



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook – 2026-27

Industrial and Organizational Psychology PhD Program



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Introduction and Welcome

Welcome new graduate students!

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

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

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

Sincerely,

The Doctoral Program Faculty

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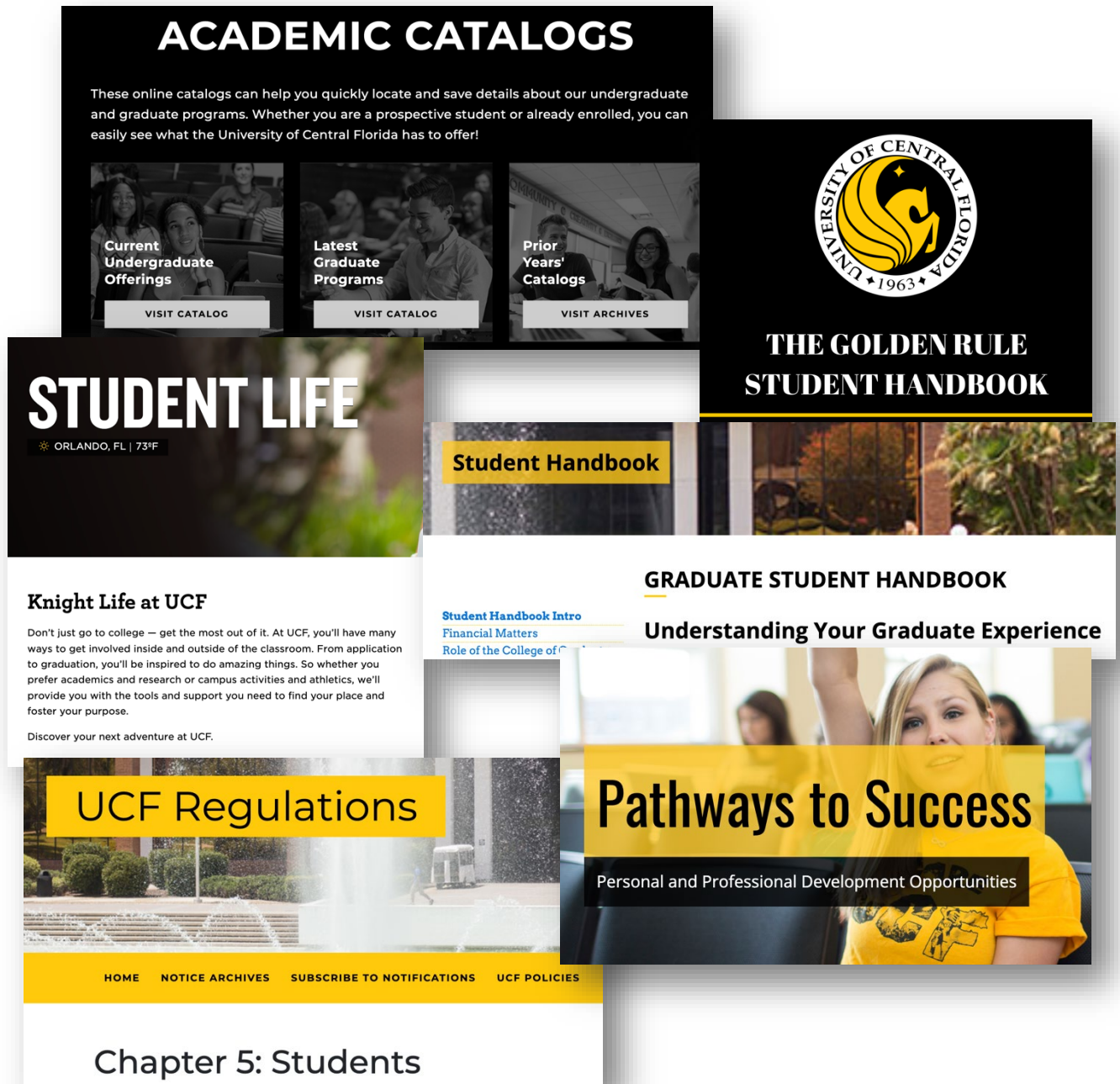
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Part 1: Navigating Policy and Resources at UCF

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.



1A. How to Use This Handbook

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

As with any written document, there may be policies and procedures that are not always crystal clear or that may change from time to time. If you happen to read something in the Handbook that is not clear, the first step would be to ask your advisor for clarification. Our faculty are all expected to be familiar with program policies, so in most cases, this will be the only step you'll need to get your question answered.

If, for some reason, your advisor is unable to answer your question, you would then contact the Program Director to ask for clarification. We want students to ask questions, but we do expect you to consult the Handbook first.

1B. Who to Contact for Questions

In addition to your primary advisor, our I/O Psychology PhD program has other faculty and staff available to answer questions about how to meet expectations and thrive as a graduate student. The program director and associate director are faculty designated to direct the program's educational vision and structure. The graduate program coordinator/program assistant 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. Below is a list of individuals within both the department and college who can help answer any questions you might have.

Psychology Department

Dr. Mark Ehrhart, Professor and Director
I/O Psychology Ph.D. Program
Office: Psychology Building 301D
Phone: 407-823-1314; e-mail: mark.ehrhart@ucf.edu

Dr. Nathan Bowling, Professor and Associate Director
I/O Psychology Ph.D. Program

Office: Psychology Building 329
Phone: 407-823-4386; e-mail: nathan.bowling@ucf.edu

Dani Draper, Graduate Admissions Coordinator
I/O Psychology Master's and Ph.D. Programs
Office: Psychology Building 301G
Phone: 407-823-2458; e-mail: danielle.draper@ucf.edu

College of Sciences Graduate Office

Dr. Joshua Colwell, Dean
College of Sciences
Phone: 407-823-1911
e-mail: joshua.colwell@ucf.edu

Dr. Kerstin Hamann, Senior Associate Dean
College of Sciences
Phone: 407-823-2608
e-mail: kerstin.hamann@ucf.edu

Bridgett Burk, Manager, Graduate Services Academic Advising
College of Sciences
Phone: 407-823-3054
e-mail: bridgett.burk@ucf.edu

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.

1C. Onboarding into the I/O Program

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

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

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

Part 2: Program Overview

Name of Degree: Industrial and Organizational Psychology PhD

College: College of Sciences

Department: Department of Psychology

Program Type: Doctoral

Program Website: [Industrial and Organizational Psychology PhD Program](#)

Year of Program Inception: 2000

2A. Program Goals and Mission Statement

The Doctoral Program in Industrial and Organizational Psychology at the University of Central Florida trains its students “to generate and integrate scientific and professional knowledge, attitudes and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990, pp. 7-8). Our departmental mission statement directs us to provide high-quality education to include “the dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems” (the full statement can be found here: <https://sciences.ucf.edu/psychology/about-us/>). Our doctoral program aspires to achieve excellence in research training and to contribute and perpetuate psychological science and practice through faculty and graduate student involvement in scholarly and professional activities. Thus, the program’s overall goals are to: (a) train and educate leaders in psychology at the doctoral level within the scientist-practitioner tradition; (b) expand and disseminate scientific knowledge about behavior at work through publications in scientific journals, conference presentations, and teaching; (c) strive to apply psychological principles to solve workplace problems and thus improve the quality of individuals’ work and non-work lives; and (d) produce psychologists who understand the ethics, principles and practice of psychology. The overall goals of the training program are consistent with those of the Mission Statement of the Department, the College of Arts and Science, Graduate Studies, and the University.

2B. Doctoral Program Faculty

Nathan Bowling, Ph.D. (Central Michigan University), Doctoral Program Associate Director, Professor.

Research interests: Job attitudes, occupational stress, counterproductive work behavior, careless responding, construct proliferation, scale development

Office: Psychology Building 329

Email: nathan.bowling@ucf.edu

Shawn Burke, Ph.D. (George Mason University), Research Professor.

Research interests: Teams and their leadership, team adaptability, team training, measurement, evaluation, and team effectiveness

Office: 3100 Technology Parkway, Suite 135C

Email: sburke@ist.ucf.edu

Mark Ehrhart, Ph.D. (University of Maryland), Doctoral Program Director, Professor.

Research interests: Organizational climate and culture, organizational citizenship behavior, leadership, implementation, levels of analysis, and health/mental health organizations

Office: Psychology Building 301D

Email: mark.ehrhart@ucf.edu

Barbara Fritzsche, Ph.D. (University of South Florida), Associate Professor.

Research interests: Diversity in the workplace, workplace wellness, and workplace e-learning

Office: Psychology Building 354

Email: barbara.fritzsche@ucf.edu

Steve Jex, Ph.D. (University of South Florida), Professor Emeritus.

Research interests: Interpersonal mistreatment in the workplace, employee health and well-being, retirement decision making, counterproductive work behaviors

Office: Psychology Building 356

Email: steve.jex@ucf.edu

Michal Lehmann, Ph.D. (The Hebrew University of Jerusalem), Assistant Professor.

Research interests: Humility, listening, team dyads, interventions and mechanisms for healthy and effective work teams, constructive disagreements

Office: Psychology Building TBD

Email: michal.lehmann@ucf.edu

Chelsea LeNoble, Ph.D. (Florida Institute of Technology), Assistant Professor.

Research interests: Workplace burnout/resilience, recovery from work stress, health interventions, program evaluation, well-being in teams, and the application of I/O to interdisciplinary societal issues

Office: Psychology Building 322

Email: chelsea.lenoble@ucf.edu

Mindy Shoss, Ph.D. (University of Houston), Professor.

Research interests: Employee stress and coping, counterproductive work behaviors, interpersonal relationships at work, job insecurity, adaptive performance, and the changing nature of work

Office: Psychology Building 347

Email: mindy.shoss@ucf.edu

Shiyang Su, Ph.D. (University of Minnesota), Associate Professor.

Research interests: Psychometrics, research methods and statistics, computerized adaptive testing, adaptive learning and training, and computational organizational research

Office: Psychology Building 344

Email: shiyang.su@ucf.edu

2C. Program Training Goals and Evaluation

Overview of the Scientist-Practitioner Model

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

Training Emphasis

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

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

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

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

Students should familiarize themselves with the description of each competency area as described on the SIOP website. Students will develop knowledge and skill in many of

these 26 competency areas through formal course work, internship, independent study, and research experiences.

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

Overview of Curriculum Goals

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

Development of Competencies

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

Seminar in I/O Psychology

Seminar in I/O Psychology (INP6933) provides an in-depth examination of specialty topics in I/O psychology, with an emphasis on improving students' critical thinking and empirical research skills. Examples of topics that fit within the realm of the Seminar in I/O Psychology include, but are not limited to, work motivation, personnel selection, occupational health psychology, job attitudes, organizational climate and culture, leadership, work design, and performance appraisal. Students wishing to pursue even more highly focused topics (e.g., interpersonal mistreatment, work-non work interface, work redesign, etc.) are encouraged to do so through independent study and directed research under faculty supervision.

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

Evaluation of Competencies

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

Examinations

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

2D. Expectations for Doctoral Students

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

2E. Program Milestones

Students in the I-O Psychology PhD 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. Below are the major milestones for student progress in the I/O doctoral program:

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

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

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

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

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

2F. Program Professional Conduct/Ethics

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

The I/O doctoral program expects students to conduct themselves with a high level of professionalism during all interactions with faculty, fellow students, and departmental staff. We also expect this same level of professionalism while at professional conferences, working on projects in organizations, or any other setting where they are representing the I/O doctoral program and the University of Central Florida. Artificial intelligence has introduced a new set of ethical questions related to students' coursework and research; to help students navigate ethical issues related to the use of artificial intelligence during the program, the faculty have created a set of guidelines that are included in the appendix.

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

2G. Advising/Mentoring

Finding and Selecting an Advisor

Incoming graduate students will be assigned a faculty advisor who will assist them with their initial transition into the program and with program planning. This faculty member will serve as the student's advisor until the student selects a research mentor (usually within the first semester). In many cases, a student's assigned advisor will ultimately serve as their research mentor, but that is not always the case. Once chosen,

subsequent planning is accomplished in conjunction with the research mentor. Students are free to change advisors at any time and may be affiliated with more than one faculty member. In fact, we encourage students to expand their research collaborations beyond their research mentor. Students are expected to communicate frequently with their advisor or research mentor about their progress in the program and about future program planning. The Program Director is also a resource in the planning process, but the advisor or research mentor should always be the primary source of information for the student. Planning takes into consideration the student's progress towards the program milestones (see section 2E), feedback from the student's annual review, the student's career interests, and training needs as determined by faculty, curriculum requirements, and program resources.

Changing Research Mentors

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

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

Thirdly, when the decision is finally made to switch mentors, students should complete the Academic Advisor Change form (available from the program assistant) and exhibit

professionalism during and after this process. This would include thanking their former research mentor member for the time they have taken to mentor the student, and not saying negative things about this faculty member to their new research mentor or to other students. Remember that even though a faculty member may no longer be your research mentor, they may still be a research collaborator, professional reference when you go on the job market, and most importantly, a valued professional resource during your career.

2H. Financial Aid & Funding

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

Tuition Waivers

Students with 10 or 20 hours/week department assistantship may be eligible to receive a partial or full tuition waiver (excluding the student fees). Both in-state and out-of-state tuition waivers are available for students. The maximum amount of the tuition waiver is based on the matriculation fees and/or non-resident fee for the semester of the award. Students must be enrolled full-time to be eligible to receive tuition waivers; part-time and non-degree seeking (post-baccalaureate or Certificate) students are not eligible.

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

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

Assistantships

To be employed and to maintain employment in a graduate position, the student must be enrolled full-time and meet all training requirements and/or conditions of employment. Although students are eligible for assistantships every year, priority is given to incoming students, international students (who have more restrictions on their employment), and less senior students. Students are strongly encouraged to apply for in-state residency as soon as they move to the area. Assistantship assignments will be based on student experience/training, preference, department need, match with faculty's research, and availability. Students are encouraged to discuss with the program director and program assistant their preferences and needs; however, due to the limited financial resources, it is not guaranteed that everybody will receive the assignment they prefer.

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

International students who will be hired in GTA positions must be proficient at speaking English. Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must meet university requirements to be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant. More information on those requirements can be found here: <https://graduate.ucf.edu/english-proficiency-requirement/>.

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

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

Additional Funding Sources

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

Full-Time Status

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

International Students

Several types of employment are available to international students, including on-campus employment. For more information about the types of employment available to international students, and the requirements and restrictions based in visa-type, please visit the [UCF Global](#) website.

Work Policy

The Industrial and Organizational Psychology Ph.D. program at University of Central Florida requires students to pursue their degree full-time, so any form of employment outside of graduate assistantships is strongly discouraged. This includes paid internships. Individuals with any type of outside employment will be unlikely to receive departmental assistantships. Students planning to pursue any employment or assistantship opportunity outside of the Psychology Department should first discuss with their advisor as well as the program director.

2I. Internships

Internships are not required for I/O doctoral students; however, one may be recommended for individuals who wish to pursue a career in an applied setting. Students interested in seeking an internship **must first discuss with their advisor who may provide suggestions for opportunities**. This discussion must occur well in

advance of the date of the internship. The optimal time to pursue an internship is over the summer, but internship programs vary widely, so students may choose to pursue internships with a variety of timeframes. We **strongly recommend** that students have successfully passed their candidacy examinations and have defended their dissertation proposal before pursuing an internship. However, we do recognize that in some cases students may have internship opportunities at earlier stages in the program. An internship is not an acceptable excuse for any delays in meeting program milestones, including completing the master's thesis in a timely manner.

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

2J. 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

- Join SIOP as a student affiliate. 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. 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 and other available resources within the university to present their accepted posters and sessions, as well as network and learn.
- Although SIOP is the primary conference our students attend and where we present our research, there are many other conferences you can potentially be part of as well. Look into attending, presenting, and/or volunteering at these other conferences, like WSH, IOOB, INGRoup, SEPA, AOM, SMA, etc.

In Our Program/Department

- Get involved in service opportunities for the program. This may include helping with the speaker committee, student recruitment, alumni engagement, or coordinating program space assignments. The program will not be successful without active student involvement. More details are available at the program meetings or from the program leadership.
- Plan to attend and participate in speaker series talks, interviews with prospective faculty, new student visits, etc. We want others to see how engaged our students are and particularly in the case of prospective faculty and students, we want them to come join our vibrant community as well!
- Join Student Professionals for Industrial/Organizational Psychology ([SPIOP](#)) at UCF. This organization is made up of undergraduates, master's students, and doctoral students and has a wide variety of opportunities to socialize with other students and champion I/O psychology.
- Participate in department-, college- and university-wide research forums, student competitions, etc.

Part 3: Program Requirements

3A. 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:

- Bachelor's degree in any field. It is preferred that applicants have taken core undergraduate psychology courses, including introductory psychology, statistics, and research methods.
- Additional undergraduate courses in psychology, including introduction to industrial and organizational psychology, social psychology, and personality psychology are highly recommended.
- Experience as an undergraduate research assistant in psychology or related field is highly recommended.
- Official, competitive GRE score taken within the last five years.
- Résumé or CV.
- Statement outlining the student's academic and professional background and goals, along with career aspirations and goals.
- Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant.
- Applicants applying to this program who have attended a college/university outside the United States must provide one official transcript and official certification of degree, with date awarded. See the [Sample Country Requirements](#) page for country specific requirements. If you will be requesting transfer credit, a course-by-course evaluation from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) must be submitted.

Application Deadline

Domestic Applicants: December 1

International Applicants: December 1

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. Applicants should note that admission to the PhD program is competitive, and successful applicants are expected to have an outstanding academic record. Admission to the program is based upon an overall assessment of the applicant's potential for completing it and for making significant contributions to the science and/or practice of I/O psychology. Admissions decisions are generally made by the second week in March and applicants are notified of their status shortly thereafter. Note that admission to the program is restricted to the fall semester of each academic year.

3B. Degree Requirements

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

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

Students will typically take the doctoral candidacy exam during the summer following their third year. The candidacy exam consists of three written, closed-book sections that are designed to assess minimum competency at the doctoral level in I/O psychology. Students will also take an exam on a specialty area that corresponds to their intended dissertation topic. Approximately two weeks after the written components of the candidacy exam are completed and grades, the I/O faculty will have the opportunity to question students about their answers in an oral defense. Candidates for the doctorate

degree must successfully pass the candidacy examination prior to beginning dissertation research (see details below concerning the candidacy examination requirements).

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

Before awarding a doctorate degree, candidates are required to complete at least 75 credit hours (which includes 15 hours of dissertation credits) of required coursework and completion an oral defense of the dissertation. The coursework requirements are summarized on the next page. For more details on the program degree requirements, see the [Graduate Catalog - I/O PhD Psychology Degree Requirements](#) page.

Doctoral Program in Industrial and Organizational Psychology Required Courses

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

Required I/O Area Courses - 30 Credit Hours

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

Required Psychology Field Courses - 6 Credit Hours

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

Research Courses - 6 Credit Hours

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

Teaching Experience - 3 Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)

Elective Specialty Courses – 15 Credit Hours

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

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

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

3C. Master's Degree Along the Way

Students enrolled in the doctoral program are typically required to earn a master's degree en route to the Ph.D. Students entering the program with a master's degree and a completed thesis may be allowed to pursue the Ph.D. without a master's degree en route, but this will depend on the courses taken as well as the quality of the thesis completed at their previous institution. Students earning a master's degree en route must meet with their Ph.D. advisor to plan a program of study. Students are required to complete 38 hours of graduate courses as part of their master's degree requirements. Below are the doctoral courses that also count towards the master's degree en route:

INP 6005 Overview of Research in I/O Psychology

INP 7214 Industrial Psychology I

INP 7310 Organizational Psychology I

INP 7081 Professional Issues in I/O Psychology

PSY 7217C Advanced Research Methods I

PSY 7218C Advanced Research Methods II

SOP 5059 Advanced Social Psychology

INP 6933 Seminar in I/O Psychology

Students must also take a minimum of 6 hours of thesis and two of the following master's classes:

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

INP 6605 Training and Team Performance (3 credit hours)

INP 6215 Assessment Centers and Leadership (3 credit hours)

INP 6318 Recruitment, Placement, and Selection (3 credit hours)

More information on the master's thesis requirements can be found in the Theses and Dissertations section of this document (see Part 5).

Students should be in regular contact with the program assistant to ensure that they are staying on top of all necessary paperwork related to their master's degree en route.

3D. Program Teaching Requirement

All students are required to teach their own course as an instructor of record during their time in the program. Prior to teaching as instructor of record, students must also take EXP 6939 Teaching Seminar, which is taught each summer. Students teaching as instructors of record are required to submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's advisor or other members of the program faculty who directly observed or viewed videotapes of at least one lecture. Students will be required to administer student evaluations to their class mid-way through the semester so that they can receive feedback and make any necessary changes. The student's advisor and the program director will evaluate the student's performance as instructor of record at the end of the semester. If the student has not performed satisfactorily, the program faculty will determine remediation specific to the student's weakness (e.g., presentation skills). This remediation is not limited to but may include the following: serving as a guest lecturer for another instructor of record, taking a course or seminar, or teaching another semester.

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

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

3E. Sample Course Sequence

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

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

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

The following pages provide sample schedules for both students working towards the M.S. en route and those who enter the doctoral program having already satisfied the thesis requirement.

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

1st Year of Graduate Training

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

2nd Year of Graduate Training

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

3rd Year of Graduate Training

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

4th Year of Graduate Training

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

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

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

1st Year of Graduate Training

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

2nd Year of Graduate Training

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

3rd Year of Graduate Training

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

4th Year of Graduate Training

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

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

3F. Graduate Research

Research is a critical component of training in the Industrial and Organizational Psychology Ph.D. program. Therefore, it is important that all Ph.D. students become involved in research from the very beginning of their graduate education. After all, our program is all about training researchers—and the best way to develop into a competent researcher is via practice. Each Ph.D. student, therefore, should be actively involved in research projects beyond their thesis and dissertation research. Below, we outline what research involvement looks like across the years in the program, including research milestones and required research presentations. This information will be used to guide annual student evaluations and whether students are on track with their research involvement during the program. As noted in the student conduct section (Section 2F), students not meeting program expectations for research involvement may be placed on probation and, if the issues are not addressed, be subject to dismissal from the program.

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

First year

- In their first semester, students should investigate the projects taking place in their assigned lab as well as any other labs that are of interest. This may include meeting with faculty members or attending lab meetings.
- By the end of the first semester, students should have identified their primary research lab/advisor and should have started getting involved in 1-2 projects in that lab.
- By the end of the first semester, if students are completing a master's thesis, they should have already identified a general topic of focus and begun reviewing literature in that area.
- In spring of the first year, students should deepen their involvement in their primary research lab, potentially taking on more central roles in research teams and contributing to one or more projects (per the guidance of their research mentor). Students may consider involvement in more than one lab; however, we encourage depth rather than breadth in the research experience. Note that this applies to all students; students completing a thesis should still be heavily

involved in faculty research labs (i.e., contribute to research projects beyond their thesis).

- For students completing a master's thesis, the spring semester should consist of narrowing the topic for the thesis with continued literature review and working towards identifying specific hypotheses to be tested.
- For students not completing a master's thesis, they have the opportunity to make much more substantial contributions to lab (i.e., mentored) research projects and potentially to begin formulating ideas for future research projects in the lab.
- **End of first year research presentation:** At the end of spring semester of the first year, all students will give a ~15-minute research presentation to the program. This presentation can summarize the primary project they have been working on in their lab and their findings, or can be an initial sketch of a research proposal (either for their thesis or a lab project).
- Summer after the first year:
 - During the summer, students should begin planning for SIOP submissions (the formal SIOP conference submission deadline is typically in October).
 - Students conducting a master's thesis should make significant progress on their proposal and ideally hold their proposal meeting during the summer after their first year.

Second year

- Students should pursue an increased level of research participation during their second year. This may involve taking on more of a leadership role in a project, taking on more responsibilities in a project, or helping to start new projects. It is the student's responsibility to work with their advisor to facilitate this expected growth in research expertise and responsibilities.
- By the end of the second year, the main goal is for students to have a completed research project on which they have been a primary contributor. They do not have to be the only student on the project, but they should have contributed at a high level.
- For students conducting a master's thesis, they should be starting to collect data for their thesis during their second year, if not finishing data collection and beginning data analyses.
- For students not conducting a master's thesis, the expectations are higher for research involvement in the lab. These students should have 3-4 identifiable research projects in 1-2 research labs.
- **End of second year research presentation:** All students will give a ~15-minute research presentation at the end of their second year. This presentation will ideally focus on a project for which the student has played a primary role and will

be a demonstration of the student's expertise in a given topic area. For students conducting a master's thesis, this presentation could involve presenting initial or full results of their thesis research. Note that although this presentation could involve ideas for future research, it will ideally focus on completed research, even if preliminary.

- Summer after the second year:
 - During the summer after the second year, students should begin planning for SIOP submissions, which are typically due in October.
 - Students conducting a master's thesis will ideally have at least started data collection by this point. Ideally, they would have completed their thesis data collection and be nearing their final defense by the summer after their second year.

Third year

- By the third year, students should be leaders in their research labs. They should have taken on major roles in multiple projects, and ideally would have taken on leadership of specific projects.
- For thesis students, the thesis will ideally be completed by the third year or fall of the third year at the latest to allow more opportunities to focus on other research.
- All students should have been part of a SIOP submission by October of their third year, in addition to submitting to other conferences. Ideally, students will begin to submit research papers to journals during their third year, if they have not done so already.
- **End of third year research presentation:** All students will give a ~15-minute research presentation at the end of their third year. The focus of this presentation will be on their evolution and identity as an I/O psychology researcher – where they have been, what they have learned, and where they are going.
- Summer after the third year:
 - Comps and preparation for the dissertation.
 - Preparation for SIOP submissions.

Fourth year and beyond

- Student involvement in research labs should continue during the fourth year, with students filling leadership roles and initiating new research projects.
- By their fourth year, students should have given multiple conference presentations and should be submitting to SIOP in the fall, ideally as a lead author. In addition, students should have at least one journal submission under review, if not having articles in press or already published.

- All students should propose their dissertations by the summer after their fourth year at the latest, so they can complete their dissertations by the end of their fifth year. For students going on the academic job market, it is even more critical to propose your dissertation by the summer after your fourth year so you can include your dissertation work as part of your job talk (preferably including initial findings).

General research lab expectations

In addition to the milestones described for research involvement, the faculty also expect the following in terms of student behavior within the research labs:

- Demonstrate respect towards all lab personnel, participants, and other stakeholders
- Maintain confidentiality at all times
- Respond to emails in a timely fashion (same day for urgent/time-sensitive 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!

Graduate Research Resources and Policies

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

Human Subjects

Students are also expected to follow all IRB rules for the treatment of human participants. Please see <https://www.research.ucf.edu/compliance/irb/>. As professionals,

graduate students are expected to conduct research responsibly. Academic dishonesty (e.g., plagiarism), mistreatment of research participants, and other unethical behavior will not be tolerated and could result in immediate expulsion from the program.

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

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

Ethics in Research

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

Patent and Invention Policy

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and to (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate student as inventor will, according to this policy, share in the proceeds of the invention. The full policy is available online at the following link: <https://policies.ucf.edu/documents/4-218.pdf>

Part 4: Doctoral Candidacy Exam

4A. Overview

The candidacy exam is a comprehensive examination assessing knowledge, skills, and critical thinking abilities relevant to research methods, theories, and empirical research in the field of I/O psychology. The candidacy examinations are intended to serve two purposes: (1) to ensure that students possess the quantity and quality of knowledge in industrial/organizational psychology topics to progress to doctoral candidacy, and (2) to allow the student to further explore a content area related to their anticipated dissertation idea. The topic areas covered by the examination are designed to reflect the core content areas detailed in the Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology. The exam will be organized around three core areas: industrial psychology, organizational psychology, and research/statistical/quantitative methods. Knowledge, skills, and abilities relevant to these areas will be assessed through a closed-book, closed notes, essay examination designed to measure (a) knowledge of the core content domains, (b) relationships between content domains, and (c) critical thinking and problem-solving abilities with respect to the various domains. Students will also be tested on a specialty area of their choosing. The specialty question is designed to get students started on reviewing the literature on their dissertation topic. Questions for all four areas of the written portion of the exam will be broad and integrative. The number of questions and the number of required questions is at the discretion of the faculty. In addition, students may be able to have citation lists when taking the exam; the exact policy is at the discretion of the faculty, and students will be provided details in the months preceding the exam.

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

In summary, the candidacy examination will feature the following components:

- A ½ day closed-book exam on content in industrial psychology
- A ½ day closed-book exam on content in organizational psychology
- A full day closed-book exam on content in research methods in industrial/organizational psychology
- A full-day exam on a specialty topic
- A one-hour oral defense of all candidacy examination components

Students should be in regular contact with the Program Director and the program assistant as they get closer to taking their candidacy exams to ensure that they have completed all the requirements and addressed all necessary paperwork related to the exam.

4B. Scheduling of Exams

The candidacy exams are held once a year during the summer. The exact dates of the candidacy exams are dictated by the university deadlines for being advanced to candidacy in order to begin taking dissertation units in the fall semester. The program director or program assistant will notify all eligible students of the exam and defense schedule.

4C. Exam Preparation

It is highly recommended that students begin reading and preparing for the exams at the beginning of the preceding spring semester, although students are welcome to start their exam preparation sooner if they wish. For all closed book exams, students are encouraged to use the assigned readings, course notes, assignments, and exams from required and elective courses to guide their study efforts. There will be no defined reading lists for the industrial psychology, organizational psychology, or research methods portions of the Candidacy Examination.

For the specialty topic portion of the examination, the student and advisor will determine an appropriate topic based on the student's interests, goals, and plans for the dissertation. Whereas other portions of the exam cover the breadth of the I/O and research methods training in the program, the specialty topic provides depth in a particular area to develop the student's knowledge and expertise. Thus, specialty topics should not be overly broad but narrowly tailored. Students should form a Specialty Topic Committee made up of their advisor and two additional program faculty members who will most likely serve on the student's dissertation committee as well. The committee can give feedback on the topic and must approve the reading list created by the student. Details on the recommended structure of the reading list will be provided to students preparing for the exam. The reading list should be original and not copied from past students, as the process of creating the list is a valuable part of beginning to develop an in-depth understanding of the specialty topic. Copying lists from other students will be considered a violation of academic integrity and handled accordingly.

4D. Exam Creation

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

4E. Exam Grading

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

- 1: Completely Unacceptable – Response is overly brief and fails to provide appropriate detail; concepts fundamental to answering the question are omitted; ideas are poorly supported by logic or previous research; answer is difficult to follow and understand.
- 2: Unacceptable – Answers most of the question but more information is needed; some key concepts are missing or defined incorrectly; some ideas are supported by logic or literature but others more support or integration with theory; writing is mostly comprehensible but difficult to follow in parts.
- 3: Acceptable – Addresses all parts of the question but more detail is needed in some parts; relevant concepts are defined but some concepts are not defined clearly; most ideas are supported by logic or literature but key citations are missing; writing is comprehensible but could be improved.
- 4: Very Good – Fully addresses all parts of the question in appropriate detail; includes all relevant concepts and demonstrates Ph.D.-level knowledge of concepts; draws upon relevant concepts and literature and substantiates position with well-reasoned arguments; organizes and articulates response in a coherent manner.
- 5: Exemplary – Fully addresses all parts of the question in exceptional detail; includes all relevant concepts and demonstrates a knowledge of relevant

concepts that is comparable to someone with several years of post-doctoral experience; draws upon relevant concepts and substantiates position with well-reasoned and highly creative arguments; organizes and articulates responses in an extremely articulate manner.

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

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

- 1: Completely Unacceptable – Demonstrates a very superficial understanding of the specialty area; has a poor understanding of the major issues and controversies in the specialty area; offers no novel or creative insights that would advance knowledge in the specialty area.
- 2: Unacceptable – Demonstrates some understanding of the specialty area but it is not well-informed; understands some of the major issues and controversies in the specialty area but some important ones are missed; offers some insights that would advance knowledge in the specialty area, but they are not well-described.
- 3: Acceptable – Demonstrates a reasonable understanding of the specialty area; has an understanding of the major issues and controversies in the specialty area; offers some novel or creative insights that would advance knowledge in the specialty area.
- 4: Very Good – Demonstrates a well-informed understanding of the specialty area; has a good grasp of the major issues and controversies in the specialty area; offers several novel or creative insights that would advance knowledge in the specialty area.
- 5: Exemplary – Demonstrates an outstanding understanding of the specialty area; has an excellent understanding of the major issues and controversies in the

specialty area; offers several highly novel or creative insights that would advance knowledge in the specialty area.

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

4F. Oral Defense

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

Preparation

In the approximate two-week time period between the written portion of the exam and the oral defense, students are encouraged to prepare by reading over their answers. Students should schedule a time with the program assistant to do so. Note that students are not allowed to take pictures of or copy their responses, but only take notes on areas to review or talking points for the oral defense.

Scheduling

Ideally, a single day will be set aside for all oral defenses to take place in a sequential order although more days may be necessary depending on the number of students participating. Typically, 60-90 minutes will be allotted for each oral defense. This will allow for questioning of the student, as well as faculty deliberation.

Attendees

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

members of I/O doctoral program faculty or the student's specialty committee are not allowed to attend the oral defense.

Materials

Students are allowed to have a pen and a pad of paper in case they wish to document any relevant feedback during the oral defense. Students will not have copies of their written answers at the oral defense meeting, but the faculty with them on hand in case they're needed. Students can have notes with them at the oral defense but should not read prepared responses at the oral defense.

Meeting Structure

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

Examination Outcome

The following overall outcomes are possible for the candidacy examination:

- Fail
- Remediation
- Pass
- Pass with Honors

In the case of a decision of Remediation, faculty will identify what specific areas should be included in the remediation plan (see the next section for remediation policies). In the case of a decision of Fail, the Specialty Topic Committee will make a separate

determination of whether the student passed the specialty topic portion of the exam based on the written exam and the oral defense (see the next section for retake policies).

After the oral defense, students may schedule an appointment with their advisor to go over their scores on all questions and qualitative comments made by graders of each section. This will provide students with the opportunity to learn which questions received a failing grade, as well as an opportunity for advisors to provide feedback on strengths and weaknesses of answers to questions. The faculty view this as an important step in becoming a “lifelong learner” in the field of I/O psychology.

4G. Remediation and Retake Policies

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

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

4H. The Remediation Process

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

The Remediation Plan

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

1. Papers: Students may be required to write a paper on the area(s) for which they required remediation.
2. Presentations: Students may be required to prepare an oral presentation on a topic for which they required remediation.
3. Examination: Students may be required to complete a written examination on a topic for which they required remediation.

Timing of the Remediation Process

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

Assessment of the Individual Components of Remediation

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

- 1: Completely Unacceptable – Response is overly brief and fails to provide appropriate detail; concepts fundamental to answering the question are omitted; ideas are poorly supported by logic or previous research; answer is difficult to follow and understand.
- 2: Unacceptable – Answers most of the question but more information is needed; some key concepts are missing or defined incorrectly; some ideas are supported by logic or literature but others more support or integration with theory; writing is mostly comprehensible but difficult to follow in parts.

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

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

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

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

Overall Assessment of Remediation

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

Part 5: Theses and Dissertations

5A. Master's Thesis - Overview

The process for a master's thesis is very similar to that for the dissertation (as covered below), and thus we do not repeat all of that information here. However, here are some of the main differences between the thesis and dissertation processes:

- Although master's theses should generally be of a smaller scale than dissertations, they are still expected to be of high quality and have the potential to make a contribution to the field. The judgment of what is a contribution rests with the committee chair and committee members.
- The master's committee consists of three members – no outside member is required. Two of the three committee members must be members of the Ph.D. program faculty (Bowling, Burke, Ehrhart, Fritzsche, Lehmann, LeNoble, Shoss, and Su). Committee membership must be approved by the Program Director and the Dean or designee of that College.
- All of the guidance in below for dissertation proposal and defense meetings, meeting attendance, meeting modality, timelines, and approvals also applies to master's theses.
- Students completing a master's thesis should also follow all guidance for IRB approval, and are subject to all program and university rules and policies regarding research integrity. See the appendix for information specifically related to use of AI as part of the master's thesis.
- The master's thesis should be completed by the end of the fall semester of the third year of the program (see the program milestones in Section 2E). Students who have not successfully defended their thesis by that may be placed on probation from the program. If the thesis is not completed by the end of spring semester of the third year, students may be dismissed from the program.

In addition, students should be aware of all university requirements for thesis completion – see the following section for more detail.

5B. 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. 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.

5C. Doctoral Candidacy

Prior to enrollment into PSY7980 Doctoral Dissertation, students must have passed the candidacy exam, completed all academic integrity and training, and had their dissertation committee reviewed and approved by the I/O Program Director, the College of Sciences, and the College of Graduate Studies. The [Thesis and Dissertation Committee Dynamic Form](#) can be found online at [CGS Forms and References](#) (Graduate Studies home page > About > Forms and References > Doctoral and Thesis Advisory Committee Form). The deadlines for submitted this form can be found in the academic calendar. More information on the requirements for the dissertation committee can be found below.

Doctoral students admitted to candidacy are expected to enroll in dissertation hours and to devote full-time effort to conducting their dissertation research and writing the required dissertation document. In addition, doctoral students who have passed candidacy and have begun taking doctoral dissertation hours (PSY 7980) should be familiar with the university policy for [Enrollment in Dissertation Units](#). Importantly, doctoral students must be enrolled in dissertation units during the expected semester of their defense and graduation.

5D. Doctoral Dissertation - Overview

The dissertation is a learning experience that enhances the development of the scientist-practitioner and serves to demonstrate that the student is competent to complete an original, independent scientific investigation that furthers psychological knowledge. Student dissertation research begins only after successful completion of the candidacy examination. Doctoral students must have a Dissertation Advisory Committee to sign up for dissertation units. Given the time required for approval of the Doctoral Advisory Committee, the College of Graduate Studies requires students to submit the Doctoral Advisory form during the summer prior to taking the candidacy exams. Students will complete a minimum of 15 dissertation credit hours to meet the requirements for graduation and must be registered in dissertation hours during the semester of the oral defense and graduation. More information on the university policy for enrollment in dissertation hours can be found here:

[CGS Dissertation Requirements - Grad Catalog](#)

Prior to beginning work on the doctoral dissertation, students should schedule a meeting with their dissertation chair to discuss faculty expectations during the dissertation process. In addition, the program assistant is available to assist with questions related to deadlines and paperwork at the various stages of the dissertation process.

5E. Dissertation Content

A dissertation should have the potential to make a significant contribution to the body of knowledge in the field, ideally resulting in a publishable manuscript in the top I/O psychology journals. The judgment of what is a significant contribution rests with the committee chair and committee members.

5F. Dissertation Committee

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

considered an outside member). Any additional members (such as from other programs in psychology at UCF) can be added as a fifth member.

Committee membership must be approved by the Program Director and the Dean or designee of that College. All members must be in fields related to the dissertation topic and be approved as Graduate Faculty or Graduate Faculty Scholars (<https://graduate.ucf.edu/graduate-guide/graduate-faculty-and-graduate-faculty-scholars>). If the student wishes to include someone who is not already approved as Graduate Faculty or a Graduate Faculty Scholar, the Program Director must review the individual's CV and determine whether or not the person meets the area's criteria for dissertation committee membership. If the Program Director determines that such criteria are met, a nomination for Graduate Faculty or Graduate Faculty Scholar must be submitted to the College of Graduate Studies. Students should be aware that the process of approving Graduate Faculty or Graduate Faculty Scholars can at times be lengthy, so they should plan accordingly if they plan to utilize this option. The nomination process should be coordinated with the program assistant. UCF Graduate Studies reserves the right to review appointments to a dissertation advisory committee, place a representative on any dissertation advisory committee, or appoint a co-chair. If necessary, a student may request a change in membership of the dissertation advisory committee, but changes require approval by the Program Director.

5G. Dissertation Committee Approval Form

Dissertation committee approval forms can be located on the College of Graduate Studies' [Forms and References](#) web page. Refer to the [Thesis and Dissertation](#) web page for more dissertation information and resources.

5H. Dissertation Proposal and Proposal Meeting

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

Once the proposal has been approved by the student's advisor, the proposal meeting can be planned. The announcement of the proposal meeting is due three weeks before the meeting. In addition, students should submit a copy of their proposals to their committee two weeks before the proposal meeting.

The proposal meeting should be scheduled for at least 1.5 hours. The meeting typically begins with a 20-30 minute overview presentation of the proposal by the student, followed by committee questions and suggestions. At the end of the Q&A period, the student leaves the room and the committee discusses the outcome of the proposal meeting. The student is then invited back into the room to receive the committee's feedback. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study. The advisor is responsible for ensuring that the committee's feedback is incorporated into the dissertation, although the committee can stipulate further review of materials before the project can commence. In addition, if the committee does not approve the proposed project, the student is required to update the proposal and hold a new proposal meeting.

Students should contact the program assistant to coordinate all documentation and forms related to the proposal.

5I. Dissertation IRB Approval

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

5J. Dissertation Final Defense Meeting

An oral presentation of the final dissertation must be made to the Dissertation Committee for approval. Assuming that an appropriate committee has been selected and approved by the College Graduate Dean, a student becomes responsible for scheduling his/her defense date, location, and time with the department. This should be completed roughly one month before actual defense to allow ample time for announcement. In addition, the student should submit a draft of the full dissertation to the dissertation committee approximately two weeks before the defense meeting.

The final defense meeting should be scheduled for at least two hours. The meeting typically begins with an overview presentation of the proposal by the student lasting approximately 30 minutes, followed by committee questions and suggestions. At the end of the Q&A period, the student and any other attendees not on the committee leave the room and the committee discusses the outcome of the proposal meeting. The student is then invited back into the room to receive the committee's feedback.

The approval of the dissertation by a majority of committee members indicates that the committee members find that the student completed the dissertation project in line with the outcome of the dissertation proposal meeting and of high enough quality to grant a doctorate degree in the field. The advisor is responsible for ensuring that the committee's feedback is incorporated into the dissertation, although the committee can stipulate further review of materials before giving their final approval. In addition, if the committee does not approve the proposed project, the student is required to update the dissertation and hold a new defense meeting.

Students should contact the program assistant to coordinate all documentation and forms related to the final defense.

5K. Dissertation Committee Meeting Attendance

All members must be present for both the proposal and defense meetings; rare exceptions in emergency circumstances must be approved in advance by the Program Director. All members of the committee vote on acceptance or rejection of the dissertation proposal and the final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee. Proposal meetings typically only include the student and the committee, but others may attend with the advisor's approval. Final defense meetings are open, public meetings.

5L. Dissertation Committee Meeting Modality

The preferred modality for the proposal and final dissertation defense meetings is in person, but video conferencing (e.g., Zoom, Teams, etc.) is also acceptable if necessary for scheduling purposes. The chair of each dissertation committee has the discretion to approve the meeting modality; however, the I/O program strongly prefers that meetings be conducted entirely in person or entirely via videoconferencing.

5M. Dissertation Timeline and Approvals

Students who wish to complete their degree in a given semester must hold their final defense meeting and turn in their final unbound copies to the Thesis and Publications Editor in Graduate Studies by the deadlines posted on the University Academic Calendar. If students miss the defense deadline, although they will be able to continue with their defense, they will not be able to graduate during that term. See more detail on the university dissertation requirements in the “University Dissertation Requirements” section below.

5N. 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 dissertation.

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

5O. University Dissertation Requirements

Students wishing to take dissertation credit hours must have successfully entered candidacy. That is, they have completed all course work, taken and passed all qualifying exams, completed all university mandated academic integrity (responsible conduct of research) training, and have all associated documents submitted and approved by the related deadlines on the academic calendar. Students will work with their graduate advisor to enroll in the relevant dissertation course. Students may not enroll in more than nine credits in any given semester and must enroll in at least three credits; full time is three credits each semester. Graduate policy states students have seven years from their initial term of admission to earn a doctoral degree.

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

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

The following requirements must be met by dissertation 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 dissertation document by final submission deadline

Students must format their dissertation 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.

Part 6: Program and Institutional Policies

6A. 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.

6B. 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.

6C. Academic Standards and Program Progress

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

With respect to academic standards, the university requires that students maintain a graduate status GPA of at least 3.0 or higher in order to maintain graduate student status, receive financial assistance, and qualify for graduation. The graduate status GPA is the cumulative GPA of graduate courses taken since admission to the degree program. This graduation requirement for a minimum 3.0 GPA in all graduate courses

completed since admission into the graduate program cannot be waived. The policy can be found at the following site:

[CGS Academic Progress and Performance Policies](#)

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

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

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

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

Section 2E and Section 3F on research expectations contain what the faculty considers to be the major milestones on path to degree completion, as well as the timeframe associated with each. Understand that these timeframes are not merely *suggestions*, but rather goals that you must meet to remain in good standing in the program. Students who do not meet these goals will be placed on probation and required to meet

with their advisor to develop a written plan to get their degree/research progress back on track. Once a student's progress is back on track their probationary status will be removed. If a student does not meet their progress goals and is not making satisfactory progress toward the milestones and their degree requirements, they may be dismissed from the program. All decisions regarding probationary status, exceptions for special circumstances, and dismissal will be made by a committee composed of the current doctoral faculty.

6D. Academic Integrity

Understanding plagiarism is essential to the academic integrity of both programs and the institution. Instances of plagiarism, cheating, fabrication, falsification, and misrepresentation violate the university's policies on academic integrity and will be taken very seriously, including potential expulsion from the university. The UCF "Golden Rule" defines academic misconduct as "any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements." Particularly relevant for doctoral students is plagiarism, or the act of taking someone else's work and presenting it as your own. Students should be very familiar with the university's [Academic Misconduct Policy](#). If there are any questions or any ambiguity about what might be considered academic misconduct, students should discuss with their advisor and/or the program director. Given the rise in AI use, the program has created specific guidelines for AI use in the program; see the appendix to this handbook for details.

All students admitted to doctoral programs must complete training designed to instill an awareness and understanding of the fundamental issues of academic integrity and the responsible conduct of research (RCR) in a manner consistent with federal regulations. Students will not be able to enroll in dissertation hours or be admitted to candidacy until all academic integrity requirements are met. The training required for all doctoral students includes an asynchronous ethics module as part of the Grad Launch online orientation, and two online, synchronous ethics/RCR workshops on Personal & Professional Integrity and Ethics & Research Integrity. Please see the [Academic Integrity Training](#) web page for more details.

6E. Annual Review

After students complete their own self-evaluation, the entire industrial and organizational psychology faculty committee reviews student performance in research, coursework, and professional behavior annually. Students meet individually with their advisors to receive developmental feedback and discuss their progress in the program.

Behavioral goals for the ensuing training period are outlined and discussed with the student.

6F. 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](#).

6G. Disabilities & Accommodations

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.

If there are aspects of the design, instruction, and/or experiences within a course that result in barriers or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. Student Accessibility Services views disabilities as an integral part of the rich diversity at the University of Central Florida. To that end, the program will 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](#) and use the links in the navigation bar to learn more about the SAS resources and processes. They can also be contacted at sas@ucf.edu or (407) 823-2371.

6H. 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](#)

6I. Nondiscrimination

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

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.

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](#)

6J. Dress Code

Students 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 conferences or professional development events, or meeting business professionals.

6K. Enrollment in Thesis/Dissertation 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.

All graduate students are required to enroll in at least one semester of every three consecutive semesters in order to maintain active student status. Failure to enroll in three consecutive terms results in being discontinued from the program. Students should apply for a Special Leave of Absence if they cannot enroll in three consecutive semesters. 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 in order 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](#).

The university requires all doctoral students to take a minimum of 15 credit hours of doctoral dissertation hours. Dissertation research is considered to be a full-time effort, and post-candidacy enrollment in at least three doctoral dissertations (XXX 7980/ 7987) credit hours constitutes full-time graduate status. Students wishing to enroll in fewer than 3 credit hours must receive approval from their advisor. Submission and approval

of the request by the Graduate Program Director for the student's program of study and the College of Graduate Studies (and UCF Global for international students, when applicable) must be submitted no later than the end of the add/drop period of the third semester of non-enrollment. Students must be enrolled in thesis or dissertation hours during the term they defend and graduate.

6L. Full-time and Part-time Requirements

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

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

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

6M. 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.

6N. Grading and Grading Procedures

The I-O Psychology PhD 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](#)).

6O. Graduation Requirements

Students are required to file an online **intent to graduate** form prior to the semester of completion. See [Intent to Graduate](#) for more information and university deadlines.

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

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

In addition, it is a student’s responsibility to check their account to ensure they are free of any financial hold from the university. Any student on hold with the university will not receive their degree until the hold is cleared. It is also important to monitor all deadlines associated with graduation. There are two deadlines that will prevent graduation: the thesis/dissertation defense deadline and the submission of thesis/dissertation defense to editor deadline. Information regarding the graduation deadlines can be found on the [Graduation and Commencement](#) page. The program assistant is available to assist with questions related to deadlines and paperwork for graduation.

6P. Grievances

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

The Industrial and Organizational Psychology faculty recognizes that conflicts between students or between students, faculty and/or staff can occur for a variety of reasons despite consistent efforts to maintain a positive interpersonal ambience in the program and department. Students and faculty are encouraged to resolve these conflicts quickly and in a responsible manner. A variety of options are available to students who believe that a conflict cannot be resolved through discussion with involved students, faculty, or staff. The Industrial and Organizational Psychology program recommends that concerns be expressed to faculty in the following sequence. If a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the Industrial and Organizational Psychology faculty, that student is advised to bring the

grievance to the Department Chair. The Department Chair reviews the grievance and consults with the student to determine whether the grievance can be settled amicably. Grievances not settled amicably at the department level may be taken to the Assistant Dean of Graduate Studies in the College of Sciences, then to the Dean of Graduate Studies, and to the Graduate Counsel for consideration and review. In cases where an unresolved grievance is related to a student's age, race, religion, gender, sexual orientation, or gender identity students are advised to contact the UCF Office of Nondiscrimination & Accommodations Compliance. Students with academic grievances may file appeals through Golden Rule 5.016 and 5.017.

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

6Q. Harassment

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](#).

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](#).

6R. 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](#).

6S. Orientation: Grad Launch

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.

6T. 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.

The program also reserves the right to place students on probation for not meeting expectations for research involvement, not meeting required program milestones (see Section 2E), or for any misconduct or unprofessional behavior.

6U. Space

Workspace is assigned by the beginning of the fall semester, and students should all have access (either by key or swipe card) at that point. If you have any problems related to access to space, you should talk to the program director and/or program assistant.

6V. Time Limits to Degree Completion

A student has seven years from the date of admission to the doctoral program to complete the dissertation. If the 7-year limit is exceeded, students will normally be dismissed from the program. If a student has not finished the degree by the end of year 5, they are required by the College of Graduate Studies to meet with their advisor to develop a Completion Plan that lays out the expectations for completing the degree in the 7-year timeframe. If there is a legitimate reason for anticipating not being able to complete the degree in 7 years, then the student is required to submit an appeal to the College of Graduate Studies by the end of year 5 in order to receive an approved extension. A legitimate reason, for example, might be a student using a longitudinal

design which requires them to wait for data collection. If the student is dealing with medical or family issues that significantly impact their ability to focus on degree completion, and they expect those issues to resolve so that they can complete the degree, then it may be recommended that the student apply for a Special Leave of Absence, which will halt the degree completion clock for the student. The program assistant is available to help with all questions related to all university paperwork related to the 7-year rule.

6W. Transfer Credit

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

For information on types of transfer credit and current transfer credit limits, please visit the Graduate Studies Policies website here: [CGS Transfer of Credit Policy](#).

6X. Travel Funding

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

Part 7: Additional Information

7A. 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.

7B. Awards

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

7C. Fellowships

A number of university level fellowships can be found at the following website: <https://graduate.ucf.edu/fellowships/>. The following are fellowships and scholarships specific to the I/O programs at UCF:

- NIOSH Targeted Research Training Fellowship
 - Available to all I/O Ph.D. students years 2 to 4
 - One year support provides a stipend funded by the National Institute for Occupational Safety and Health (NIOSH)
 - Tuition support is also provided by NIOSH
 - Applicants must demonstrate a desire to work on projects related to health and safety interventions for hospitality and tourism workers
 - A two-page statement is required
- John Mattone Graduate Scholarship Fund for Executive Coaching and Leadership
 - Applicants must be enrolled in the M.S. or Ph.D. Industrial/Organizational Psychology program.

- The applicant must demonstrate financial need based upon policies and guidelines established by the University of Central Florida. (The applicant should attach a copy of their FAFSA documentation.)
 - Submit a one-page letter of application, in which the applicant describes their interest in the John Mattone Graduate Scholarship for Executive Coaching and Leadership and why they are deserving of the award.
- Mattone Family Endowed Scholarship for Industrial/Organizational Psychology
 - Applicants must be enrolled in the M.S. or Ph.D. Industrial/Organizational Psychology program.
 - The scholarship is intended to support students who demonstrate academic excellence, a commitment to advancing the field of psychology, and a dedication to research, community service, and/or applied work.
 - Applicants must submit a copy of their CV/ résumé and a one-page personal statement explaining their interest and why they are deserving of the award.

7D. Graduate Student Appreciation Week

Hosted during 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.

7E. 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.

7F. Professional Development Opportunities

Preparing Tomorrow's Faculty Program

The Karen L. Smith Faculty Center for Teaching and Learning offers a Preparing Tomorrow's Faculty Program every semester. This is a voluntary program on teaching

in higher education, primarily intended for graduate teaching assistants but open to all UCF graduate students. Each semester we offer a face-to-face, 12-week course that provides a deep dive into learning theory and pedagogical considerations to support student engagement and success. Participation is limited, so please enroll early. There is no cost associated with registration. For more information please visit

<https://fctl.ucf.edu/programs/gta-programs/#PTF>

Dixon Career Development Center and Office of Experiential Learning

Graduate career development issues are unique and include evaluating academic and nonacademic career choices, discussing graduate school effect on career choices, as well as learning, evaluating, and refining networking and interviewing skills. Whatever your needs, the offices of Dixon Career Development Center and Experiential Learning offer services and resources to aid in the career exploration and job search of master's and doctoral students in every academic discipline. More information can be found at the following websites: <http://career.ucf.edu/> or <http://www.explearning.ucf.edu/>

College of Graduate Studies

The College of Graduate Studies offers a wide variety of developmental opportunities for graduate studies. More information can be found here at their website:

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

7G. 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](#).

7H. Three Minute Thesis (3MT)

The College of Graduate Studies hosts a [3MT](#) competition for graduate students in the fall semester each year. 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.

7I. Useful Links/Resources

The University of Central Florida, as a major research institution with over 70,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the [Graduate Catalog](#)

and the [UCF Website](#). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. In cases where a student may need a special leave of absence or medical withdrawal from the program, they should directly contact the [College of Graduate Studies](#). Other examples of student support programs offered by the University of Central Florida can be found at [Student Success and Well-Being, Programs and Services](#).

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](#). Several commonly used forms you may use while in the doctoral program are listed below; if needed, please contact the program assistant for help in locating the correct forms:

- Graduate Plan of Study Forms - for MS en route and Phd (form located on the I/O Psychology Graduate Programs Web Course page)
- Course Substitution/Course Transfer Request Form (request form from program assistant)
- [I/O Psychology Restricted Registration Agreement](#)
- Thesis and Dissertation Advisory Committee Form
- Thesis and Dissertation Proposal Form
- Thesis and Dissertation Defense Forms
- Graduate Petition Form
- Special Leave of Absence

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

- [Academic Calendar](#)
- [Bookstore](#)
- [Campus Map](#)
- [College of Graduate Studies](#)
- [COS Office of Graduate Services](#)
- [Counseling Center](#)
- [Housing](#)
- [Library](#)
- [Parking Services](#)
- [Recreation Center](#)
- [Shuttles](#)
- [Writing Center](#)

7J. Miscellaneous Advice from Faculty

1. **Stay aware!** Graduate students need to be independent and self-reliant. Expect lots of rules, forms, and deadlines that the department may have no influence over. Please do not expect your advisor, the program director, or the program

assistant to remind you of missed forms, unfilled requirements, errors in your record, etc. By the time it comes across our desks, it may be too late. Please be vigilant, proactive, and constantly alert.

2. **Communicate!** Graduate students need to maintain regular communication with their advisor and the program director. It is also extremely important to communicate regularly with the program assistant and respond promptly to her e-mails!
3. **Check email.** Graduate students are expected to check their email daily. Moreover, they are expected to alert their advisor, program assistant, and program director when their email address changes. Many important program-related messages come through email. Don't ignore "group" messages.
4. **A doctoral program is not the same as undergrad.** The difference between undergraduate coursework and graduate coursework is so great that it is very common to feel completely overwhelmed. Plan for that. You may have written your papers in one marathon session or crammed the night before an exam—now you won't be able to do that. You'll worry that not only do you not know things, but you also don't know what you don't know. The bad news: you're right! The good news: we'll all help you. You have what it takes to succeed, or we wouldn't have admitted you. Just prepare to work hard, listen to advice, and use resources that are available.
5. **Be familiar with UCF's policies.** Read the UCF Golden Rule, the Graduate Orientation materials, and the Graduate Catalog. When questions arise, consult these resources first. When answers can't be found, then come to your advisor, the program director, or the program assistant.
6. **UCF is evolving.** Expect that things will change. Graduate Studies changes their policies. The Department changes its policies. Our program changes. This is part of "Stay aware!"
7. **Graduate student workspace.** Workspace is assigned by the beginning of the fall semester, and students should all have access at that point. If you have any problems related to access to space, you should talk to the program director and/or program assistant.
8. **Interactions with faculty, staff, and other students**
 - a. Attend class – every class – and be fully prepared. This is a minimum expectation. We also expect that students complete all class assignments in timely manner and actively participate in class discussions! If you have an emergency and need to miss class, contact your professor (or the program assistant or program director, if you cannot reach your professor) to discuss prior to missing class.
 - b. Do not spread rumors. When you hear something related to our program that you are not sure is true, talk to your advisor or the program director. There is a lot of bad information and advice out there!
 - c. Approach every interaction with professors, student colleagues, and staff members with a high level of professionalism. Every interaction that you

have with people at UCF (e.g., Psychology Department, Management Department, Graduate Studies, COS, etc.) and every interaction that you have with people in our field (e.g., SIOP, emails with prospective students, etc.) affects our program and, ultimately, the quality of your degree.

Always keep that in mind.

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

Appendix: AI Use Guidelines

Guidelines for AI Use in the UCF I/O Doctoral Program

Created: January 26, 2026

AI provides a variety of opportunities for making work more efficient. At the same time, there are a number of potential downsides to using AI, including where it can be detrimental to your learning. The purpose of this document is to provide an overview of how the use of AI should be approached in the context of a Ph.D. 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 Ph.D., 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. We encourage you to use this time in your Ph.D. 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 dissertations 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.
- 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 improved 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

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- 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.