



**INDUSTRIAL-ORGANIZATIONAL (I-O)
PSYCHOLOGY CONCENTRATION**

GRADUATE STUDENT HANDBOOK

2022-2023

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THE I-O PSYCHOLOGY PH.D. CONCENTRATION

This Handbook describes important policies and procedures related to graduate study in the I-O Psychology Ph.D. concentration. Some policies and procedures in this Handbook come from the Psychology Department, USF Office of Graduate Studies, and the College of Arts and Sciences. While the most pertinent Psychology Department, Office of Graduate Studies, and College policies are noted in this Handbook, we refer you to the USF Graduate Catalog for further details and other Office of Graduate Studies and College policies:

Psychology, M.A. (Along the Way)

https://catalog.usf.edu/preview_program.php?catoid=12&poid=4031&returnto=1384,

Psychology, Ph.D.

https://catalog.usf.edu/preview_program.php?catoid=12&poid=4031&returnto=1384,

USF Graduate Catalog <https://catalog.usf.edu/index.php?catoid=12>. *If there are*

any discrepancies between the two, the requirements in the University Graduate Catalog must be fulfilled.

The principal thrust of the USF I-O Psychology Ph.D. Concentration is to prepare students for university faculty positions as well as research-oriented positions in government and industry. We train students to develop outstanding research skills and expertise in quantitative methods. The program is designed to take 5 years with a limit of 6 years. During graduate training, students will take coursework, conduct research, and disseminate results of research at conferences and in journals. In addition, opportunities to teach courses and obtain internships are available.

The course curriculum begins in the first year with a foundation in I-O psychology. A foundation in research methodology is also included. Advanced training in the content and method of I-O psychology remains the central focus after the first year. From the first year, students will become involved in research projects, including but not limited to their Master's thesis and doctoral dissertation. Students are also expected to become involved in departmental activities, such as colloquia and brown bags.

The curriculum presented here is not meant to suggest that the individual program for each student will be rigidly prescribed. Rather, it is intended to provide guidance to students interested in programming their own graduate preparation for the Ph.D. degree. There are, of course, certain hard and fast requirements, which must be met for the Ph.D., as specified in the [USF Graduate Catalog](#) and the [Department of Psychology Graduate Student Handbook](#) (hereafter referred to as the "*Psychology Handbook*"). Every graduate student should become familiar with both the University and Department requirements. In addition, there are proficiency standards, which must be met to qualify for Ph.D. candidacy. The suggested curricular paths we provide are designed to equip students to meet these requirements and standards. However, *the basic responsibility for ensuring that all such requirements and standards are met rests with the individual student.*

GENERAL OUTLINE OF TRAINING

I-O graduate training is intended to progress from the general to the specific. In the beginning, students must take a sequence of core courses that cover major areas of the I-O field and build core competencies for research and practice. As training progresses, particularly beyond the Master's degree, students have flexibility to choose from a variety of advanced courses that will help to build specialized knowledge in areas of particular interest.

In the *first year* of graduate training, students must take a two-semester Topics in I-O Psychology sequence (Personnel Psychology, Organizational Psychology), two Research Methods and Measurement courses (Regression, Psychometrics), and a two-semester Introduction to Advanced Psychology (formerly Research in I-O Psychology) that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research. Students also typically take additional directed reading/study hours to begin developing their research interests. The Master's thesis proposal will also be started in many cases during the first year.

In the *second year*, students begin taking more advanced I-O courses and graduate-level methods courses. Unless there are extenuating circumstances, students should complete course requirements for the M.A. degree and defend their thesis proposal by the end of year two, with many students completing the thesis itself. Once the thesis is completed, students should submit it for presentation at a conference and publication in a journal.

In the *third year*, students typically take advanced seminars and electives, as well as some credit hours for research and/or an optional part-time internship. The M.A. thesis and degree should be completed by the end of year three. Once course requirements are completed (or the majority thereof), students should declare their intent to take the comprehensive qualifying examination (or "comps"), which are offered near the beginning of every Fall and Spring semester.

In the *fourth year*, students should complete any outstanding course requirements, pass comps, and propose their dissertation. Students may also teach a course or do an optional part-time internship. Students interested in academic jobs should also prepare materials for the hiring cycle, which begins in August, for jobs starting the following Fall.

In the *fifth year*, students should focus on completing their dissertation, publishing research, networking, getting a job, and graduating. Students who do not graduate by the end of year five may be allowed to continue for one additional year, provided they are making acceptable progress toward the Ph.D. degree. All students should complete their Ph.D. by the end of year six.

ADVISORY INFORMATION AND GUIDANCE FOR STUDENTS

Initial Advising

Each entering graduate student will be assigned an initial *academic advisor* from the I-O faculty. Students are free to change advisors with the agreement of the faculty member chosen. When possible, initial advisors will be chosen to match student research interests. Students must notify

the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status on a continuous basis throughout their training. During the first year, the advisor will review the student's academic background, assist the student in planning a first-year program, and make recommendations regarding course requirements to be waived, if applicable. The Graduate Program Committee makes final decisions on course waivers and other significant deviations from the prescribed curriculum. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring the student's academic progress. In subsequent years the advisor will continue to assist the student in planning his/her academic program, monitor student progress, and typically chair the student's thesis and dissertation committees. It is not unusual, however, for a student to have different advisors during his/her tenure in the program. We also encourage students to participate in ongoing research in other faculty member's labs.

Master's Thesis

At the time the graduate student begins to formulate ideas for a Master's thesis project, an M.A. supervisory committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his/her advisor, who will serve as chair (major professor) or co-chair (co-major professor) for the thesis research and oral defense. The supervisory committee must consist of at least three tenured or tenure earning faculty members from the Department of Psychology. At least one member must be from within the student's concentration, and at least one member must be selected from another concentration in the department. *For I-O students, two members of the thesis committee must be from the I-O faculty and the third member must be from outside of I-O.*

Comps

After completing the Master's thesis, the graduate student should prepare for and take the comprehensive qualifying examination ("comps"), which is described later in this document. Upon passing comps, the student can apply for doctoral candidacy and begin formulating dissertation research ideas.

Doctoral Dissertation

Once the Master's thesis and comps requirements are met, a Ph.D. supervisory committee can be formed. The Ph.D. supervisory committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his/her advisor, who will serve as chair (major professor) or co-chair (co-major professor) for the dissertation research. *For I-O students, the supervisory committee must consist of at least five full-time tenured or tenure-earning faculty members. Three members must be full-time faculty within the Department of Psychology and in the I-O concentration. At least one of the remaining two members must be a full-time faculty member from within the Department of Psychology but outside the I-O concentration. The fifth member must be from outside the Department of Psychology.*

Additional Departmental Information about Thesis and Dissertation Committees, Defenses, and Deadlines

A synopsis of relevant information from the [Psychology Handbook](#) is provided below for your convenience. However, you should carefully review the *Psychology Handbook* and must defer to

it in the event of questions or perceived discrepancies. You should also review the requirements of the [Office of Graduate Studies concerning Electronic Thesis and Dissertation](#).

- Major Professor: The faculty member serving as major professor on a thesis or dissertation committee must be an active scholar and have at least one refereed publication in the prior three years. If the major professor is not a member of the Psychology Department, a co-major professor from the Department must be appointed.
- Outside Faculty: Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the concentration, and are eligible to co-direct with Psychology Graduate Faculty at the discretion of the Department.
- Additional Committee Members: If justified, an additional committee member may be requested. However, for the dissertation the majority must be faculty in the Psychology Department.
- Dissertation Defense Scheduling: Students should *avoid scheduling dissertation defenses during June, July and August*. At least *four* weeks prior to the scheduled defense date, committee members should receive the dissertation draft. After distributing the draft, the student must fill out and obtain signatures by all committee members on the Request for the Dissertation Defense form (available at <http://www.cas.usf.edu/gus/data/RequestDissertationDefense.doc>). This form can only be signed by dissertation committee members after they have reviewed the dissertation draft, indicating their agreement that the dissertation is ready to defend. Electronic signatures are acceptable but must be that of your faculty. Also, the student will need to fill out a public Announcement of the Defense form (<http://psychology.usf.edu/policies/forms/DissertationDefenseAnnouncementTemplate.docx>) and an (unsigned) Successful Defense form (<http://www.cas.usf.edu/students/data/SuccessfulDefenseForm.doc>). These three forms are required and must be submitted to the college at least 2 ½ weeks prior to the defense.

I-O CONCENTRATION REQUIREMENTS

I-O students must meet all the general University and Psychology Department requirements for the M.A. and Ph.D. degrees in addition to the I-O requirements.

See the [USF Graduate Catalog](#) and the [Psychology Handbook](#) for details.

ACADEMIC PERFORMANCE REQUIREMENTS

The Department's policy on student performance is described in detail in the *Psychology Handbook*, under the heading "Student Evaluation." In addition to the general requirements for

all Psychology Department graduate students, grades of "A" or "B" must also be earned in all required courses for the I-O Concentration.

Occasionally a student may be unable to finish all course requirements within a semester and will request an incomplete from the instructor. Incompletes must be completed as soon as possible. Ordinarily this will be within a semester unless circumstances beyond the student's control prevent it, such as having to wait until the next time the course is offered. If a student is unable to progress due to personal circumstances, e.g., illness, it is advisable to request a leave of absence.

The I-O faculty conduct a review of student performance at the end of each academic year. If the student's performance to date is deficient, the procedure outlined in the section entitled; "Student Evaluation" of the *Psychology Handbook* will be followed. In this context, it is also important to reiterate that academic performance requirements include the dissertation, thesis, graduate assistantships, external placements, research activities, and other professional activities.

MASTER OF ARTS (M.A.) CURRICULUM (REQUIREMENTS)

Minimum Total Hours: 30

Students are required to earn B- or better for each required course.

Core – 7 hours

Concentration – 19 hours minimum

Thesis – 4 hours

Core Requirements – 7 hours

The following two courses are required by all concentrations in Psychology.

PSY 6206C 4 Regression and Generalized Linear Models

PSY 6065 3 Introduction to Advanced Psychology (register for the section taught by an IO faculty member)

I-O Concentration Requirements – 19 hours minimum

The following four courses are required for the I-O concentration. Two additional I-O seminars, or alternative graduate courses, selected in consultation with the major professor should be completed to fulfill 19 credit hours.

INP 6935 3 Topics in Industrial-Organizational Psychology (Personnel Psychology)

INP 6935 3 Topics in Industrial-Organizational Psychology (Organizational Psychology)

PSY 6305C 4 Psychometrics

INP 6935 3 Topics in Industrial-Organizational Psychology (Organizational Research Methods)

Thesis – 4 hours minimum

Thesis (PSY 6971) – 4 hours minimum

DOCTOR OF PHILOSOPHY (PH.D.) CURRICULUM REQUIREMENTS

Minimum Total Hours Post-Bachelor's: 80

Students must successfully complete all requirements noted in the [USF Graduate Catalog](#) section for the M.A. in Psychology, or its equivalent, with a minimum GPA of 3.00. In addition, students must successfully complete the following post-Masters requirements. The 30 hours from the Master's degree is then added to the post-Masters minimum of 50 hours for the 80-hour total.

Minimum Total Hours Post-Master's: 50

Individual concentrations may require more hours for accreditation. A minimum GPA of 3.00 is required for all courses within the Ph.D. Degree.

Curriculum Overview

Core – Completed as part of the Master's requirements

Doctoral Concentration – 30 hours minimum

Additional Courses – 8 hours

Dissertation – 12 hours minimum

I-O Concentration Requirements – 21 hours

A minimum of seven courses that may include the following, or alternative graduate courses, selected in consultation with the major professor:

INP 6316 (3 credits) Occupational Health Psychology

INP 6395 (3 credits) Work and Family

INP 7097 (3 credits) Career Development

INP 7937 (3 credits) Employee Selection

INP 7937 (3 credits) Team Effectiveness

INP 7937 (3 credits) Learning in Organizations

I-O Tools of Research Requirements – 6 hours

A minimum of two of the following, or alternative graduate methods courses, (in addition to the graduate methods courses from the Master's requirements), selected in consultation with major professor:

PSY 6217 3 Research Methods and Measurement (Meta-Analysis)

PSY 6217 3 Research Methods and Measurement (Bayesian Statistics I)

PSY 6217 3 Research Methods and Measurement (Bayesian Statistics II)

PSY 6217 3 Research Methods and Measurement (Experimental Design & ANOVA)

EDF 7437 3 Advanced Educational Measurement I

EDF 7484 3 Statistical Analysis for Educational Research III

GEY 6403 3 Multivariate Statistical Analyses for Aging Research

I-O Electives – 3 hours

A minimum of three hours from the following, or acceptable alternatives, selected in consultation with major professor:

PSY 6907 0-3 Independent Study

PSY 7908 0-3 Directed Readings in Psychology

PSY 7918 0-3 Directed Research

Additional Courses – 8 hours

Additional Concentration, Tools for Research, and/or Electives courses may count toward this requirement.

I-O Comprehensive Qualifying Examination (Comps)

Successful completion of the Ph.D. Comprehensive Qualifying Exam for Admission to Candidacy.

As a general USF requirement, each student in a Ph.D. program must pass a written comprehensive qualifying examination over the subject matter of the major and related fields. The student is not formally admitted as a *candidate* for the Ph.D. degree until this exam is passed. To take the exam, students must have completed their required coursework and have no more than one substantive course remaining; the remaining substantive course may be taken during the semester in which the exam is taken. For a detailed description of comps policies and procedures, please see Appendix A.

Dissertation – 12 hours minimum

Dissertation (PSY 7980) – 12 hours minimum

OTHER REQUIREMENTS

Full-Time Enrollment

Students are admitted *only for full-time study* toward the Ph.D. degree. A terminal M.A. degree is not offered.

Allowable Courses

To fulfill a course requirement, a course must be delivered over at least a 6-week semester. Shorter time-frame courses (e.g., one-week) can be taken, but will not count toward requirements, including elective courses. If you have questions as to whether a course will satisfy a program requirement, consult with your academic advisor, the I-O Area Director.

Graduate Methods Requirements

As indicated by the curriculum above, all I-O students are required to complete 5 graduate methods courses (Regression & GLM, Psychometrics, Organizational Research Methods, and two additional courses within or outside of Psychology). Five should be considered a minimum, and most I-O students take more. Note that additional methods courses can count toward the Ph.D. Concentration or Additional Courses requirements.

Course Waivers

Any course may be waived with the approval of the I-O faculty, if it is determined that the student has obtained the equivalent training in other courses or by other means.

Occupational Health Psychology Specialization

An optional training specialization is offered in occupational health psychology (OHP) between the I-O Concentration and the College of Public Health (COPH). This is an interdisciplinary

curriculum consisting of two advanced seminars from Psychology (Occupational Health Psychology, required) and either Work and Family or Stress and Coping and a 5-course minor from Public Health (e.g., Environmental and Occupational Health, Industrial Ergonomics, Safety and Health Administration, Social/Behavioral Science Applied to Health, Categorical Data Analysis, and Longitudinal Data Analysis). Non-classroom training experiences and opportunities are also available to advance knowledge and skills in the OHP area. Collaborative interdisciplinary experiences among faculty and students are encouraged with this program. Domestic trainees are eligible for paid stipends, as well as research and conference travel support.

Requirements for the OHP specialization fit within the I-O Concentration and Tools of Research requirements. OHP students are required to take OHP as one of their elective comprehensive qualifying examination areas.

Presentation/Publication of Master's Thesis

Research experience is an integral part of the I-O training. Students should gain experience with the peer-review process for dissemination of scientific research. Each student is required to submit their Master's thesis or the equivalent work for conference presentation or journal publication.

Teaching (Recommended But Not Required)

Supervised teaching experience is recommended for all Ph.D. students. Normally this entails teaching a course, or leading a discussion section of a course, in at least one semester. Students must complete the required departmental GTA training session prior to teaching a course as primary instructor.

Internships

Optional internship opportunities are available for students who wish to obtain field experience in an organizational setting. The work might entail either organizational research or applications activities, such as training, selection, attitude measurement, or similar functions. Students who accept an internship assignment must maintain contact with their major professor. Full-time internships should not be accepted prior to completing the thesis. Full-time internships should not be longer than one year. Students will be expected to assume a full credit-hour load after the internship and will be expected to progress expeditiously toward completion of their studies.

Internship assignments are coordinated by the Area Director. To ensure an orderly process in the assignment of internships, students may not interview for an internship without receiving prior approval from the Area Director. However, in instances where a student has located an internship on his/her own, the student must still inform the Area Director of that. **International students who seek internship experience should discuss requirements with the Area Director.**

COURSES OFFERED IN THE I-O CONCENTRATION

Below is a list of courses taught by I-O faculty members. The courses are divided into three groups corresponding roughly to the M.A. and Ph.D. curriculum requirements. The courses are

arranged first by number and then alphabetically, rather than in the order that they are taken. To make it easier to choose courses each semester, a sample Five-Year Curriculum Plan follows.

PR = Prerequisites for the course.

CI = Consent of Instructor.

I-O Concentration = I-O Concentration in the Psychology Graduate Program

COURSES REQUIRED FOR THE M.A. DEGREE

PSY 6065 (3 credits) Introduction to Advanced Psychology (RESEARCH IN I-O PSYCHOLOGY)

Two-semester sequence with 1 credit hour in the Fall and 2 credit hours in the Spring. Fall includes introduction to the research interests of faculty and major journals in the field. Spring includes overview of the research process, including the thesis and dissertation, presenting and publishing research, and career development issues. Typically offered every year.

PSY 6206C (4 credits) Regression and Generalized Linear Models

Introduction to generalized linear regression models for psychology graduate students, covering many widely applied data analysis models in social sciences and other topics (e.g., classical and Bayesian inference, prediction, model diagnostics). Typically offered every Fall.

PSY 6305C (4 credits) Psychometrics

Covers principles and applications in measurement with emphasis on classical test theory and confirmatory factor analysis methods of scale design and evaluation. Also introduces item response theory and other advanced statistical methods. Typically offered every Spring.

INP 6935 (3 credits) Topics in I-O Psychology (ORGANIZATIONAL PSYCHOLOGY)

PR: Admission to Psychology Graduate Program or CI. In-depth review of current theory and research on organizational psychology. Organizational psychology examines the impact of the organization on individuals/groups and explores topics such as employee attitudes, work behaviors, perceptions of various aspects of the workplace, motivation, teams, and leadership. Typically offered every Spring.

INP 6935 (3 credits) Topics in I-O Psychology (ORGANIZATIONAL RESEARCH METHODS)

PR: Admission to Psychology Graduate Program or CI. Overview of problems in conducting organizational research. Topics include causality, designs, research ethics, research strategies, and threats to validity. Typically offered every other Fall.

INP 6935 (3 credits) Topics in I-O Psychology (PERSONNEL PSYCHOLOGY)

PR: Admission to Psychology Graduate Program or CI. In-depth review of topics in personnel psychology. Topics include selection, testing, training, performance evaluation, and criterion development. Typically offered every Fall.

ADVANCED COURSES AND SEMINARS

Students should consult with their academic advisors before registering for advanced courses. The selection of advanced courses will depend on the area of specialization chosen by the individual student for his/her overall academic program.

Advanced courses tend to be offered, at most, every other year. However, courses may decline in frequency and new courses may be added depending on faculty availability, training needs, and student demand. This list is illustrative.

PSY 6217 Research Methods and Measurement (ITEM RESPONSE THEORY)

PR: Psychometrics or CI. Covers item response theory (IRT) models, linking methods, model-data fit, detecting differential item functioning (DIF) and aberrant responding, computerized adaptive testing (CAT), and applications.

PSY 6217 Research Methods and Measurement (META-ANALYSIS)

PR: CI. An in-depth exploration of meta-analysis methods used in psychological research.

PSY 6217 Research Methods and Measurement (STRUCTURAL EQUATIONS MODELING)

PR: Psychometrics or CI. An examination of the application of structural equations modeling software to problems frequently encountered by psychologists. Topics include the mathematical representation of covariance structure models, identification, goodness of fit, specification searches, confirmatory factor analysis, and latent path models.

INP 7937 Graduate Seminar in I-O Psychology (CAREER DEVELOPMENT)

PR: Admission to Psychology Graduate Program or CI. An examination of career development theory and practice. Topics include individual and organizational career management practices, career stages, career success, formal mentoring programs, diversity and mentoring relationships, interpersonal processes in mentoring relationships.

INP 7937 Graduate Seminar in I-O Psychology (EMPLOYEE SELECTION)

PR: Admission to Psychology Graduate Program or CI. In-depth examination of theory and research concerned with employee selection and placement. Topics include selection models, statistical techniques used in selection, employee testing, equal opportunity issues and EEOC guidelines, assessment center methods, and ethical issues.

INP 7937 Graduate Seminar in I-O Psychology (INDIVIDUAL DIFFERENCES)

PR: Admission to Psychology Graduate Program or CI. An in-depth exploration of models, assessment, and application of individual differences characteristics. The course will consider cognitive abilities, temperament/personality traits, interests and values, and political orientation, as well as normal-range and psychopathological traits. Topics covered will include structural models, trait development, assessment methods, and applications in research, organizational, and clinical contexts.

INP 7937 Graduate Seminar in I-O Psychology (JOB ATTITUDES)

PR: Admission to Psychology Graduate Program or CI. This course covers the theory, findings and measurement of job attitudes, focusing mainly, but not exclusively, on job satisfaction and organizational commitment from both a research and practical perspective. Included is coverage of assessment, interventions, and the research literature.

INP 7937 Graduate Seminar in I-O Psychology (LEADERSHIP)

PR: Admission to Psychology Graduate Program or CI. Advanced seminar of organizational leadership. It will cover a wide range of topics in the area including: power/influence, leadership measurement, leadership traits, transformational leadership, ethical leadership and abusive supervision, cognition of leaders and followers, relational leadership, leader development, leadership and time, leadership in teams, and leadership across cultures

INP 7937 Graduate Seminar in I-O Psychology (OCCUPATIONAL HEALTH PSYCHOLOGY)

PR: Admission to I-O Concentration or CI. An in-depth examination of the effects that jobs and job conditions (both physical and social) have on individual health and well-being. Included are accidents, occupational stress, and occupational safety.

INP 7937 Graduate Seminar in I-O Psychology (PERFORMANCE MEASUREMENT/CRITERION DEVELOPMENT)

PR: Admission to Psychology Graduate Program or CI. In-depth examination of various approaches used to measure "criteria" or dependent variables in personnel research.

INP 7937 Graduate Seminar in I-O Psychology (TEAMS)

PR: Admission to Psychology Graduate Program or CI. An in-depth examination of individual and group performance on various tasks. Topics include procedures for evaluation of performance of individuals, nominal and real groups, and factors influencing small group performance in natural and artificial (experimental) settings.

INP 7937 Graduate Seminar in I-O Psychology (LEARNING IN ORGANIZATIONS)

PR: Admission to Psychology Graduate Program or CI. In-depth examination of theory and research in the area of training and development. Topics include training needs assessment, types and uses of different training methods, development of such methods, organizational socialization, and evaluation of these methods.

INP 6395 Graduate Seminar in I-O Psychology (WORK AND FAMILY)

PR: Admission to I-O Concentration or CI. Examines relationships between work and family. Topics include work-family interdependencies and work-family organizational practices. Emphasizes awareness of research across disciplines and implications of work-family interactions for well-being.

SUPERVISED RESEARCH, TEACHING, AND INTERNSHIP COURSES

PSY 6917/7918 DIRECTED RESEARCH

A student working under the supervision of a faculty member on research, which is neither a part of an assistantship, nor a thesis, nor a dissertation project must register for credit hours under this heading. If the student has not yet completed all requirements for the M.A. degree, the appropriate course number for this work is PSY 6917. After receiving the M.A. degree, the appropriate course number for such directed research is PSY 7918.

PSY 6947 GRADUATE INSTRUCTION METHODS

A student who is teaching under a faculty member's supervision should register for credit hours under this course number.

PSY 6971 THESIS

Students conducting research for the M.A. thesis under the supervision of a faculty member must register for credit hours under this course number (under same ground rules as for PSY 6917).

PSY 7908 DIRECTED READINGS

A student engaged in an advanced reading program of selected topics under the supervision of a Psychology department faculty member should register for credit hours under this course number.

PSY 7980 DISSERTATION

Students conducting research for the Ph.D. dissertation under the supervision of a faculty member must register for PSY 7980. However, a student must have passed the Comprehensive Qualifying Examination, submitted approved Ph.D. committee forms, and therefore be admitted to *candidacy* for the Ph.D. degree before being permitted to register for credit hours under PSY 7980.

RECOMMENDED FIVE-YEAR CURRICULAR PROGRAM FOR AN I-O GRADUATE STUDENT

The sample curricular program presented below is intended to illustrate how a student might program his/her five-year training program to earn the Ph.D. degree. This plan is *not* intended to suggest a rigid pattern that the majority of students will follow. It should be recognized that the five-year program is a realistic goal for most students and represents a rigorous but manageable program. Some students have completed the program in four years, and some have taken the entire six years allowed.

Year	Fall	Spring	Summer
1	<ul style="list-style-type: none"> • Organizational (3cr) • Psychometrics (4cr) • Intro to Advanced Psych I (1cr) • Directed Research (1cr) 	<ul style="list-style-type: none"> • Personnel (3cr) • Regression & GLM (4cr) • Intro to Advanced Psych II (2cr) 	<ul style="list-style-type: none"> • Work on thesis proposal
2	<ul style="list-style-type: none"> • Organizational Research Methods • Seminar 1 • Seminar 2 • Submit M.A. Committee forms for approval • Thesis proposed 	<ul style="list-style-type: none"> • Methods 1 • Seminar 3 • Seminar 4 • Thesis defended • Submit Thesis to Graduate Studies 	<ul style="list-style-type: none"> • Submit thesis manuscript to journal/conference
3	<ul style="list-style-type: none"> • Methods 2 • Seminar 5 • Seminar 6 	<ul style="list-style-type: none"> • Seminar 7 • Seminar 8 • Seminar 9 	<ul style="list-style-type: none"> • Submit research paper to journal/conference • Prepare for comps • Elective (e.g., Directed Research)
4	<ul style="list-style-type: none"> • Comps • Submit Ph.D. Committee forms for approval • Propose Dissertation 	<ul style="list-style-type: none"> • Part-time internship/teaching • Submit Admission to Doctoral Candidacy form 	<ul style="list-style-type: none"> • Part-time internship/teaching • Submit to journal/conference • Prepare materials and solicit recommendation letters if interested in academic jobs.
5	<ul style="list-style-type: none"> • Dissertation proposed • Networking toward finding a job 	<ul style="list-style-type: none"> • Dissertation defended • Submit Dissertation to Graduate Studies • Job search concludes • Graduation 	<ul style="list-style-type: none"> • Begin career! • Submit dissertation manuscript to journal/conference

Note: Credit hours (cr) are shown only for first-year courses. 9 credit hours are required during Fall and Spring semesters to be considered full-time. Students should be involved in research and publication efforts throughout their training.

ACADEMIC PROBATION - MAXIMUM TIMES ALLOWED FOR KEY MILESTONES

There are formal, maximum allowable times for completing the thesis and dissertation proposals and final defenses. Keep in mind that these are maximums and are not considered reasonable goals for good progress. Students should progress more quickly than this. Students who fail to meet these deadlines will be placed on probation, and if they fail to meet the conditions of the probation they will be recommended to the graduate school for dismissal. A leave of absence should be requested if circumstances prevent progress for an extended time, and such leaves will not count toward time limits.

Successful defense of M.A. thesis proposal: year 3	End of Fall semester
Successful defense of M.A. thesis and completion of M.A. year 4	End of Fall semester
Successful completion of Comprehensive Examination*	End of year 4
Successful defense of Ph.D. dissertation proposal	End of year 5
Successful defense of Ph.D. dissertation and completion of program	End of year 6

*According to the USF Graduate Catalog, doctoral students must apply to doctoral candidacy during the semester that the comprehensive examinations are completed, but no later than the semester following the successful completion of the exam. Students typically are admitted to doctoral candidacy by year 4.

STUDENT SUPPORT

Graduate Assistantships

The Department has available a limited number of graduate teaching assistantships (GTA). Most first year students are offered a combination teaching/research assistantship that involves covering one or more undergraduate laboratory sections for research methods or other courses. Students with a Master's degree may be assigned their own undergraduate course to teach, depending upon expertise. Research assistantships may also be available on faculty grants.

Graduate Fellowships

The university awards graduate fellowships on a competitive basis through several programs that can change from year to year. These fellowships are for varying amounts and time spans; some are renewable and some are not. The fellowship may not have any or as much employment requirement, so students who are awarded fellowships will have additional time to devote to their studies. Multiyear fellowship students will still be expected to gain teaching experience.

External Placements

Advanced students may be supported through external placements and internships. For local placements, students should ordinarily work no more than 20 hours per week during the Fall and Spring semesters. Students must get the approval of their advisors and the I-O Area Director to

work more than this amount. Out of town placements requiring relocation can be full-time, but should not extend beyond one year.

Conference Support

The I-O Concentration will support student travel to annual I-O conferences (SIOP, Academy of Management, APA, and APS) to present papers when possible. To be eligible a student must be on the program and attend the meeting. Other sources of support (e.g., faculty grants) may also be available to support student conference attendance.

Please see the [Psychology Handbook](#) for detailed information about departmental funding, placements, and requirements concerning outside work activity.

BEYOND REQUIREMENTS: EXPECTED ACTIVITIES FOR I-O GRADUATE STUDENTS

The graduate school experience is far more than fulfillment of courses and activities described in this handbook. Those represent minimum expectations. To excel in your Ph.D. studies, you must do far more. You must not only acquire knowledge, but you must learn how to think like an I-O psychologist, and you must develop I-O research and practice skills. Our expectations are that you will become a highly talented psychologist who is able to conduct scientific research and apply the principles of scientific research. Our goal is that you will be able to compete for the best jobs in whatever area you choose for your career. This requires a tremendous amount of dedication and work. Below is a list of activities that will enhance your training.

1. **Get involved in research.** Research skills are the foundation of an I-O psychologist's expertise. In addition to the thesis and dissertation, you should be involved in research your entire graduate school career. Develop areas of interest in which you become expert, and begin doing this in your first year.
2. **Present and publish research.** Both of these activities are tremendous learning opportunities, and the program will help cover costs of presenting at a conference when possible (see prior section on graduate student support). If you wish to become an academic, journal articles are the main selection criteria. No publications—no job. However, these are valuable experiences for practitioners too, and many practitioners continue to conduct research throughout their career.
3. **Read the literature.** You should keep up with the major journals of the field. This doesn't mean reading every article, but it does mean scanning the tables of contents to see what's going on in the field. It also means reading those articles that are within your areas of interest, or that might be relevant to what you are currently studying. Don't limit your reading to just what's needed for classwork or your thesis/dissertation.
4. **Join SIOP and/or other professional organizations.** The Society for Industrial and Organizational Psychology (SIOP) is the foremost association of I-O psychologists in the world. It is one of the best places to learn about the profession of I-O psychology and to keep up on

recent developments. A student membership is relatively inexpensive, and a large proportion of members are students. The association is a good place to network, which is something that will help your career. It also might help you find an internship and your first (and even subsequent) jobs. You should join during your first year. Other organizations are also relevant and have student membership fees that are reasonable.

5. Attend conferences. While still a student you should attend professional conferences. SIOP would be the obvious first choice, but other national organizations include Academy of Management, American Psychological Society, and American Psychological Association. Regional conferences (e.g., Southern Management Association) are smaller and can be good meetings as well. Other specialized meetings are also available. These conferences are invaluable for networking, looking for jobs, meeting and seeing people whose work you've read, and keeping up with the latest developments.

6. Attend Department colloquia. You are expected to attend our regular brown bag series and to present your work to your Department colleagues. We strongly encourage you to attend relevant colloquia outside of I-O as well. This helps broaden your training, and often ideas from other areas can be extremely valuable.

7. Read *TIP*. *The Industrial and Organizational Psychologist* or *TIP* is the SIOP newsletter, but it is far more than that. It contains a tremendous amount of information about the I-O field and profession. Pay attention to the *TIP Topics* column that concerns the graduate school experience. It was born right here at USF under Dr. Mike Coover's *TIP* editorship and has been written by USF students. *TIP* is published four times per year. As a member you will get an electronic subscription, but it can be read online at www.siop.org.

8. Get involved in the program, stay engaged throughout, and support program activities by volunteering. The I-O program is people - both the faculty and students. The more involved you are, the better the program will be, and the more you will get out of it yourself. The I-O Psychology Student Association (IOPSA) organizes various student activities and requires contributions from all students. This means volunteering for various activities (e.g., student recruitment, peer mentoring, program newsletters). These activities enable students to become acquainted with students across other years. Don't underestimate the effects of the network on your career. Classmates help other classmates find jobs and it is tremendously helpful when advanced students are preparing for the job market.

USF I-O FACULTY INCLUDING RANK AND PH.D. GRANTING UNIVERSITY

Active Faculty

Tammy D. Allen, Ph.D.
Distinguished University Professor
University of Tennessee

Georgia T. Chao, Ph.D.
Professor and Area Director
Pennsylvania State University

Michael A. Gillespie, Ph.D.
Associate Professor
Bowling Green State University

Steven W. J. Kozlowski, Ph.D.
World Class Scholar and Professor
Pennsylvania State University

Stephen E. Stark, Ph.D.
Professor
University of Illinois at Urbana-Champaign

Emeritus Faculty

Walter C. Borman, Ph.D.
Professor Emeritus
University of California (Berkeley)

Michael T. Brannick, Ph.D.
Professor Emeritus
Bowling Green State University

Michael D. Coover, Ph.D.
Professor Emeritus
The Ohio State University

Edward L. Levine, Ph.D.
Professor Emeritus
New York University

Carnot E. Nelson, Ph.D.
Professor Emeritus
Columbia University

Paul E. Spector, Ph.D.
Distinguished University Professor
University of South Florida

APPENDICES

**APPENDIX A: COMPREHENSIVE QUALIFYING EXAMINATION (“COMPS”):
POLICIES AND PROCEDURES**

APPENDIX B: GUIDELINES FOR PEER MENTORS

APPENDIX A: COMPREHENSIVE QUALIFYING EXAM (“COMPS”): POLICIES AND PROCEDURES

The purpose of comps is to ensure that students have mastered a broad, deep, and integrative knowledge of the field of I-O psychology prior to becoming a Ph.D. candidate. The exam preparation process should reinforce what has been learned in coursework and research and build a foundation in other areas that are important for competent research, teaching, and practice. Thus, comps have a developmental and a certification function.

Administration

Comps are offered every Fall and Spring semester, typically starting in the third week of classes. Each student must submit a request for approval to take comps. The Area Director will send an email in advance of each administration with notification that it is time to declare one’s intent to take the exam and choose subject areas (subject areas are discussed in the next section). Students must meet the deadline provided by the Area Director.

Exam Structure

The exam comprises written questions in eight subject areas (four required and four elective). The four *required* areas are Industrial, Organizational, Methodology, and Ethics. The four *elective* areas are selected by the individual examinees at the time intent to take comps is declared, and the selections are subject to faculty approval. For guidance concerning the elective areas, please see “Policy on Elective Comps Areas” later in this document.

The I-O Area Director will assign question writers and reader based on expertise. He/she will also provide the schedule of question administration. Normally there will be eight 2-hour sessions over two weeks, with questions administered on Tuesday and Thursday, one in the morning and one in the afternoon. It may be necessary to adjust this schedule depending upon holidays, unforeseen events, and the inability to cover all the elective questions in that number of sessions. These testing sessions are “closed-book” meaning that no notes, outside materials, or searching the internet for information is allowed. Students whose native language is not English may request to be allowed an additional hour per session.

Answer Format

Each area must be answered in a maximum of 8 double-spaced pages in 12-point font with 1” margins. Any tables, figures, or appendices the student chooses to include (such displays are optional) do not count toward the page limit, but they should not be excessive. Responses must present clear arguments and demonstrate expertise in the subject area. Responses should refer to empirical findings from relevant literatures. If an area has more than one question, or a question with multiple parts, each question/part must be answered completely within the page limit.

Grading

A single overall grade will be assigned for each area (even for areas with multiple or multi-part questions). Answers to the question(s) in each subject area will be graded on a four-point nominal rating scale by the writer and reader:

- 1 = failed with significant and substantial deficiencies, new question recommended
- 2 = failed with deficiencies, remediation recommended
- 3 = low pass
- 4 = pass

If both the writer and reader assign a grade of 3.0 or greater, the student passes the area; otherwise, the student fails the area. If there is disagreement about passing, the writer and reader will discuss the answer(s) and try to reach consensus. If they are unsuccessful, a second reader will be used to break the tie. If the second reader's grade is 3.0 or greater, the student passes the area; otherwise, the student fails the area.

Passing

Every subject area must be passed in order to “pass comps” and advance to doctoral candidacy. If a student fails 3 or fewer areas, the student may resolve those failed areas as described below. **If a student fails more than 3 areas, the student fails comps outright for the semester.** In that case, the student **must retake the entire exam** the next semester in which comps are offered.

Resolving Failed Areas

If a failed area received a rating of 1, the student will be given a new question to answer for that area in a closed-book 2-hour exam session. **This process must be completed within a four-week period following notification of comps results.** Students are encouraged to seek feedback from the writer and reader to understand why the answer was significantly deficient.

If a failed area received a rating of 2, the student will retake the same question and resolve any deficiencies in a closed-book 2-hour exam session. The student must meet (in person or electronically) with the writer and reader **within two weeks of notification** of comps results to discuss answer deficiencies. **This process must be completed within a four-week period following notification of comps results.**

Answers will be graded as pass/fail. If both the writer and reader agree the new answer is a pass, the student passes the area. If there is disagreement about passing, the writer and reader will discuss the answer(s) and try to reach consensus. If they are unsuccessful, a second reader will be used to break the tie. If the second reader's grade is a pass, the student passes the area; otherwise, the student fails the area.

All areas must be passed for the student to pass comps for the semester. Not resolving all failed areas means that the student fails comps for the semester and must retest.

Retesting

If a student fails comps for the semester, the student must retest the next semester in which comps are offered. As discussed under “Passing”, this retest may involve the entire exam or only those areas that were not resolved successfully. The student will answer new questions under closed-book conditions. If the student failed an elective area, the student may select a different elective area for their retest. However, if a new elective area is chosen, this still constitutes a “retest” (i.e., there will not be another opportunity to retest in this new area).

As students are allowed only two opportunities to take and pass comps, the student must pass all areas upon retesting. The same conditions for resolving a failed area apply.

If a student fails comps a second time, the I-O faculty will review the student’s responses to questions from all subject areas from both comps administrations. The I-O faculty will then collectively make a final summary determination as to whether the responses reflect sufficient expertise to pass comps or whether the student fails comps and will be dismissed from the graduate program.

Policy on Elective Comps Areas

This policy statement is intended to articulate the current approach agreed upon by the I-O faculty for the selection of elective areas and to serve as a guide to students in selection of their four elective areas.

1. Topics for which we currently offer a doctoral seminar are eligible (e.g., careers, team effectiveness, occupational health psychology, selection, training, work-family).
2. Topics for which we do not currently offer a doctoral seminar, but that are commonly included as chapters in introductory I-O psychology textbooks are eligible (e.g., motivation).
3. One of the 4 elective areas can be narrower in scope than the topics described in points 1 and 2 if the topic is the subject of the student’s dissertation. The purpose of this option is to give the student the opportunity to read more deeply in an area than would be expected of the otherwise competent student and to connect the material with his/her intended dissertation topic. For example, a student pursuing a dissertation on underemployment, which falls within the broader topic of careers, could take a question on underemployment instead of careers. A student pursuing a dissertation on the use of simulation techniques to train surgeons could take a question on simulation techniques instead of training. A student conducting a dissertation on counterproductive work behavior (CWB) could opt for a question on CWB instead of occupational health psychology.
4. A narrow topic deemed acceptable for one student does not mean that the same topic is acceptable for a subsequent student.
5. A topic should not be a subsection of another selected optional topic (e.g., students cannot select personality and negative affect as 2 of their 4 areas). Students can select two topics for

which we have two doctoral seminars (see point 1 above) that share some overlap (e.g., assessment centers and selection).

6. The combining of two elective topics to form a third topic area is not acceptable (e.g., students cannot select personality, selection, and personality in selection as three of their four optional areas).

7. Students are encouraged to span both the I and the O side of I-O psychology in selecting their elective areas and should do so in consultation with their major professor.

¹Students completing the OHP concentration must take OHP as one of their four elective areas.

I-O Faculty approved on August 19, 2022

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APPENDIX B: GUIDELINES FOR PEER MENTORS

The purpose of the peer mentor program is to help new graduate students with their transition to graduate school through contact with more advanced students. The peer mentor lends advice and support to enable the new student to become better socialized into the program. Faculty are able to provide some of this, but often students are more comfortable talking to students, and for many issues (e.g., how to register, and where to live) faculty are not as informed. Although most students will develop their own support network, the peer mentor program is designed to provide support until that happens. Your fellow students will likely become your initial professional network, and the peer mentor program can help facilitate that, at least in a small way.

If you have agreed to be a peer mentor, you should offer assistance to your assigned student mentee. Some things reasonable to help with might be the following:

1. Advice about where to live and areas of town to avoid.
2. Show the student around campus and/or the area.
3. Help with administrative details, such as setting up bank accounts, getting health insurance, registering for classes, signing up for payroll.
4. Help with course selections.
5. Provide advice about dealing with stress of the first year.
6. Help the student understand program requirements and give advice about how to progress at a reasonable rate.
7. Provide a realistic preview of school.
8. Introduce the new student to other graduate students.

If you volunteer to be a peer mentor, you should agree to do the following.

1. Contact your mentee as soon as the assignment has been made (in late spring or early summer), and get acquainted at least through e-mail. Offer assistance, and likely that person will want advice about where to live and about getting relocated.
2. Once the new student arrives, make contact again to see if further help would be appreciated. Have a phone conversation (if you haven't already). A face-to-face meeting would be nice if possible; for example, you might meet on campus to show your mentee around.
3. Be available to help as the semester progresses. Be proactive. Don't just give your mentee your number and tell them to call you if anything is needed. Contact your mentee from time to time (perhaps monthly) to ask how things are going.
4. Keep in mind that some assigned relationships will develop and flourish, and some will not. This is to be expected. Regardless, each peer mentor should make a commitment to contact their assigned mentee at least once per month or two for the first year, initially more frequently and then tapering off over time. Often first year students feel uncomfortable asking for help or imposing on the time of the senior student, so it is important that the peer mentor make the effort to initiate contact. Of course, keep in mind that many people are independent and may make an

easy transition, so offer help but don't be overly intrusive if that help is not needed. Your mentee will still appreciate your offer.

The peer mentor program serves an important function for the I-O program. The support and camaraderie among students is one of the factors that make USF such a great program!

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