucf.edu or (407) 823-2371

Academic Integrity (RCR) Training Requirements

All newly admitted UCF graduate students must complete training designed to create awareness and understanding of fundamental issues related to ethics, academic integrity, and the responsible conduct of research (RCR) in accordance with university guidelines.

Required training for all graduate students includes an asynchronous ethics module as part of the Grad Launch online orientation.

More information on the training requirements can be found here [Academic Integrity Training](#).

Grad Launch: Required Graduate Orientation Modules

The College of Graduate Studies (CGS) requires all incoming graduate students to complete the Grad Launch orientation modules. You will gain access approximately one week after accepting your offer of admission and must complete them before the end of your first term. The modules take approximately 45–60 minutes to complete. A \$35 Orientation fee is applied to all incoming students in degree seeking programs. A hold will be placed on your student account until completion of the modules and payment of the fee, at which point it will be automatically removed within 48 hours.

If you completed the Grad Launch modules for a graduate degree at the same degree level and have been actively enrolled in that program within the last three terms, you may be exempt from this requirement. For questions or help accessing the modules, visit the [Grad Launch website](#) or contact the College of Graduate Studies Grad Launch team at Gradorientation@ucf.edu.

Appeals/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 director 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>. Additionally, more specific information can be found on the Student Success and Well-being site under [Student Complaints and Appeals](#) and the [Academic Grievance](#) section under General Graduate Policies in the graduate catalog.

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.*

Classroom/Laboratory Use

In addition to the milestones described for student research involvement towards the program requirement, 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 matters; 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!

Communication

Communicate!

Graduate students need to maintain regular communication with their advisor and the program director, especially related to their coursework and career progression. It is also extremely important to communicate regularly with the program assistant and respond promptly to her e-mails!

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 or when they will not be able to respond to communications for an extended period of time (illness, travel, personal/family matters). Many important program-related messages come through email. Don't ignore "group" messages.

Student Responsibility for University Communication

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

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

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

Continuous Enrollment

All graduate students are required to enroll in at least one semester of every three consecutive semesters to maintain active student status. Failure to enroll in 3 consecutive terms results in being discontinued from the program. After a doctoral student passes the candidacy exam, they are required to enroll in dissertation hours for at least one semester of every three consecutive semesters to maintain active student status. The institutional policy from the graduate catalog around continuous enrollment can be found here [Continuous Enrollment and Active Student Status](#).

Disability Statement

ACCESS matters

Purpose: We envision UCF to be a fully accessible campus and inclusive environment for people with disabilities. We do this by:

- Acknowledging disability as an aspect of human diversity;
- Cultivating awareness of the environment's disabling barriers;
- Collaborating on and proactively facilitating accessible environments and experiences;
- Educating faculty and staff to create and maintain access in their spheres of influence;
- Shifting to an inclusive-minded attitude;
- Supplementing with reasonable accommodations as a last resort measure to ensure access.

Students needing specific accommodations should contact the Student Accessibility Services office ([Student Accessibility Services](#)).

Dismissal/Discipline

There are several grounds for discipline and/or dismissal from a graduate program, including poor performance, poor progress, and unprofessional behavior.

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: [CGS Dismissal Policy](#)

Nondiscrimination & Accommodations Compliance

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [Student Care Services](#).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact [Student Accessibility Services](#).

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

- Title IX – [Office of Nondiscrimination & Accommodations Compliance](#) & [ONAC email](#)
- [Student Accessibility Services](#) & [SAS email](#)
- [Student Complaints and Appeals](#)
- [University Compliance and Ethics](#) & [Compliance and Ethics email](#)
- [Ombuds Office](#)

Dress Code

Students, as briefly noted in the Academic Standards/Conduct/Integrity section of this Handbook, should always dress in a professional manner. This is especially important for class presentations, when there are program activities (on and off campus) and when there are guests/visitors to class lectures. Additionally, dressing professionally and appropriately is key when representing the program or our field of study on campus and even when interviewing for internships/full time roles, attending professional development events, or meeting business professionals.

Enrollment in Thesis Hours

All thesis and dissertation committees should be submitted at least one semester before the anticipated start of thesis or dissertation hours. See the academic calendar for deadlines related to the committee submission and candidacy.

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 defend and graduate.

Full-time Requirements

The I-O Psychology MS program is a full-time 2-year program. Students will be enrolled full-time during each of their 4 semesters and are expected to graduate by the end of their second spring term. Students who are employed on graduate contracts or agreements are required to be enrolled full-time.

Golden Rule

The [Golden Rule](#) is a compilation of policies and procedures from different university areas intended to define the rights and responsibilities afforded to students.

University Policy 4-412 Student Academic Appeals

University Policy 4-412 Student Academic Appeals is the university's policy regarding grade appeals (not including thesis and dissertation) and academic program appeals for graduate and undergraduate students. Information concerning University Policy 4-412 can be found at [Policies website](#) in the Academic Affairs section.

Grading and Grading Procedures

The I-O Psychology MS program adheres to the same grading procedures as outlined in the General Graduate Policies of the grad catalog ([CGS Grade System](#), [Incomplete Grades](#), and [Academic Progress and Performance](#)).

Harassment

Discrimination based on race, sex, national origin, religion, age, disability, marital status, parental status, veterans status, sexual orientation, or genetic information is prohibited. Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature including any of these three situations.

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

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the ONAC Coordinator. The Director of the Office of Nondiscrimination & Accommodations Compliance is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Barbara Ying CMMS Building 81, Suite 101.

The phone number is (407) 823-1336. Policies and guidelines are available [Office of Nondiscrimination & Accommodations website](#).

International Students

UCF Global at the University of Central Florida functions as the primary international hub for students, faculty, and staff. UCF Global also provides expert advising services in the areas of a student's academic and immigration matters.

UCF Global Website: <http://global.ucf.edu/>

UCF College of Sciences

12716 Pegasus Drive, Suite 300

Orlando, FL 32816

Phone: (407)823-2337 | Fax: (407)823-2526 | Email Contact: UCFGlobal@ucf.edu

For specific policies related to international graduate students, please refer to the Graduate Catalog [International Graduate Student Policies](#).

Academic Integrity

Understanding plagiarism is essential to the academic integrity of both programs and the institution. Programs can use this section to describe their philosophy and approach to plagiarism. Description of the consequences of plagiarism can also be included. Link to the [Academic Misconduct Policy](#) here. Reference to the required Grad Launch Orientation Essentials modules that cover these topics. This is offered by the College of Graduate Studies and is required for all incoming graduate students. Students will be admitted to Grad Launch one week after they matriculate and will be required to complete it before the end of their first semester.

Students can be directed to the [College of Graduate Studies Grad Launch website](#) for information on the requirement and topic.

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](#) for information on probation.

Satisfactory Progress

Students in the MS I-O Psychology Program are expected to progress through the program in a timely manner, achieving certain course completion and/or milestones in a prescribed or suggested framework. See **Program Milestones**, page 20, for more information.

Time Limits to Degree Completion

UCF has a [CGS 7-year rule policy](#) which states all graduate students are required to complete their degree within 7 years (or 21 consecutive semesters) of their earliest admit term. However, it is highly recommended that I-O Psychology master's students complete their program within three years. 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 Credit

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: [Transfer of Credit](#)

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.

Review for Original Work (iThenticate)

The university requires all students submitting a thesis or dissertation as part of their graduate degree requirements to first have their electronic documents submitted through iThenticate for advisement purposes and for review of originality. The thesis or dissertation chair is responsible for scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's advisory committee. The advisory committee uses the results appropriately to assist the student in the preparation of their thesis or dissertation.

Before the student may be approved for final submission to the university, the thesis or dissertation chair must indicate completion of the Review for Original Work through iThenticate by signing the Thesis or Dissertation Approval Form.

Guidelines for AI use in the MS I-O Program

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.

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.

Additional Program Details

Financial Aid Funding

The mission of the Office of Student Financial Assistance is to provide UCF students and the University Community with comprehensive quality service by offering options for financial assistance and efficient delivery of aid. Financial aid counseling is available by appointment. Due to confidentiality, counseling by phone and email is limited.

Visit the [UCF Financial Aid - Graduate Students](#) and [UCF Graduate Funding](#) site for information about specific funding, awards, and fellowships opportunities for graduate students. For student loans and other funding sources, you should also visit the Office of Student Financial Assistance site at [UCF Financial Aid](#).

Graduate Assistantship Details

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 [Graduate 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 [English Proficiency Requirement](#). Information on training requirements and registration instructions for GTA Training and Versant English testing visit [GTA Training Requirements](#).

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.

Professional Membership

Society for Industrial and Organizational Psychology (SIOP). [SIOP](#) advocates the scientist-practitioner model in the application of psychology to all types of organizational and workplace settings, such as manufacturing, commercial enterprises, labor unions, and public agencies. See **How to Get Involved**, page 10, for more information.

Graduation Requirements

After completing all degree program requirements and obtaining a minimum of 38 credit hours in either the thesis or non-thesis option, students should apply for graduation by submitting an online Intent-to-Graduate form via their myUCF account during their last enrolled term by the appropriate semester deadline.

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.

The following link references more [Commencement](#) details.

Job Search and Career Pathways

Students graduating from the I-O Psychology MS program are highly prepared for employment in industry. Students are encouraged to seek internship opportunities early in the program and attend career fairs at various conferences.

It is important for students to:

- discuss their career goals with their advisor/program director early in the graduate program so that they are sure to build the skillsets that will be most helpful for them in their future careers, and
- use their time in the graduate program to build a network of collaborators, colleagues, and acquaintances to facilitate future job prospects.

The UCF Career Services website also has information in preparing for your career after graduation. 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, Career Services offers resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline. The College of Graduate Studies offers a variety of professional development programs and experiences to compliment your academic journey and support what comes next. Learn more at [Graduate Professional Development](#).

The Office of Graduate Student Life provides a variety of services to support graduate students throughout their time at UCF and help prepare them for after graduation. Learn more about their opportunities for graduate students at [Graduate Student Life](#).

UCF is also part of the [Accelerate to Industry \(A2i\)](#), providing students with access to career preparation workshops geared specifically for graduate students each semester.

Additional Student Associations/Office of Student Involvement

In addition to [SPIOP \(Student Professionals for I/O Psychology\)](#), we encourage our students to get involved in other UCF student organizations that may be of interest. The Office of Student Involvement (OSI) supports student success and enhances the campus environment by focusing on our core principles – **Connect, Involve, Impact** - through quality programs, services, student leadership opportunities, and intentional environments. For more information on how to get involved, visit the [Student Involvement](#) site.

Graduate Student Center

UCF is fortunate to have its own [Graduate Student Center](#). The Graduate Student Center offers free black and white printing (bring your own paper), reservable study, conference and presentation rooms, as well as a kitchen area with free coffee, a microwave and fridge. It is your space on campus to be a graduate student. This space also hosts many Graduate Student Life social and professional development events throughout the year.

Student Research Week/Student Scholar Symposium

UCF hosts an annual poster forum called the Student Scholar Symposium to provide a conference setting for our students to showcase their research with poster presentations. Scholarships are awarded for top projects. For more information on a week-long celebration of student research at UCF and deadlines, visit [Student Research Week](#).

3 Minute Thesis (3MT)

The College of Graduate Studies hosts a [3MT](#) competition for graduate students in the Fall Semester. Both Master's and Doctoral Student engaged in research are invited to apply. This is a great opportunity to practice research communication skills. Scholarships are presented to top presenters in the master's and doctoral categories.

Graduate Student Appreciation Week

Hosted on the first full week of April, Graduate Student Appreciation Week highlights the valuable contributions of our graduate students at UCF. Events hosted by Graduate Student Life in collaboration with the Office of Student Involvement are offered each year covering topics from career preparation to recognition and celebrations. More information can be found on the [Graduate Student Life](#) website.

Forms

There are several forms graduate students will use throughout their time at UCF. This is the administrative side of completing a degree. For common university graduate student forms, visit [College of Graduate Studies Forms and References](#).

Students who wish to register in the following courses must complete the [Restricted Registration Form](#) (I-O Psychology RRA) form:

- Directed Independent Studies
- Directed Research
- Internships, Practicums, Clinical Practice
- Study Abroad
- Research Report
- Thesis
- Doctoral Research
- Doctoral Dissertation

Forms unique to our program can be found in the MSIOP webcourse.

University Useful Links/Resources

Here are some additional UCF links that you may find helpful:

- [Bookstore](#)
- [Campus Map](#)
- [Graduate Catalog](#)
- [Library](#)
- [Parking Services](#)
- [Shuttles](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)
- [Writing Center](#)
- [Academic Calendar](#)

Graduate Faculty

For more information on our I/O Psychology faculty, refer to [Faculty in I/O Psychology](#).

For a list of approved graduate faculty and scholars, refer to [UCF Graduate Faculty](#).